

2013-14

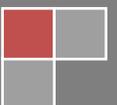
Appendix M

ENHANCING STUDENT ACHIEVEMENT THROUGH TEACHER
EVALUATION AND LEARNING (Evaluation Manual)

Teacher Evaluation System

Polk County Public Schools

The Mission of Polk County Public Schools is to ~~ensure rigorous, relevant learning experiences that result in high achievement for our~~ provide a high quality education for all students



(Pending Completion of Collective Bargaining Processes and School Board Approval)

**Polk County Public Schools
Teacher Evaluation System**

2012-2013

2013-2014

Final Approval by the Florida Department of Education _____

“Enhancing Student Achievement through Teacher Evaluation and Learning”

~~John Stewart, Ed. D.~~ Kathryn LeRoy, _____ Superintendent of Schools

SCHOOL BOARD MEMBERS

District 1 - Hunt Berryman

District 2 - Lori Cunningham

District 3 - Hazel Sellers

District 4 - Dick Mullenax

District 5 - Kay Fields District

6 - Debra Wright District

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Conditional FLDOE Approval June 2011

Revised September 2011

Revised February 2012

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Mission Statement of the School Board of Polk County

The Mission of the School Board of Polk County to provide a high quality education for all students.

Core Values - Polk County Public Schools

Collaboration, Teamwork, and Accountability

We will work as a team to ensure student graduation basing all decisions on relevant and accurate information.

Ethics, Integrity, Commitment, and Dedication

We will hold ourselves to the highest ethical standards, acting with honesty and integrity, dedicated to exemplary work.

Service

We will model servant leadership that inspires trust and loyalty, embraces equality, builds confidence, and responds to the needs of others.

Dignity and Respect

We will ensure a positive work environment in which all people are treated with dignity and respect.

Safe and Orderly

We will maintain a safe and orderly environment, with everyone on task at all times.

Learning, Improvement, High Quality, and Excellence

We will foster a culture of continuous learning and personal development for all, recognizing and celebrating excellence, achievement, creativity, and diversity.

Acknowledgement

We wish to thank all advisory committee members for their contribution toward bringing the district's teacher evaluation system into alignment with Florida Statutes and the requirements described in the 2010 Florida Race to the Top Memo of Understanding. Members are commended for designing a system that focuses on enhancing the quality of teacher performance and professional learning and on the enhancement of student achievement in the district as both relate to the district's Mission, Strategic Plan Goals, and individual School Improvement Plan Goals. The members of the Teacher Evaluation Advisory Committee are listed below.

District Office

Cheryl Joe - Professional Development Director

Jennifer Rouse - Professional Development

Martin Young – Human Capital Management Director

Britt Gross - Professional Development

Human Capital Management

School-Based Administrators

Art Martinez - Principal

~~Brett Butler – Principal~~

Chris Roberts - Principal

Donna Drisdorn - Principal

Tami Dawson - Principal

Carol Griffin - Assistant Principal

Sherry Wells - Principal

Teachers

Amanda McCallister* - Teacher

Branden Lane - Teacher

Carolyn Bryant - Teacher

Michelle Bobo - Teacher

Patricia Kilpatrick - Teacher

Polly Burkhardt* - Teacher

Tom Lentz* - Teacher

Polk Education Association*

Marianne Capozziello - President

Angela Dawson - Representative

Lee Littlefield - Representative

Preface

The Florida Legislature has enacted statutes in order to bring about the development of a teacher evaluation system that is focused on increasing student learning growth by improving the quality of instructional services. The integration of processes for school improvement, teacher evaluation, professional learning experiences, and data as evidence of student learning is more important than ever before. Emphasis is now being placed on collecting data pertaining to growth in student learning and data derived from demonstrated attributes and strategies related to evidence-based instructional practices. This focus has become more evident with development and adoption of the Florida Educator Accomplished Practices (2010), Florida's participation in the federal Race to the Top (RTTT) Grant, and the passage of the Student Success Act in March of 2011 by the Florida Legislature.

Focused communication between teachers and administrators that places an emphasis on student learning growth and the teacher's role in applying interventions based on his/her participation in professional learning activities that are directly related to contemporary research linking high probability strategies to student learning will be required. In order to meet these expectations, the Polk County School District has reviewed its existing teacher evaluation system and made changes consistent with this mental model and statutory requirements. This review was conducted by the Teacher Evaluation Advisory Committee that worked collaboratively to develop a system that will best meet the diverse needs of the teachers and support District Strategic Plan Goals within the parameters of Florida law. After a review of the existing evaluation system in relation to the expectations described in legislation, a system has been developed that measures teacher performance in relation to student achievement and the application of evidence-based, practices. This revised system will be implemented to ensure fairness, validity, and reliability within the limitations of resource infrastructure that currently exists. This system places emphasis on teacher professional learning as it relates to student learning. System components include processes for:

- Providing a closer linkage between teacher evaluation, student learning and school improvement
- Collecting student achievement and other data relevant to teacher effectiveness
- Creating a system that is based on what we learn from contemporary research about effective teaching strategies
- Planning for professional learning for all teachers

This document was prepared to inform all educators in Polk County about the expectations, processes, procedures, and forms that will be used in the district's teacher evaluation system.

Teacher Evaluation Philosophy

The primary purposes of teacher evaluation system processes are quality assurance (increasing student learning growth) and professional learning (improving the quality of instruction). Teacher evaluation should be a positive and ongoing process requiring considerable time, effort, and openness of both teachers and their administrators. The process should focus on student achievement by helping teachers become more effective in the application of high probability instructional strategies derived from contemporary educational research.

Positive outcomes from teacher evaluation processes are highly dependent upon building an environment characterized by open, honest, and respectful communication among teachers and administrators, both of whom are responsible for establishing this rapport. When concerns arise, they must be expressed with an appropriate rationale and suggestions for improvement. It is essential that both teachers and administrators (operating from the perception of building collaborative relationships) view performance evaluation as a supportive process that will result in enhanced student growth and improved professional learning, performance, and morale.

Teacher evaluation is best viewed as a highly individualized experience - a personal journey, in which educators view themselves as professionals committed to continuous improvement. The district's teacher evaluation system was revised to be congruent with contemporary research on teacher effectiveness and redesigned to ensure that processes are consistent with expectations delineated by Florida statutes. This evaluation system addresses five key factors in multiple processes:

- The teacher
- The administrator
- Student performance data
- Timely and actionable feedback
- Organizational context

All are equally important toward implementing an evaluation system that meets the needs of all teachers in the classroom.

It should be noted that effective performance in a given job role is based on three significant variables, the individual's competencies, the demands of the job and their related expectations, and the organizational climate and environment in which the individual works. Effective job performance results when these three variables come together in a synergistic fashion. In order for the individual to achieve optimal performance in the job, the organization must provide the support necessary to realize the successful application of one's competencies, against the backdrop of the real life demands of the job. It is the appropriate alignment of these variables, personal competencies, organizational support and realistic job expectations that will enable us to realize enhanced learning and success for our students. It is essential that decisions made related to pay, promotion, placement and employment status be based on a valid and reliable system that is closely monitored and adjusted toward that end throughout its implementation.

Conceptual Framework

~~In order to enhance the quality and equity of the district's teacher evaluation system and to bring the district closer to complying with requirements delineated in the Student Success Act of 2011 that amends several Florida Statutes (significant among them is 1012.34) and to meet additional related expectations pertaining to the Florida RTTT Memo of Understanding (MOU), a differentiated annual performance evaluation process has been developed for teachers. Teachers~~

are clustered into two broad categories, FCAT subject/grade level teachers and Non-FCAT subject/grade level teachers. By Florida Statute, the student performance component of these differentiated procedures will become effective August 15, 2011. Detailed information concerning the student performance component of these differentiated evaluation procedures that will be applied is described on pages 9–12 of this manual.

2011 – 2012 (ONLY): All Classroom Teachers

All classroom teachers' **Overall Annual Performance Evaluation Rating** is based on “points earned” related to the following elements:

Student Achievement Indicators based on three years of trend data from state assessment processes are applied related to Reading or Math as appropriate to the teacher's assignment. This data will come from the adopted and published Florida **student growth model** process as derived in the form of “trend data” based on 2011-2012, 2012-2013 and 2013-2014 FCAT and other state student assessment processes. Tables and related point values have been developed and will be applied to the teacher's Annual Overall Performance Evaluation rating using the student growth data provided by the FDOE. It is the expectation of the FDOE that the district will apply tables to be developed by the Florida State Board of Education when they are available. This element determines **50.3 % of the teacher's Overall Annual Performance Evaluation Rating**. Teachers will be rated and awarded points individually.

Demonstration of evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) in the form of described rubrics for EPC Indicators and rated by the school administrator are combined with points awarded based on the teacher's **situational context** as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. These points and related variables make up **48% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers are rated and awarded points individually.

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 22 that identifies ranges of point totals determines the total point value for the teacher for this element. Points from the table make up **1.7% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers rate themselves individually.

2012 – 2013 (ONLY) All Classroom Teachers FCAT/State Assessment Teachers

The **FCAT/State Assessment** teacher's **Overall Annual Performance Evaluation Rating** is based on “points earned” related to the following elements:

Student Achievement Indicators based on data from state assessment processes are applied related to Reading, ~~or~~ Math, or End of Course (EOC) exams as appropriate to the teacher's assignment. Specific lists of teachers will be provided by the FDOE. As the state adds more subjects/grades to the **state-wide assessment process**, impacted teachers will be added to the lists. This data will come from the adopted and published Florida **student growth model** process as derived in the form of “trend data” based on 2011-2012, 2012-2013, and 2013-2014 FCAT and other state student assessment processes. Tables and related point values have been developed and will be applied

to the teacher's Annual Overall Performance Evaluation rating using the student growth data provided by the FDOE. It is the expectation of the FDOE that the district will apply tables to be developed by the Florida State Board of Education when they are available. This element determines **50.3 % of the teacher's Overall Annual Performance Evaluation Rating**. Teachers will be rated and awarded points individually.

Demonstration of evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) in the form of described rubrics for EPC Indicators and rated by the school administrator are combined with points awarded based on the teacher's **situational context** as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. These points and related variables make up **48% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers are rated and awarded points individually.

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 22 that identifies ranges of point totals determines the total point value for the teacher for this element. Points from the table make up **1.7% of a teacher's Overall Annual Performance Evaluation Rating**. Teachers rate themselves individually.

All Non-FCAT Teachers - Type A

A **Non-FCAT A** teacher's **Overall Annual Performance Evaluation Rating** is based on "Points Earned" related to the following components:

The following procedures will be applied for **Non-FCAT A** teachers whose students participate in state assessment processes and for whom no district processes have been developed and implemented:

- 1.a Student performance is derived as a learning gain when students that are matched to the teacher show a learning gain in Reading or Math or EOC exams as derived from state assessment processes based on three years of "trend data" from 2012-2013, 2013-2014 and 2014-2015 as available will be applied for use in the teacher evaluation process.

The following procedures will be applied for **Non-FCAT A** teachers **whose students do not participate in state assessment processes** and for whom **no** district assessment processes have been developed and implemented:

- 1b. The teacher will receive school wide or district wide data as appropriate to their school and teaching assignment. (see page 11)

The following procedures will be applied for alternative schools that deliver dropout prevention and academic intervention services and receive a school improvement rating in lieu of a school grade. Department of Juvenile Justice (DJJ) schools are not included as alternative schools and do not receive a school grade or a school improvement rating.

- 1c. The teacher will receive the district wide learning gains score for reading or math, which ever is higher. This will be applied to the teachers at these schools for the student learning growth portion of the teacher evaluation.

This variable determines 50.3% of the teacher's Overall Annual Performance Evaluation Rating. Teachers are awarded points individually. A point values table related to learning gains derived from using data from state assessment processes pertaining to the students that the teacher teaches.

Demonstration of evidence-based teaching practices and behaviors directly linked to the Florida Educator Accomplished Practices are rated by the school administrator and combined with the teacher's **situational context** points as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. Teachers are rated and awarded points individually and make up **48% of a teacher's Overall Annual Performance Evaluation Rating.**

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors directly linked to the Florida Educator Accomplished Practices is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 22 identifies ranges of point totals determining the total point value for the teacher for this element. Points from the table make up **1.7% of a teacher's Overall Annual Performance Evaluation Rating.** Teachers rate themselves individually.

Note: The processes for Non-FCAT Teachers- Type A will be phased out starting in 2012-2013 and continuing as district end-of-course assessments are developed and implemented.

Non-FCAT Teachers- Type B (Not Applicable 2012 – 2013)

Determine a teacher's **Annual Overall Performance Evaluation Rating** based on "Points Earned" related to the following components:

The following procedures will be applied for Non-FCAT Subject/Grade Level Teachers **whose students do not participate in state assessment processes** and for whom district determined, administered, scored and reported assessment processes **have been developed and implemented:**

Student growth and/or achievement End-of-Course (EOC) data focused on learning gains in the content area being taught as derived from district-determined assessment processes based on three years of "trend data" from 2012-2013, 2013-2014 and 2014-2015 as available will be applied for use in the teacher evaluation process. District determined, administered, scored and reported student assessments will be developed and implemented through the application of a phase-in process initiated in 2012-2013 and continuing through June 30, 2015. Assessment content "rules" and pre-/post-student assessment calendars will be applied as described in **Non-FCAT- Type A, 1b** on pages 11 -12.

This variable determines 50.3% of the teacher's Overall Annual Performance Evaluation Rating. Teachers will be awarded points individually. A point values table related to learning gains derived from using growth and/or achievement data from district determined, administered, scored, and reported student assessments pertaining to the students that the teacher teaches has been developed and will be applied starting **August 15, 2012.**

Demonstration of evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) in the form of described rubrics for EPC Indicators and rated by the school administrator are combined with points awarded based on the teacher's **situational context** as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. Teachers are rated and awarded points

individually. These points and related variables make up **48% of a teacher's Overall Annual Performance Evaluation Rating.**

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 22 that identifies ranges of point totals determines the total point value for the teacher for this element. Points from the table make up **1.7% of a teacher's Overall Annual Performance Evaluation Rating.** Teachers rate themselves individually.

2013 – 2014 (ONLY): All Classroom Teachers

All classroom teachers' Overall Annual Performance Evaluation Rating is based on "points earned" related to the following elements:

Student Achievement Indicators For the 2013-2014 school year only, student learning growth ratings for all teachers will be calculated from either student learning growth data provided by the Florida Department of Education (FDOE) based on students who take the Florida Comprehensive Assessment Test (FCAT) or proficiency and expectation data based on students who take an FDOE end of course exam (EOC) Florida DOE VAM data, Florida DOE student achievement (proficiency) data, AP or IB student achievement (proficiency) data, student achievement (proficiency) data from the Post-secondary Education Readiness Test (PERT), student learning gains as determined by comparing the 1st and 3rd FAIR testing data, learning gains as determined by the Test of Adult Basic Education (TABE) results, or learning gains as determined by the Comprehensive Adult Student Assessment System (CASAS) results. All student learning growth data will be calculated based on the teacher's student roster as determined by the roster verification process described in on page . Specific descriptions of the data sources and calculation methods used to determine the *Student Learning Growth* rating for a teacher based upon his or her instructional assignment can be found in the 2013-2014: Use of Student Assessment Data section on page 10. This element determines 50.3 % of the teacher's Overall Annual Performance Evaluation Rating. Teachers will be rated and awarded points individually.

Demonstration of evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) in the form of described rubrics for EPC Indicators and rated by the school administrator are combined with points awarded based on the teacher's situational context as determined by specified student demographic impact factors related to teaching in a classroom heavily impacted by these factors. These points and related variables make up 48% of a teacher's Overall Annual Performance Evaluation Rating. Teachers are rated and awarded points individually.

A Self-Evaluation process pertaining to the evidence-based teaching practices and behaviors (linked directly to the Florida Educator Accomplished Practices) is completed by the classroom teacher. Each teacher analyzes the EPCs and related rubrics. After reflecting on his/her practices as delineated in the rubric descriptions, the teacher rates him/herself accordingly for each EPC. The rubric points are totaled. The Self-Evaluation Table on page 22 that identifies ranges of point totals determines the total point value for the teacher for this element. Points from the table make up 1.7% of a teacher's Overall Annual Performance Evaluation Rating. Teachers rate themselves individually.

System Highlights - Differentiated Classroom Teacher Evaluation Process Options

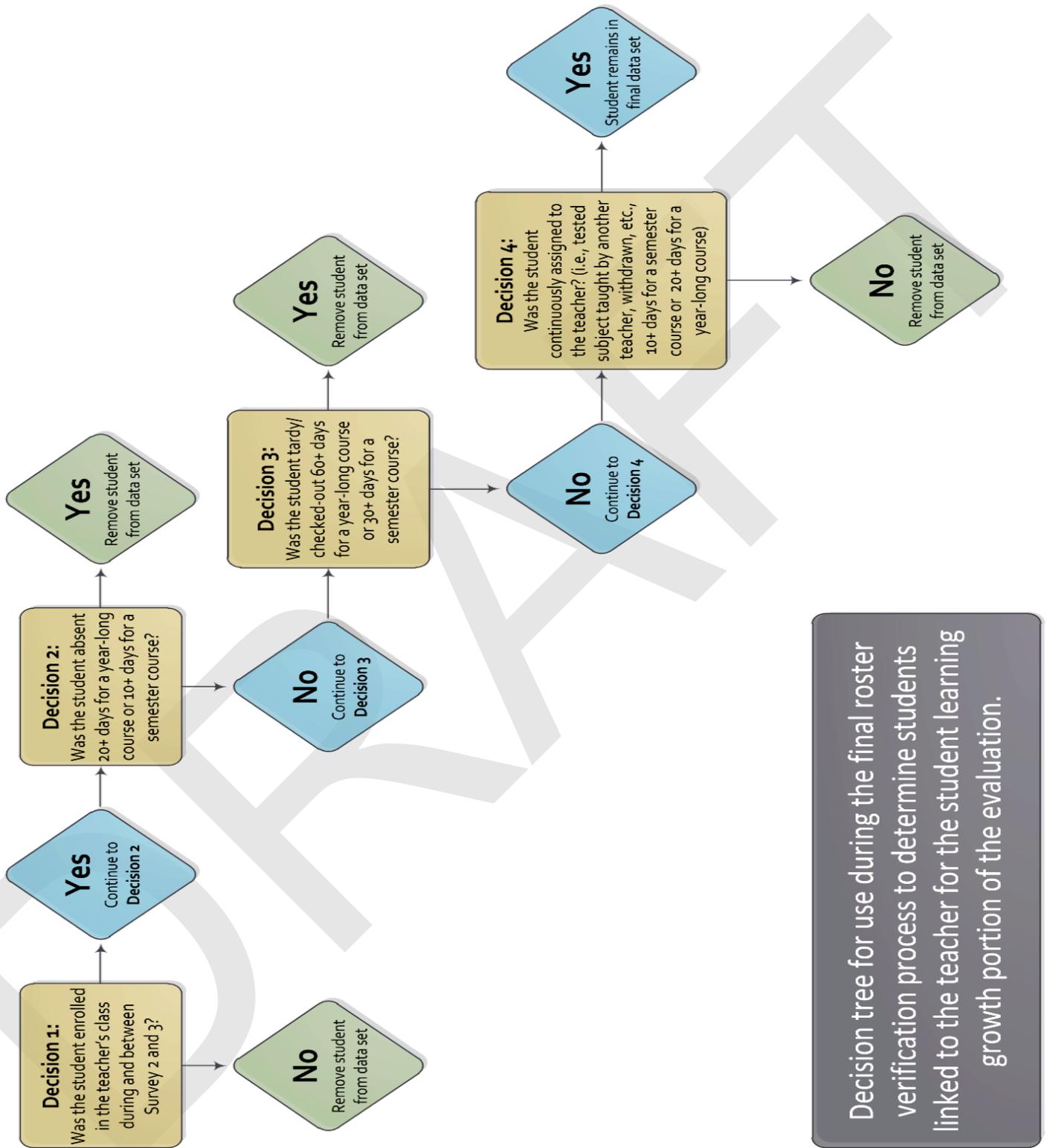
Type	Student Performance Data	Principal's Rating/Sit. Context	Third Metric: Self-Evaluation
All Classroom Teachers	FCAT and other state assessments applied to teachers as is appropriate to the teacher's students	Evidence-based practices linked to Florida Educator Accomplished Practices combined with a Situational Context element tied to classroom student demographic impact factors	Data from Self-Evaluation pertaining to evidence-based practices linked to Florida Educator Accomplished Practices
	Determined by student assessment data	Ratings determined by evaluator and situational context	Ratings determined by Self-Evaluation process
	50.3% of OAPER	48% of Annual OAPER	1.7% of OAPER
	All classroom teachers	All classroom teachers	All classroom teachers
	Determined individually based on student achievement data from the students assigned to the teacher	Determined individually based on performance tied to rubrics and combined with points earned related to situational context	Determined individually based on self-evaluation

Planned Use of Student Performance Assessment Data

Student performance data, derived from state, district, or teacher student assessment processes, will be used to determine the point values assigned to the teacher for use in determining the Student Achievement EPC rating and the Overall Annual Performance Evaluation rating. The Student Success Act of 2011 contains a provision that teacher's Annual Overall Performance Rating may be amended within 90 days of the original evaluation. For example, the current year's student assessment data might not be available by the 165th day of student contact, the deadline for completing a teacher's Overall Annual Performance Evaluation. The amendment process is being required by FDOE to be used in Polk. It is the state's expectation that three years of valid and reliable "trend data" be applied, including FCAT data which will not be provided until after teachers complete their work year, (when available and appropriate) for use as determined by the district. For each year the oldest of the three cumulative years will be dropped and the most recent available year's data will be added. The sections that follow describe the manner in which this issue will be addressed and the specified timeline for implementing the application of student performance data as a significant variable in the teacher evaluation process.

2012-2013 2013-2014: Use of Student Assessment Data

For the **2013-2014** school year, all teachers will earn points for the Student Achievement EPC element of the teacher evaluation system based on the following Roster Verification Decision-Tree:



SPECIAL NOTE: All non-classroom instructional personnel will have the Student Learning Growth and OAPER scale for their unique evaluation system delineated on the position-specific evaluation forms included in [Appendix F](#).

Data Source Determinant Table

The table below identifies the source of data, by school and/or teacher group, used for the student learning growth portion of the evaluation.

School Type	Personnel Type	VPK Test	FCAT		State EOC	Application of Student Performance Data
			R	M		
Receives a School Grade	Pre-K	✓				<ul style="list-style-type: none"> Learning Gains from FLDOE Voluntary Pre-K Pre-Post Test
	K-3		✓	✓		<ul style="list-style-type: none"> School-wide FCAT Reading or Math % LG (Whichever is higher)
	4-12		✓	✓	✓	<ul style="list-style-type: none"> Will count as a LG if students linked to the teacher achieve a LG in either FCAT Reading, Math, or EOC (Level 3 or higher) If less than 15 students are linked to the teacher, then the % LG will default to School-wide FCAT Reading or Math % LG (Whichever is higher)
	Guidance Counselors		✓	✓		<ul style="list-style-type: none"> School-wide FCAT Reading or Math % LG (Whichever is higher)
	Media Specialists		✓	✓		<ul style="list-style-type: none"> School-wide FCAT Reading or Math % LG (Whichever is higher)
	Non-Classroom B		✓	✓		<ul style="list-style-type: none"> School-wide FCAT Reading or Math % LG (Whichever is higher)
Receives an Improvement Rating or is Not Graded	Pre-K	✓				<ul style="list-style-type: none"> Learning Gains from FLDOE Voluntary Pre-K Pre-Post Test
	K-12		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	Guidance Counselors		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	Media Specialists		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	Non-Classroom B		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	School Social Workers		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
District-Wide and/or Multiple Locations	Non-Classroom A		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	School Psychologists		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	School Social Workers		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)
	Speech Language Pathologists		✓	✓		<ul style="list-style-type: none"> District-wide FCAT Reading or Math % LG (Whichever is higher)

Student Learning Growth Points Scale – must be updated

Once the teachers have determined which students will count toward their calculated Student Learning Growth it will be translated into points from the scale below. This point value is entered into the Stage 2 evaluation worksheet to calculate the total points and final Overall Annual Performance Evaluation Rating.

Student Learning Growth		
Percentile Range		Points
0.00%	15.00%	15
15.01%	25.63%	24
25.64%	36.25%	33
36.26%	46.88%	41
46.89%	57.50%	50
57.51%	68.13%	59
68.14%	78.75%	68
78.76%	89.38%	76
89.39%	100.00%	85

Teachers of State Assessed Courses with an Approved Learning Growth Formula

For the 2013 – 2014 school year, the SLG rating for a Teacher of State Assessed Courses will be based on available 2011 – 2012, 2012 – 2013, and 2013 – 2014 student learning growth data from state assessments for students enrolled during Survey 2 and 3 in courses taught by the teacher. The district will use Value-Added Model (VAM) data and approved Learning Growth Formula, provided by the FLDOE to calculate the SLG Rating and points earned for *Teachers of State Assessed Courses with an Approved Learning Growth Formula*. Using the following formulas, a teacher's score is aggregated and classified related to the established "district zero cut":

$$\text{Teacher EstVAM} - k * \text{standard error} > \text{district zero cut}$$

$$\text{Teacher EstVAM} + k * \text{standard error} < \text{district zero cut}$$

Table 1: Value Added SLG Rating Table delineates the SLG points earned by a teacher based upon his/her SLG score.

Table 1: Value Added SLG Rating Table

SLG Points	Aggregated SLG Score	Rating
15	3.00+ SE Below District Cut	Unsatisfactory
20	2.50 SE Below District Cut	
30	2.00 SE Below District Cut	
35	1.50 SE Below District Cut	Needs Improvement/Developing
45	1.00 SE Below District Cut	
50	0.50 SE Below District Cut	Effective
55	0.50 SE Above District Cut	
60	1.00 SE Above District Cut	
65	1.50 SE Above District Cut	
70	2.00 SE Above District Cut	
80	2.50 SE Above District Cut	Highly Effective
85	3.00+ SE Above District Cut	

Teachers of State Assessed Courses without an Approved Learning Growth Formula

For the 2013 – 2014 school year, the SLG rating for a *Teacher of State Assessed Courses without an approved Learning Growth Formula* will be based on 2013 – 2014 student achievement (proficiency) data from state assessments for students enrolled during Survey 2 and 3 in courses taught by the teacher. Table 2: Proficiency SLG Rating Table delineates the SLG points earned by the teacher based upon the percentage the teacher's

students who score proficient or higher on the state assessment(s) aligned to the course(s) taught by the teacher (3rd Grade Reading, 3rd Grade Math, Science, US History, etc.).

Teachers of Students in Grades 4-10 Teaching Non-State Assessed Courses (Excluding AP or IB courses)

For the 2013 – 2014 school year, the SLG rating for *Teachers of Students in Grades 4-10 Teaching Non-State Assessed Courses* will be based on 2013 – 2014 student achievement (proficiency) data from state assessments for students enrolled during Survey 2 and 3 in courses taught by the teacher. *Table 2: Proficiency SLG Rating Table* delineates the SLG points earned by the teacher based upon the percentage the teacher’s students who score proficient or higher on the state assessment(s) most appropriate to the course(s) taught by the teacher (Reading or Math).

Teachers of Students in Grade 11 Teaching Non-State Assessed Courses (Excluding AP or IB courses)

For the 2013 – 2014 school year, the SLG rating for *Teachers of Students in Grade 11 Teaching Non-State Assessed Courses* will be based on 2013 – 2014 student achievement (proficiency) data from the Post-Secondary Education Readiness Test (PERT) for students enrolled during Survey 2 and 3 in courses taught by the teacher. *Table 2: Proficiency SLG Rating Table* delineates the SLG points earned by the teacher based upon the percentage the teacher’s students who score proficient or higher on the PERT in the subject most appropriate to the course(s) taught by the teacher (Reading or Math).

Table 2: Proficiency SLG Rating Table

SLG Points	Percent of Students Scoring Proficient or Higher	Rating
15	00.00% - 15.00%	Unsatisfactory
20	15.01% - 31.00%	
30	31.01% - 35.00%	Needs Improvement/Developing
35	35.01% - 41.00%	
45	41.01% - 45.00%	Effective
50	45.01% - 50.00%	
55	50.01% - 55.00%	
60	55.01% - 60.00%	
65	60.01% - 65.00%	
70	65.01% - 70.00%	Highly Effective
80	70.01% - 85.00%	
85	85.01% - 100.0%	

Teachers of Students in Grades K - 2

For the 2013 – 2014 school year, the SLG rating for *Teachers of Students in Grades K - 2* will be based on one component, 2013 – 2014 student learning gains data from the 1st and 3rd administrations of the FAIR assessment for students enrolled during Survey 2 and 3 in courses taught by the teacher. *Table 3: FAIR SLG Rating Table* delineates the SLG points earned by –the teacher based upon the percentage the teacher’s students who demonstrate learning gains of 6 points or more between the 1st and 3rd administrations of the FAIR assessment.

Table 3: FAIR SLG Rating Table

SLG Points	Percent of Students Scoring Proficient or Higher	Rating
15	00.00% - 5.00%	Unsatisfactory
20	5.01% - 10.00%	
30	10.01% - 15.00%	Needs Improvement/Developing
35	15.01% - 20.00%	
45	20.01% - 25.00%	Effective
50	25.01% - 30.00%	
55	30.01% - 35.00%	
60	35.01% - 40.00%	
65	40.01% - 45.00%	
70	45.01% - 50.00%	Highly Effective
80	50.01% - 75.00%	
85	75.01% - 100.0%	

Teachers of Advanced Placement (AP) or International Baccalaureate (IB) Courses

For the 2013 – 2014 school year, the SLG rating for *Teachers of Advanced Placement (AP) and/or International Baccalaureate (IB) Courses* will be based on 2013 – 2014 student achievement (proficiency) data from AP and/or IB assessments for students enrolled during Survey 2 and 3 in the AP and/or IB course(s) taught by the teacher. *Table 4: AP/IB SLG Rating Table* delineates the SLG points earned by the teacher based upon the percentage the teacher’s students who score proficient or higher on AP (3 or higher) and/or IB (4 or higher) assessment(s) aligned to the course(s) taught by the teacher.

Table 4: AP/IB SLG Rating Table

SLG Points	Percent of Students Scoring Proficient or Higher	Rating
<u>15</u>	<u>00.00% - 5.00%</u>	Unsatisfactory
<u>20</u>	<u>5.01% - 10.00%</u>	
<u>30</u>	<u>10.01% - 15.00%</u>	Needs Improvement/Developing
<u>35</u>	<u>15.01% - 20.00%</u>	
<u>45</u>	<u>20.01% - 25.00%</u>	Effective
<u>50</u>	<u>25.01% - 30.00%</u>	
<u>55</u>	<u>30.01% - 35.00%</u>	
<u>60</u>	<u>35.01% - 40.00%</u>	
<u>65</u>	<u>40.01% - 45.00%</u>	
<u>70</u>	<u>45.01% - 50.00%</u>	
<u>80</u>	<u>50.01% - 75.00%</u>	Highly Effective
<u>85</u>	<u>75.01% - 100.0%</u>	

Teachers of Students Assessed by the Test of Adult Basic Education (TABE) and Students Participating in the General Education Diploma Program (GED)

For the 2013 – 2014 school year, the SLG rating for *Teachers of Students Assessed by the Test of Adult Basic Education and Students Participating in the General Education Diploma Program* will be based on 2013 – 2014 student retake data from the TABE assessment for students assigned to the teacher who complete 60 Adult Basic Education course hours. *Table 5: TABE Retakers SLG Rating Table* below delineates the SLG points earned by the teacher based upon the percentage of the teacher’s students who improve 1 level or more on the TABE assessment retake.

Table 5: TABE Retakers SLG Rating Table

SLG Points	Percent of TABE Retakers Improving 1 Level or More	Rating
<u>15</u>	<u>00.00% - 15.00%</u>	Unsatisfactory
<u>20</u>	<u>15.01% - 31.00%</u>	
<u>30</u>	<u>31.01% - 35.00%</u>	Needs Improvement/Developing
<u>35</u>	<u>35.01% - 41.00%</u>	
<u>45</u>	<u>41.01% - 45.00%</u>	Effective
<u>50</u>	<u>45.01% - 50.00%</u>	
<u>55</u>	<u>50.01% - 55.00%</u>	
<u>60</u>	<u>55.01% - 60.00%</u>	
<u>65</u>	<u>60.01% - 65.00%</u>	
<u>70</u>	<u>65.01% - 70.00%</u>	
<u>80</u>	<u>70.01% - 85.00%</u>	Highly Effective
<u>85</u>	<u>85.01% - 100.0%</u>	

Teachers of Students Assessed by the Comprehensive Adult Student Assessment System (CASAS)

For the 2013 – 2014 school year, the SLG rating for *Teachers of Students Assessed by the Comprehensive Adult Student Assessment System (CASAS)* will be based on 2013 – 2014 student achievement data from either the *CASAS Reading Assessment or CASAS Listening Assessment* for students assigned to the teacher. *Table 6: CASAS SLG Rating Table* delineates the SLG points earned by the teacher based upon the percentage of the teacher’s students who improve either CASAS Reading or CASAS Listening scale score a minimum of 5 points.

Table 6: CASAS SLG Rating Table

SLG Points	Percent of Students Improving CASAS Score 5+ Points	Rating
<u>15</u>	<u>00.00% - 15.00%</u>	Unsatisfactory
<u>20</u>	<u>15.01% - 31.00%</u>	
<u>30</u>	<u>31.01% - 35.00%</u>	Needs Improvement/Developing
<u>35</u>	<u>35.01% - 41.00%</u>	
<u>45</u>	<u>41.01% - 45.00%</u>	Effective
<u>50</u>	<u>45.01% - 50.00%</u>	
<u>55</u>	<u>50.01% - 55.00%</u>	
<u>60</u>	<u>55.01% - 60.00%</u>	
<u>65</u>	<u>60.01% - 65.00%</u>	
<u>70</u>	<u>65.01% - 70.00%</u>	
<u>80</u>	<u>70.01% - 85.00%</u>	Highly Effective
<u>85</u>	<u>85.01% - 100.0%</u>	

Uncommon Teacher Scenarios

It should be noted that there are several atypical teacher scenarios that might need to be addressed as they relate to the Student Performance Element of the teacher evaluation system. In addition, there are likely to be unpredicted unique scenarios that will need to be addressed. When they occur, they will be brought forth to the Teacher Evaluation Advisory Committee to be addressed as that committee will need to continue meeting on an ongoing basis. Retrieve previously discussed scenarios and capture them here.

Category I: Significant Evaluation Processes for Teachers

Teacher Induction Program Seminar (TIPS) Participation

Orientation and Professional Development related to Teacher Evaluation System Processes, PEC, ACE, or EPI as appropriate

- ✓ Evaluation Planning Session with Administrator to discuss/review:
 - TARGET (IPDP) Plan
 - ARROW documentation
 - School Improvement Plan Goals-Strategies-Outcomes
 - Priority Evidence-Based Practices
 - Plans for Observations, Self-Evaluation, Interim Performance Review, etc.
 - Student Performance Data Analysis
 - Other topics of interest to teacher and/or administrator
- ✓ Completed self-evaluation related to EPC Rubrics within 45 days of student contact
- ✓ Formal Observations (45 minutes minimum)
 - ~~Within the first 45 student contact days 1st and 2nd Semesters~~
 - Pre-observation and Post-observation conferences are required
 - **2 are required, minimum of one per semester**
 - **Evaluator must complete an Informal Observation prior to having access to complete a Formal Observation**
- ✓ Informal Observation (10 to 30 minutes)
 - ~~1 minimum 1st and 2nd semesters~~
 - **2 are required, one per semester, Journey requires 2 completed walk throughs prior to having access to complete an Informal Observation**
 - **Must complete an informal observation prior to having access to complete a Formal Observation**
- ✓ Walk-through Observations (3 to 5 minutes)
 - ~~8-12 minimum with feedback throughout 1st and 2nd semesters~~
 - **2 minimum per each 9 week period**
- ✓ Interim Performance Evaluation Conference includes:
 - Ratings for each EPC
 - A review of student performance data
 - No rating/points assigned for Student Achievement
 - No points assigned for Situational Context
 - Results are not reported to Human Resources
 - Results are retained at the school only
 - An interim TARGET (IPDP) conversation is conducted at this time
- ✓ Overall Annual Performance Evaluation Conference
 - Discussion of assigned ratings and point values for each of the Evidence-Based Practices
 - Conversation concerning related ongoing observation data as may be appropriate
 - Specified Student Demographic Impact Factors
 - Student Achievement
 - Self-Evaluation conversation
 - Reflection and feedback
 - All data gathered for assessment purposes will be shared in an immediate and collegial manner
 - Summary TARGET (IPDP) Plan and ARROW Documentation Conversations
 - Upon completion of the Overall Annual Performance Evaluation conference, two copies of the form will be printed, signed, and dated by the administrator and teacher

Special Processes as Applicable to a Teacher's Needs

As may be applicable to need, a process may be used to promote prompt professional conversations regarding instructional assistance with teachers. If performance concerns exist the following steps shall be taken:

1. The evaluator shall hold a professional conversation with the teacher to identify specific areas of concern coupled with suggested actions to be taken to assist the teacher with improvement of professional practice. Monitoring will be ongoing. An Instructional Assistance Conference (IAC) Form MAY be used at this time.
2. If the problem persists, the evaluator will conduct a focused observation in the area of concern using the approved observation instrument. Monitoring will be on-going.
3. If after the focused observation a teacher is still found to be performing below the effective level in an EPC, the evaluator shall meet with the teacher to discuss the concerns and develop a plan.

Category II: Significant Evaluation Processes for Teachers

- ✓ Orientation and Professional Development related to Teacher Evaluation System Processes
- ✓ Evaluation Planning Session with Administrator to discuss/review:
 - TARGET (IPDP) Plan
 - ARROW documentation
 - School Improvement Plan Goals-Strategies-Outcomes
 - Priority Evidence-Based Practices
 - Plans for Observations, Self-Evaluation, Interim Performance Review, etc.
 - Student Performance Data Analysis
 - Other topics of interest to teacher and/or administrator
- ✓ Completed self-evaluation related to EPC Rubrics within 45 days of student contact
- ✓ Formal Observation (45 minutes minimum)
 - Optional pre-observation conference
 - Post-observation conference **required**
 - **Evaluator must complete an Informal Observation prior to having access to complete a Formal Observation**
- ✓ Informal observation (10 to 30 minutes)
 - 1 minimum annually
 - **Journey requires 2 completed walkthroughs prior to having access to complete an Informal Observation**
- ✓ Walk-through Observations (3 to 5 minutes)
 - ~~8-12 minimum with feedback throughout 1st and 2nd semesters~~
 - **2 minimum per each 9 week period**
- ✓ Optional Interim Performance Evaluation Conference includes:
 - Ratings for each EPC
 - A review of student performance data
 - Results are retained at the school only
 - An interim TARGET (IPDP) conversation is conducted at this time
- ✓ Overall Annual Performance Evaluation Conference
 - Discussion of assigned ratings and point values for each of the Evidence-Based Practices
 - Conversation concerning related ongoing observation data as may be appropriate
 - Specified Student Demographic Impact Factors
 - Student Achievement
 - Self-Evaluation conversation
 - Reflection and feedback
 - All data gathered for assessment purposes will be shared in an immediate and collegial manner
 - Summary TARGET (IPDP) Plan and ARROW Documentation Conversations

- Upon completion of the Overall Annual Performance Evaluation conference, two copies of the form will be printed, signed, and dated by the administrator and teacher

Special Processes as Applicable to a Teacher's Needs

As may be applicable to need, a process may be used to promote prompt professional conversations regarding instructional assistance with teachers. If performance concerns exist the following steps shall be taken:

1. The evaluator shall hold a professional conversation with the teacher to identify specific areas of concern coupled with suggested actions to be taken to assist the teacher with improvement of professional practice. Monitoring will be ongoing. An Instructional Assistance Conference (IAC) Form MAY be used at this time. This process and related form does not replace the formal written plan of improvement (PDP) and is not disciplinary in nature. It is intended to facilitate professional conversations between the teacher and administrator.
2. If the problem persists, the evaluator will conduct a focused observation in the area of concern using the approved observation instrument. Monitoring will be on-going.
3. If after the focused observation a teacher is still found to be performing below the effective level in an EPC, the evaluator shall meet with the teacher to discuss the concerns and develop a plan.

If applicable, a formal Professional Development Plan (PDP) to address ratings of *Unsatisfactory* (required) or *Needs Improvement* (Optional) is developed and implemented at this time.

Classroom Teacher Observation Processes

The observation process is the primary method for collecting evidence related to teacher practices that will be used as a source of data for the summative evaluation process and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is expected that this process will initiate conversations between the evaluator and teacher that identifies strengths and potential needs or areas of growth. It is **not** the summative evaluation. There are three types of observation processes:

- **Formal** (45 minutes or longer with feedback and required pre-/post-conferences)
- **Informal** (10 to 30 minutes in length with feedback and **OPTIONAL** pre-/post-conferences)
- **Walkthrough** (3-5 minutes in length with feedback)

The **formal observation** consists of an observation for a full class period (45 minutes or more) as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a pre-conference and post-conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help evaluators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following the observation). The planning or pre-conference provides an opportunity for the teacher and the evaluator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the Pre-/Post-Conference Guide as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided. The post-conference provides an opportunity for the teacher and the evaluator to reflect about the lesson, clarify expectations and plan forward using the Pre-/Post-Conference Guide for reflection and feedback.

The **informal observation** can be announced or unannounced and may or may not include an observation of the full class period (10 to 30 minutes is suggested). Typically, there is no planning or reflection conference. An informal announced observation may be scheduled prior to the observation while an unannounced informal observation is not scheduled. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further guide the overall annual performance evaluation process. While a pre-/post-conference is not required, it is required that evaluators provide timely and actionable feedback to teachers regarding these observations.

As in the informal observation, **walkthroughs** can be announced or unannounced. Walkthroughs generally consist of very brief classroom observations of 3 - 5 minutes in length in which the evaluator gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is also strongly recommended. Walkthroughs provide opportunities for providing individual feedback as well as identifying trend and pattern data over time. As is the case with formal and informal observations, if observable performance deficiencies are noted, the evaluator must provide the teacher with specific related feedback. Walkthroughs also are used to identify professional needs for individuals and groups of teachers and provide a means to gauge the implementation of professional learning against individual professional learning plans and school improvement plans.

All observation processes may give attention to two types of behavioral evidence, teacher evidence and student evidence. Teacher evidence is based on thin slices of behavior that are notable teaching moves that can be observed in a classroom. Teacher evidence is specific observable behaviors in which teachers engage when using particular instructional strategies. Student evidence is specific observable behaviors in which students engage in response to the teacher's use of particular instructional strategies. The feedback process related to the use of the observation instruments may include information concerning questions for teacher reflection. There is no expectation that the questions be answered formally. The reflection questions are intended to stimulate self-reflection and conversation pertaining to teacher practices in relation to the EPC or descriptor. The frequency of formal observations, informal observations and walkthroughs that is expected in the District for Category I, Category II and teachers on a PDP is delineated below.

Observation Timing Chart

Teacher Status	Formal Observations 45 Minutes Minimum	Informal Observations 10-30 Minutes	Walkthroughs 3-5 Minutes
Category I	<ul style="list-style-type: none"> • 1 Minimum per semester • Pre-/Post-Conference required • Additional optional • <u>Completion of an Informal required prior to a Formal</u> 	<ul style="list-style-type: none"> • 1 Minimum per semester • Number varied based on need • Feedback Required • <u>Completion of at least 2 walkthroughs prior to complete of an Informal</u> 	<ul style="list-style-type: none"> • 8-12 Annually • <u>2 minimum each 45 days</u> • Feedback desired
Category II	<ul style="list-style-type: none"> • 1 Minimum annually • Additional optional • Pre-Conference optional • Post Conference required • <u>Completion of an Informal required prior to a Formal</u> 	<ul style="list-style-type: none"> • 1 Minimum annually • Number varied based on need • Feedback Required • <u>Completion of at least 2 walkthroughs prior to complete of an Informal</u> 	<ul style="list-style-type: none"> • 8-12 Annually • <u>2 minimum each 45 days</u> • Feedback desired
PDP Teacher	<ul style="list-style-type: none"> • 1 Minimum each 45 days while engaged in PDP process 	<ul style="list-style-type: none"> • 1 Minimum each 45 days while engaged in PDP process 	<ul style="list-style-type: none"> • 3 Minimum each 45 days while engaged in PDP process

Observation Implementation Practices and Observation Instruments

The Polk County Observation Instruments are a comprehensive data collection and management system that report real-time data from classroom walkthroughs, informal observations, and formal observations. Using efficient electronic tools and research-based content resources, the Polk County Observation Instruments enable administrators to focus on instructional leadership while maintaining compliance with state and district requirements as well as aligning to Race to the Top's requirements related to classroom observation, monitoring, professional development, and reporting. Feedback will be provided to teachers following classroom observations to ensure a transparent and effective ongoing communication process.

The approved observation instrument must be used for administrative classroom walkthroughs, informal, and formal observations. Observable EPCs (Educator Accomplished Practices) for each of the four domains are listed to guide the observer. Using the rubrics, the administrator rates observed practices pertaining to each descriptor as highly effective, effective, needs improvement/developing, or unsatisfactory. Space for feedback allows the administrator to articulate the rationale for the rating and/or to provide comments related to the observation. Teachers receive an electronic copy of the observation instrument in order to expedite timely feedback and to enable a reflective process pertaining to their performance status. The observation data gathered electronically, throughout the school year, provides the primary source of information to be applied when rating the teacher on the observable elements of an EPC.

Calculation of Observable EPC Ratings

An Improvement Model for ~~2012-2013~~ **2013-2014** teacher evaluations will consist of three weighted observation processes: Walkthroughs, Informal and Formal. When calculating a final rating for each EPC, completed Walkthrough Observations will account for 25%, completed Informal Observations will account for 25%, and completed Formal Observations will account for 50%. Further, weighting will be established for all observations which place less emphasis on observations conducted nearer the beginning of the school year and progresses with greater weight given to those conducted nearer the final rating. Weighting for Walkthrough Observations will reflect specific time periods progressing from 3% in the first time period, 5% in the second time period, 7% in the third time period, and 10% in the last time period. Similar progressive weighting will be established where multiple Informal or Formal Observations are completed. The formula will generate final EPC ratings of Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory.

Observable Essential Performance Criteria and Observation Instruments

Only the approved observation instrument, as described on previous page, will be used during the various observation processes in relation to the performance ratings applied to the fifteen observable EPCs identified below:

Domain 1: Instructional Design, Lesson Planning, and Assessment

EPC a. Demonstrating knowledge of content and pedagogy

- Demonstrates knowledge of content
- Uses effective instructional strategies

EPC b. Demonstrating knowledge of students

- Provides differentiated instruction
- Conducts individual data conferences with students

EPC d. Demonstrating knowledge of resources and technology

- Uses technology to enhance instruction
- Integrates student use of technology into instructional process

Domain 2: Instructional Delivery and Facilitation

EPC a. Communicating with students

- Refers to essential question during lesson
- Checks for understanding
- Connects to prior knowledge
- Conveys high expectations

EPC b. Using strategies to evoke higher-order thinking and discussions

- Asks higher order thinking questions
- Provides scaffolding
- Provides wait time
- Provides opportunities to participate in learning activities

EPC c. Lesson delivery and engaging students in learning

- Instruction engagingly meets student needs
- Uses distributed summarizing
- Uses accountable talk

EPC d. Using Assessment in Instruction

- Checks for understanding through varied techniques
- Provides feedback to students
- Uses assessment prompts

EPC e. Demonstrating flexibility and responsiveness

- Uses varied instructional strategies
- Adjusts instruction based on student response

EPC f. Integrating cross content reading and writing instruction

- Incorporates reading
- Develops content vocabulary
- Incorporates reading comprehension strategies
- Incorporates writing

Domain 3: The Learning Environment

EPC a. Creating an environment of respect and rapport

- Models and reinforces appropriate actions
- Creates a climate of openness and respect
- Exhibits responsiveness and sensitivity

EPC b. Establishing a culture for learning

- Interacts with students positively
- Provides specific and appropriate feedback
- Communicates expectations to students

EPC c. Managing classroom procedures

- Establishes procedures and routines for managing the classroom
- Manages transitions to maximize instructional time

EPC d. Managing student behavior

- Establishes standards for behavior
- Implements behavior plan
- Responds to misbehaviors

EPC e. Organizing physical space

- Classroom environment supports learning
- Environment is safe, accessible and inclusive

Domain 4: Professional Responsibilities and Ethical Conduct

EPC a. Attention to equity and diversity

- Treats all students equitably

Teacher Self-Evaluation Process

The district teacher evaluation process includes a self-evaluation element that is calculated into the teacher's Overall Annual Performance Evaluation Rating at the close of the evaluation cycle. It determines 1.7% (3 of 169 points possible) of that rating. The self-evaluation must be completed no later than the teacher's first **45 days** of student contact. The teacher will analyze the rubrics for the 23 EPCs (evidence-based practices as derived from contemporary research) applied in the teacher evaluation system. The teacher reflects on the congruence of his/her practices with the rubric statements and rates him/herself accordingly. This will result in a raw score value ranging from 0-69. The raw score value is converted to a rating points value in accordance with the table below.

EPC Evidence-Based Rubrics Self-Evaluation Table

Raw Points = 0 - 17	Raw Points = 18 - 33	Raw Points = 34 - 56	Raw Points = 57 - 69
Evaluation Points = 0	Evaluation Points = 1	Evaluation Points = 2	Evaluation Points = 3

Points determined through the self-evaluation and reflection process are added to points derived from Student Achievement, Administrator Ratings and Situational Context variables to determine the teacher's Overall Annual Performance Evaluation Rating.

The self-evaluation process also enables a reflective identification of professional learning needs in relation to the evidence-based practices that can be used as a part of the TARGET (IPDP) planning process. Self-evaluation also enhances the conversations the teacher and administrator will have related to professional learning and its relationship to enhanced teacher performance.

Requirements for Consistency in Evaluator Rating Processes

In order to ensure consistency among school evaluators pertaining to rating processes applied to the evidence-based practices derived from contemporary research it is essential that the uniform set of rubrics be used to determine those ratings. These practices are organized in a framework that provides a common language to ensure a focused effort to improve learning, for both students and the adults in our school system. The framework includes 4 Domains, 23 EPCs and multiple descriptors within each EPC. This framework also provides information pertaining to the relationship of the EPCs to the Florida Educator Accomplished Practices and the Marzano Evaluation Model. The framework includes the identification of possible data sources that may be used as evidence for potential ratings as well. The evaluator must use the set of rubrics delineated in the framework when determining the presence and quality of teacher practices consistent with contemporary research in order to assign a fair and equitable rating for each of the 23 EPCs. In essence, ratings for the EPCs must be based on credible data examined through observations, conversations, other possible sources of evidence, and a variety of other means that occur throughout the entire school year. There is **no** expectation or requirement that a portfolio be developed and submitted to the administrator.

The Importance of Feedback to Improving Performance

There is significant evidence that effective feedback is a critical element of any process designed to improve performance. It is essential that school administrators apply the mechanisms, with fidelity, for providing meaningful feedback and support for professional learning that are built into the district's teacher evaluation system processes. The system is designed to enhance the focus on student learning and to increase the conversations among staff related to teacher practices that will lead to that enhanced learning. That design will not be effective toward achieving the goal of student learning growth unless school administrators and teachers engage in the processes with commitment and quality. Professional conversation and reciprocal feedback will ultimately determine the success of our students. System processes must be implemented as designed. In order to enhance the feedback and communication process and in accordance with the requirements of the Student Success Act 2011, the administrator must discuss the teacher's overall annual performance evaluation with the teacher in a face-to-face conference. In addition, it is the responsibility of the administrator to provide both developmental and evaluative feedback to the teacher throughout the year based on varied interactions and observations as described in earlier sections of this system. Likewise, it is the

responsibility of the teacher to seek developmental and evaluative feedback from the administrator as may be appropriate.

Mechanisms for Parental Input

Prior to completing the rating on the 23 EPCs as delineated in the related framework and rubrics, the administrator may use information from parent interactions related but not limited to the following:

- Parental phone calls
- Letters, notes, e-mail, etc.
- Face to face conferences
- Information gathered as a part of parental input focus meetings
- Survey data gathered by the teacher
- Survey data gathered by the school
- Data gathered using a District Parent Feedback Form (development is pending)
- Other formal and informal interactions with parents

The administrator and teacher will discuss and agree upon the possible sources of parental input as an element of the Performance Planning session as may be appropriate. The use of any parental information for the purpose of teacher evaluation processes must be communicated in writing and provided to the teacher within 45 days of the receipt of the information in accordance with Florida Statute and the district teacher Collective Bargaining Agreement.

Alignment and Support of District and School Improvement Plans

To fulfill our mission, we envision that students in the Polk County Public Schools will effectively:

- Read, write, compute, speak, listen, and use complex thinking skills to solve problems;
- Be self-directed in creating personal purpose and vision, setting priorities, choosing ethical action, and creating their own knowledge;
- Cooperate and collaborate with others in working with and leading groups; interact positively in diverse settings; recognize the value and contributions of all individuals; and make positive contributions to their communities;
- Understand and use social, organizational, and technological systems; design, monitor, improve and correct performance within a system; and create viable products

Importance is placed on administrators and teachers collaboratively monitoring progress toward meeting Polk County School District's high expectations for continued growth in the academic performance of all students and setting professional growth objectives for teachers related to their assigned students' achievement data, school improvement plan goals/objectives, and identified individualized and differentiated teacher needs. A significant emphasis is placed on the implementation of high probability instructional strategies that provide all students the opportunity to experience academic performance growth, encourage staff efficacy and collegiality, and encourage parents to support the learning processes that target these outcomes.

Student performance growth is dependent upon the implementation of a professional development system focused on improving student learning experiences, effective use of high probability student engagement strategies, requires careful planning, a collaborative effort by teachers and administrators, and the targeted integration of professional learning through activities that are relevant to the identified needs of Polk County's students and teachers. Therefore, it is imperative that the design, continued development, and implementation of a professional learning system meet the diverse needs of Polk County's students and teachers. From this perspective, focused and collaborative feedback loops between teachers and administrators are crucial. Individualized for each teacher and focused on improving student learning experiences and student engagement practices, this on-going professional dialogue occurs throughout the school year and is designed to create a differentiated teacher professional growth plan with the objective of improving professional practices and student achievement.

Therefore, the staff of the Professional Development Department (PD), in collaboration with the district Professional Development Coordinating Council (PDCC), and the Professional Development Advisory Board (PDAB), has developed a targeted system of professional learning for that integrates all appropriate sub-systems and correlates directly to the improvement of student academic growth. The sub-systems integrated within Polk County's professional learning system are:

- *The District Mission and Strategic Plan Goals*
- *Strategic Plan Strategies and Action Plan/Benchmarks*
- *The School Improvement Planning Process (SIP)*
- *Leadership for Educational Achievement and Development (LEAD)*
- *District Master In-Service Plan (MIP)*
- *Teacher and Administrator Evaluation Systems*

Each of these elements are interrelated and focused on improving student academic performance and growth.

These desired student outcomes and practices will be fostered and nurtured in schools and classrooms with an environment in which:

- Adults assume instructional and ethical leadership to create efficient, effective environments perceived as safe, healthy, and equitable, where students are recognized as unique individuals capable of learning and independent thinking;
- Adults use varied and reliable teaching and evaluating procedures through relevant curricula;
- Adults enable students, families, and communities to work cooperatively to assume responsibility for the total educational experience;
- Adults engage in professional growth and training activities to effect continuous improvement in the system;

Students are guided in their total physical, mental, and emotional development through activities which are student-centered and which focus on positive expectations and encourage intrinsic motivation.

Continuous Professional Improvement

In accordance with Florida Statute 1012.34(2) (b), F.S., the Student Success Act of 2011, and Florida's Educator Accomplished Practices, a teacher's continuous professional improvement must be founded in contemporary educational research, affect measurable student learning growth, incorporate high probability instructional strategies, and be included as a component of the district's **Teacher Evaluation System**. Therefore, a teacher's Individual Professional Development Plan (TARGET) is an essential element of Polk County's Teacher Evaluation System. Each teacher, in collaboration with the school principal and/or assistant principal must develop and maintain a TARGET (IPDP) plan. The teacher's TARGET (IPDP) goals, although aspirational not evaluative in nature, must relate directly to student growth data for the students assigned to him or her, AYP sub-group performance, the School Improvement Plan, his or her self-evaluation, and/or his or her summary evaluation from the prior school year. A teacher's professional growth goals must correlate to student learning needs identified during his or her evaluation of the preceding variables and be relevant to the growth data for the matched students assigned to the teacher. During the TARGET (IPDP) process, the teacher identifies critical deficits in student performance, analyzes student data related to those deficits, determines student learning needs, sets student performance goals, and selects measures for student learning specific to the identified student learning needs and goals.

As an element in Polk County's continuous professional improvement process for teachers, teachers and administrators create an on-going professional dialogue through the use of common language, feedback loops, pre/post observation conferences, and data chats designed to create a differentiated professional growth plan; individualized for each teacher and focused on the improvement of student learning experiences and student engagement practices. Throughout the school year, Polk County's teachers are provided specific and relevant feedback from administration focused on a teacher's TARGET (IPDP) plan goals with the objective of

improving professional practices. Working collaboratively, the teacher and administrator develop an evaluation component to determine the degree to which the teacher’s TARGET (IPDP) goals were achieved, design a focus for the teacher’s professional learning for the year aligned to his or her TARGET (IPDP) plan goals, and select high probability classroom strategies for implementation correlated to the teacher’s TARGET (IPDP) plan goals and supported by contemporary educational research. Throughout the process, the administrator and teacher also determine the degree to which the teacher’s implementation of the high probability strategies are impacting student performance and adjust the teacher’s professional learning goals accordingly.

At the conclusion of the school year, the teacher and administrator reflect upon the teacher’s implementation of the high probability strategies gleaned from his or her professional learning experiences and the impact his or her professional improvement had on the learning, engagement, and achievement of his or her assigned students. An essential component of a teacher’s continuous improvement of professional practices is feedback. Processes include:

- Teachers and administration collaboratively developing short and long term professional goals related to individual continuous improvement of practices and the implementation of high probability strategies to increase student performance
- Data from formal and informal observations will be compiled and used in conferences with teachers once each semester to give specific feedback on their instructional practices and offer possible learning resources to enhance professional practices. Learning resources for individual continuous improvement may include but are not limited to:
 - Observations of best practices
 - PD 360
 - Professional Learning Communities at school site
 - Department chairs, team leaders, peer mentors to support learning
 - District-based professional development
- On-going TARGET (IPDP) conversations with administrators focused on individual continuous improvement of professional practices.
- An on-going professional dialogue between teachers and administrators through the use of common language, feedback loops, pre/post observation conferences, and data chats that supports a professional growth experience individualized for each teacher.

Processes and Components Included in Evaluator Professional Learning

Professional learning for all personnel responsible for evaluating staff occurs on an annual basis with delivery mechanisms and content developed and implemented collaboratively by Professional Learning staff and Senior Directors as follows:

Delivery Mechanisms	Content
Annual Orientations and Updates	Processes & Criteria
Ongoing Area Group Meetings	Processes, Structures, Criteria, and Skills
Area & Department Meetings	Professional Learning Community (PLC) Development
Individual Coaching	Skill Development & Problem Resolution
District Wide In-Service As Needed	Skill Development & Criteria Analysis

Professional learning content and processes for administrative/leadership personnel who evaluate performance are focused on the following variables:

- New Teacher Evaluation System Procedures
- Specific Processes and Timelines
- Relationship of District Mission and Strategic Plan to Teacher Evaluation System
- Legal and Ethical Rationale for the Teacher Evaluation System
- Criteria, Rating Scales, and Rubric Definitions
- EPC and Data Collection Analysis

- Documentation Processes
- Gather evidence using the approved observation instrument
- Development and Monitoring of School Improvement Plans
- Development and Monitoring of Teacher Professional Growth Goals
- Preparation of Professional Development Plans (PDP)
- Observing, Conferencing, Coaching, and Feedback Skills
- Adult and Career Stages of Development
- Additional professional learning opportunities are provided for school-based administrators in the content and skills necessary to implement the Teacher Evaluation System for instructional personnel as needed.

Processes for Informing Teachers about the Teacher Evaluation System

All professional learning for teachers related to the Teacher Evaluation System include foundational theory, system components and processes, Florida’s Educator Accomplished Practices (FEAPs), observation processes, timelines, and rubrics, evaluation procedures, and student achievement indicators.

Annual Evaluator and Teacher Professional Learning Components

<p>June - August</p>	<ul style="list-style-type: none"> • Professional Development department revises face-to-face and web-based support modules for Teacher Evaluation System (TES) • Conduct evaluator professional learning for new administrators • District Teacher Evaluation cohort complete evaluator professional learning • Offer web-based professional learning modules for teachers on the Teacher Evaluation System • Update TES FAQ and Quick Reference Timeline • Final roster verification completed by teachers
<p>September - June</p>	<ul style="list-style-type: none"> • Open web-based professional learning course for teachers on the TES • Evaluators must complete evaluator recertification process during the first semester of each school year • Teachers hired after August must complete the TES face-to-face and online professional learning module within 10 days of hire • Administrators hired after August must begin the new TES professional learning module within their first week of placement • Interim, Stage 1, and Stage 2 directions/completion information provided to teachers and administrators (as appropriate)
<p>Special Notes</p>	<ul style="list-style-type: none"> • Teacher Evaluation Advisory Committee and sub-committee meetings on-going throughout the year • FAQ Quick Reference Guide will be posted on the Professional Development department's website • Teachers and administrators will be able to repeat TES online modules for knowledge and understanding • Teachers may consult with administrators for clarification of questions and concerns not addressed in the professional learning or FAQ guide • Administrators will communicate teachers’ questions and concerns to the Professional Development department • To ensure inter-rater reliability, each school year certified evaluators must re-certify as evaluative observers and district supervisory staff will randomly survey and monitor school-based administrators’ completed teacher evaluation processes for quality and consistency

Use of Contemporary Research – Evidence-Based Practices

The contemporary research base for the development of the Evidence-Based Practices Rubrics applied in the district’s teacher evaluation system has been derived from the following publications:

Marzano, Robert J. (2007) *The Art and Science of Teaching – A Comprehensive Framework for Effective Instruction*, Alexandria, VA: ASCD.

Danielson, Charlotte. (2007) *Enhancing Professional Practice – A Framework for Teaching- 2nd Edition*, Alexandria, VA: ASCD.

Stronge, James H. (2007) *Qualities of Effective Teachers - 2nd Edition*, Alexandria, VA: ASCD.

Hattie, John A. C. (2009) *Visible Learning – A Synthesis of Over 800 Meta-Analyses Related to Achievement*, New York, NY: Rutledge.

As additional contemporary research related to teaching practices and enhanced student learning is published, the teaching practices and related rubrics will be analyzed, evaluated and adjusted to be consistent with the most current educational research available. This process will be applied at a minimum of every three years as a part of an ongoing evaluation of system processes in terms of their application, impact on teacher practices and impact on student learning.

Evaluation Rating Criteria Variables

The four rating labels applied to all system components to which a rating label is applied are congruent with the labels delineated in the Student Success Act 2011. They are:

- Highly Effective
- Effective
- Needs Improvement/Developing*
- Unsatisfactory

**Developing* is applicable only to teachers in their first three years in the district. General definitions of the four rating labels are provided in the Glossary. Specific meanings are derived from the evidence-based practices rubrics and are delineated in [Appendix D](#).

The rubric(s) and weighting scales/scoring systems used to define and assign an employee’s final evaluation rating are described in several places in this manual. An abridged description is provided below.

Variable	Weight	Value	Determinant
Student Achievement	50.3%	85	State assessment data
EPCs & Situational Context	48%	81	Evaluators and demographic impact factors
Self-Evaluation Metric	1.7%	3	Classroom Teacher
Total	100%	169	

The final Overall Annual Performance Evaluation Rating is assigned by a certified evaluator who verifies the data gathered through varied electronic processes. The appropriate certified evaluator must meet with the teacher in a conference to share the results of the overall evaluation. A more detailed description of this process is provided within several sections of this manual.

The table used by evaluators from which the final Overall Annual Performance Evaluation Rating is determined is located on the Overall Annual Performance Evaluation Rating form located in [Appendix E](#).

Multiple Evaluations for First Year Teachers (New to the Profession or District)

Evaluation procedures for teachers in their first year in the profession or district are described in several sections of this manual. The section entitled, “Significant Evaluation Process –Category I Teachers...” on page 16 provides a detailed sequence of steps applied when evaluating these teachers. The number of classroom observations is delineated in the table on page 19. The types of student performance data that are reviewed at the interim performance review and throughout the school year may include but are not limited to the following:

- Progress monitoring data derived from district processes
- Student work
- Teacher-made student assessment data

Observation processes and student data reviews are conducted by the principal or assistant principal. Ongoing, timely, and actionable feedback is provided throughout the school year for all teachers as

described in several sections of this manual and is summarized and focused upon on page 18. There is no modification in the rating process pertaining to the Self Evaluation and Evaluator Rating activities related to the evidence based practices. Modification of the Overall Annual Performance Evaluation Rating process for teachers new to the district is delineated on the table on page 18.

Support for District and School Improvement Plans

The district's teacher evaluation system focuses on enhancing effective instruction and student learning. It is one of the major components of the district's Professional Development System (PDS) that integrates the Teacher Evaluation System with other organizational sub-systems such as the District Strategic Plan, Differentiated Accountability Plan, School Improvement Plans and the Administrative Evaluation System. Results from the teacher evaluation process will be applied to inform district and school improvement planning initiatives as well as serving a tool to determine the impact on related strategy implementation and goal achievement. In addition data derived the application of teacher evaluation system processes will be used when establishing professional development goals and strategies as a part of district and school improvement plans. In essence, the district's teacher evaluation system provides for the integration of TARGET Planning, student performance measurement and the documented application of teacher evidence-based practices to support district and school improvement plans.

The district is currently working on the technological interfaces necessary through the redesign of the Local Instructional Improvement System (LIIS) to ensure that quality data is available. This is essential to promote timely and informed decision-making as those decisions relate to district and school improvement plans. A significant "investment" has been made to provide the linkages necessary to use for improving student learning that is derived from the teacher evaluation system.

Teaching Fields Requiring Special Procedures

The process used by the district to identify teaching fields for which there may be a need to determine specialized evaluation and criteria includes a review of the field or position attributes, by the Teacher Evaluation Advisory Committee, pertaining to, but not limited to, the following variables:

- Unique instructional setting
- Job functions as described in the district job description for the position (field)
- Standards and quality of expected practice derived from contemporary research pertaining to the teaching field
- Status of direct or indirect linkage to student learning
- Availability of stable, reliable, valid data related to the teaching field
- Job role in relation to the Florida Educator Accomplished Practices
- Potential student achievement data sources that can be applied to the teaching field

There are several teaching fields or positions that have been identified that require specialized evaluation processes and criteria. The manner in which they will be addressed will be noted in [Appendix F](#) for related EPCs, rating scales and documents.

Annual Review of the Teacher Evaluation System

The district's Teacher Evaluation System will be reviewed annually by the Teacher Evaluation Advisory Committee (TEAC). Specified membership on the TEAC will be described in Article 15 of the district's Teacher Collective Bargaining Agreement. Generally speaking, membership includes representatives from all significant shareholder groups and consists of an equal number of teacher and administrative staff (school-based and district level). The Union will be represented as a part of the teacher staff group on the committee. Elements examined by the TEAC will be determined by data availability over time and will include but are not limited to the following:

- Evaluation reports related to the quality of implementation of system components
- Evaluation reports related to the impact of system processes on teacher practices
- Evaluation reports related to the impact on student achievement (learning)

- The impact of varied tables related to rigor, equity and validity based on the use of data for the purposes of evaluating performance
- Changes in related Florida statutes and School Board Policy
- Priority district instructional initiatives
- Additional contemporary research pertaining to high yield teaching strategies

The TEAC members will meet a minimum of two times annually and make recommendations to the Superintendent or as determined through collective bargaining processes and will make recommendations for system changes by July 1 of each year starting with July 1, 2012. Certain adjustments in system processes that pertain to student performance measures applicable to teacher evaluation may need to be made during the initial year of implementation due to unknown factors related to the stability and reliability of student achievement data. TEAC may make related recommendations pertaining to system processes if that occurs. Any changes in system processes during any year will be submitted to the FDOE for review and approval.

Peer Review Option

At this time, the district Teacher Evaluation System does not include the application of a peer review process as a formal element of the system that include the application of that process as one of the metrics in the teacher evaluation process. The TEAC may review the peer review option during year two of system implementation and make related recommendations as may be appropriate. Formal and informal peer support processes are established in the district particularly as they related to Category I classroom teachers.

Evaluation by the Supervisor

The evaluator in Polk has been determined to be the school principal and/or the school assistant principal. That specific determination is delineated in Article 15 of the Teacher Collective Bargaining Agreement. An observer in relation to the performance evaluation who may contribute information pertaining to the evaluation of a teacher may also be the principal/immediate supervisor or an assistant principal designated by the principal. In rare and usual circumstances should the principal be unable to perform the role of the evaluator, the Superintendent will designate a certified administrative evaluator who meets the criteria to perform the evaluations. All personnel that perform the evaluation and/or observation function must be trained and certified pertaining to the skills and knowledge base to perform that function. It is noted here also that the performance evaluation criteria for principals and assistant principals include language related to their quality of implementation of the teacher evaluation system processes.

Input into Evaluation by Trained Personnel other than the Supervisor

Other than as described in the section above pertaining to the *Evaluation by the Supervisor* process, typically, no other personnel will have direct input into the evaluation of a classroom teacher. It is possible that input could be provided by district level staff pertaining to the evaluation procedure as it would be related to a formal Professional Development Plan process or other disciplinary process pertaining to teachers on Continuing or Professional Services contract status as outlined in the Teacher Collective Bargaining Agreement or delineated in Florida Statute.

District or school support staff that work with a teacher concerning professional development and learning may provide feedback as it pertains to deliberate practice to the teacher in a supportive or developmental role. That feedback from school or district support staff **may not be** provided as a part of the performance evaluation of the teacher. Only the evaluating administrator may provide evaluative feedback to the teacher.

Timeline for Developing/Selecting Growth Measures for Additional Grades and Subjects

<i>Subjects/Grades</i>	<i>Growth Measure</i>	<i>Year</i>
State assessed courses/grades	State Growth Model	2011-2012
All other areas, grades and subjects	Application of growth model data	By July 1, 2015

Appendix A - Florida Student Success Act 2011

An act relating to education personnel; providing a short title; amending s. 1012.34, F.S.; revising provisions relating to the evaluation of instructional personnel and school administrators; requiring the Department of Education to approve each school district's instructional personnel and school administrator evaluation systems; requiring reporting by the Commissioner of Education relating to the evaluation systems; providing requirements and revising procedures and criteria for the evaluation systems; requiring the commissioner to approve or select and the State Board of Education to adopt formulas for school districts to use in measuring student learning growth; requiring the state board to adopt rules relating to standards and measures for implementation of the evaluation systems; amending s. 1008.22, F.S.; requiring school districts to administer assessments for each course offered in the district; amending s. 1012.22, F.S.; revising provisions relating to instructional personnel and school administrator compensation and salary schedules; providing requirements for a performance salary schedule, a grandfathered salary schedule, adjustments, and supplements; revising criteria for the promotion of instructional personnel; creating s. 1012.335, F.S.; providing employment criteria for instructional personnel hired on or after July 1, 2011; providing definitions; providing grounds for suspension or dismissal; requiring rules to define the term "just cause"; providing that certain individuals who are hired as instructional personnel are ineligible for contracts issued under s. 1012.33, F.S.; amending s. 1002.33, F.S.; requiring charter schools to comply with provisions relating to compensation and salary schedules, workforce reductions, contracts with instructional personnel hired on or after July 1, 2011, and certain requirements for performance evaluations; amending s. 1003.621, F.S.; requiring academically high-performing school districts to comply with additional requirements for personnel; amending s. 1006.09, F.S.; conforming provisions to changes made by the act; amending s. 1012.07, F.S.; revising the methodology for determining critical teacher shortage areas; amending s. 1012.2315, F.S.; providing reporting requirements relating to instructional personnel and school administrator performance; amending s. 1012.27, F.S.; revising the criteria for transferring a teacher; conforming provisions to changes made by the act; amending s. 1012.28, F.S.; authorizing a principal to refuse to accept the placement or transfer of instructional personnel under certain circumstances; amending s. 1012.33, F.S.; revising provisions relating to contracts with certain education personnel; revising just cause grounds for dismissal; deleting provisions to conform to changes made by the act; revising the criteria for renewing a professional service contract; requiring that a district school board's decision to retain personnel be primarily based on the employee's performance; repealing s. 1012.52, F.S., relating to legislative intent and findings to improve student achievement and teacher quality; amending s. 1012.795, F.S.; conforming provisions to changes made by the act; authorizing an exemption from requirements for performance evaluation systems and compensation and salary schedules for certain school districts; providing that specified provisions of law do not apply to rulemaking required to administer the act; providing for the repeal of certain special acts or general laws of local application relating to contracts for instructional personnel or school administrators; providing for application of specified provisions of the act; providing for severability; providing effective dates.

Be It Enacted by the Legislature of the State of Florida:

Section 1. This act may be cited as the "Student Success Act." Section 2. Effective upon this act becoming a law, section 1012.34, Florida Statutes, is amended to read: 1012.34 Personnel evaluation Assessment procedures and criteria.—

(1) EVALUATION SYSTEM APPROVAL AND REPORTING.—

- (a) For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. The district school superintendent shall annually report the evaluation results of instructional personnel and school administrators to the Department of Education in addition to the information required under subsection (5).
- (b) The department must approve each school district's instructional personnel and school administrator evaluation systems. The department shall monitor each district's implementation of its instructional personnel and school administrator evaluation systems for compliance with the requirements of this section.
- (c) By December 1, 2012, the Commissioner of Education shall report to the Governor, the President of the Senate, and the Speaker of the House of Representatives the approval and implementation status of each school district's instructional personnel and school administrator evaluation systems. The report shall include performance evaluation results for the prior school year for instructional personnel and school administrators using the four levels of performance specified in paragraph (2)(e). The performance evaluation results for instructional personnel shall be disaggregated by classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, and all other instructional personnel, as defined in s. 1012.01(2)(b)–

(d). The commissioner shall continue to report, by December 1 each year thereafter, each school district's performance evaluation results and the status of any evaluation system revisions requested by a school district pursuant to subsection (6).

(2) EVALUATION SYSTEM REQUIREMENTS. — The evaluation systems for instructional personnel and school administrators must:

(a) Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.

(b) Provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.

(c) Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.

(d) Identify those teaching fields for which special evaluation procedures and criteria are necessary.

(e) Differentiate among four levels of performance as follows:

1. Highly effective.

2. Effective.

3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.

4. Unsatisfactory.

The Commissioner of Education shall consult with experts, instructional personnel, school administrators, and education stakeholders in developing the criteria for the performance levels.

(f) Provide for training programs that are based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

(g) Include a process for monitoring and evaluating the effective and consistent use of the evaluation criteria by employees with evaluation responsibilities.

(h) Include a process for monitoring and evaluating the effectiveness of the system itself in improving instruction and student learning. In addition, each district school board may establish a peer assistance process. This process may be a part of the regular evaluation system or used to assist employees placed on performance probation, newly hired classroom teachers, or employees who request assistance.

(3) EVALUATION PROCEDURES AND CRITERIA. — Instructional personnel and school administrator performance evaluations must be based upon on the performance of students assigned to their classrooms or schools, as provided in this section. Pursuant to this section, a school district's performance evaluation is not limited to basing unsatisfactory performance of instructional personnel and school administrators solely upon student performance, but may include other criteria approved to evaluate assess instructional personnel and school administrators' performance, or any combination of student performance and other approved criteria. Evaluation The procedures and criteria must comply with, but are not limited to, the following:

(a) A performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, as defined in s. 1012.01(2)(a), excluding substitute teachers, who is newly hired by the district school board must be observed and evaluated at least twice in the first year of teaching in the school district. The performance evaluation must be based upon sound educational principles and contemporary research in effective educational practices. The evaluation criteria must include:

1. Performance of students. At least 50 percent of a performance evaluation must be based upon data and indicators of student learning growth assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments as provided in s. 1008.22(8). Each school district must use the formula adopted pursuant to paragraph (7)(a) for measuring student learning growth in all courses associated with statewide assessments and must select an equally appropriate formula for measuring student learning growth for all other grades and subjects, except as otherwise provided in subsection (7)

a. For classroom teachers, as defined in s. 1012.01(2) (a), excluding substitute teachers, the student learning growth portion of the evaluation must include growth data for students assigned to the teacher over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent.

b. For instructional personnel who are not classroom teachers, the student learning growth portion of the evaluation must include growth data on statewide assessments for students assigned to the instructional personnel over the course of at least 3 years, or may include a combination of student learning growth data and other measureable student outcomes that are specific to the assigned position, provided that the student learning growth data accounts for not less than 30

percent of the evaluation. If less than 3 years of student growth data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 20 percent.

c. For school administrators, the student learning growth portion of the evaluation must include growth data for students assigned to the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent.

2. Instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2) (a), excluding substitute teachers, must include indicators based upon each of the Florida Educator Accomplished Practices adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices and may include specific job expectations related to student support.

3. Instructional leadership. For school administrators, evaluation criteria must include indicators based upon each of the leadership standards adopted by the State Board of Education under s.

1012.986, including performance measures related to the effectiveness of classroom teachers

In the school, the administrator's appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth. The system may include a means to give parents and instructional personnel an opportunity to provide input into the administrator's performance evaluation.

4. Professional and job responsibilities. For instructional personnel and school administrators, other professional and job responsibilities must be included as adopted by the State Board of Education. The district school board may identify additional professional and job responsibilities.

(b) All personnel must be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place.

(c) The individual responsible for supervising the employee must evaluate assess the employee's performance. The evaluation system may provide for the evaluator to consider input from other personnel trained under paragraph (2)

(f). The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place. The evaluator must discuss the written evaluation report with the employee. The employee shall have the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to his or her personnel file.

(d) The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. The evaluator must then comply with the procedures set forth in paragraph (c).

(4) NOTIFICATION OF UNSATISFACTORY PERFORMANCE.—If an employee who holds a professional service contract as provided in s. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:

(a) Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

(b)1. The employee who holds a professional service contract shall be placed on performance probation and governed by the provisions of this section for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and apprised of progress achieved and must be provided assistance and in-service training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, if a transfer is granted pursuant to ss. 1012.27(1) and 1012.28(6), it does not extend the period for correcting performance deficiencies.

2. Within 14 days after the close of the 90 calendar days, the evaluator must evaluate whether the performance deficiencies have been corrected and forward a recommendation to the district school superintendent. Within 14 days after receiving the evaluator's recommendation, the district school superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the district school superintendent will recommend that the district school board continue or terminate his or her employment contract. If the employee wishes to contest the district school superintendent's recommendation, the

employee must, within 15 days after receipt of the district school superintendent's recommendation, submit a written request for a hearing. The hearing shall be conducted at the district school board's election in accordance with one of the following procedures:

a. A direct hearing conducted by the district school board within 60 days after receipt of the written appeal. The hearing shall be conducted in accordance with the provisions of ss. 120.569 and 120.57. A majority vote of the membership of the district school board shall be required to sustain the district school superintendent's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment; or

b. A hearing conducted by an administrative law judge assigned by the Division of Administrative Hearings of the Department of Management Services. The hearing shall be conducted within 60 days after receipt of the written appeal in accordance with chapter 120. The recommendation of the administrative law judge shall be made to the district school board. A majority vote of the membership of the district school board shall be required to sustain or change the administrative law judge's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment.

(5) ADDITIONAL NOTIFICATIONS.—The district school superintendent shall annually notify the department of any instructional personnel or school administrators who receive two consecutive unsatisfactory evaluations. The district school superintendent shall also notify the department of any instructional personnel or school administrators who are given written notice by the district of intent to terminate or not renew their employment. The department shall conduct an investigation to determine whether action shall be taken against the certificate holder pursuant to s. 1012.795.

(6) ANNUAL REVIEW OF AND REVISIONS TO THE SCHOOL DISTRICT EVALUATION SYSTEMS.—The district school board shall establish a procedure for annually reviewing instructional personnel and school administrator evaluation assessment systems to determine compliance with this section. All substantial revisions to an approved system must be reviewed and approved by the district school board before being used to evaluate assess instructional personnel or school administrators. Upon request by a school district, the department shall provide assistance in developing, improving, or reviewing an evaluation system.

(7) MEASUREMENT OF STUDENT LEARNING GROWTH.—

(a) By June 1, 2011, the Commissioner of Education shall approve a formula to measure individual student learning growth on the Florida Comprehensive Assessment Test (FCAT) administered under s.1008.22 (3) (c) 1. The formula must take into consideration each student's prior academic performance. The formula must not set different expectations for student learning growth based upon a student's gender, race, ethnicity, or socioeconomic status. In the development of the formula, the commissioner shall consider other factors such as a student's attendance record, disability status, or status as an English language learner. The commissioner shall select additional formulas as appropriate for the remainder of the statewide assessments included under s. 1008.22 and continue to select formulas as new assessments are implemented in the state system. After the commissioner approves the formula to measure individual student learning growth on the FCAT and as additional formulas are selected by the commissioner for new assessments implemented in the state system, the State Board of Education shall adopt these formulas by rule.

(b) Beginning in the 2011-2012 school year, each school district shall measure student learning growth using the formula approved by the commissioner under paragraph (a) for courses associated with the FCAT. Each school district shall implement the additional student learning growth measures selected by the commissioner under paragraph (a) for the remainder of the statewide assessments included under s. 1008.22 as they become available. Beginning in the 2014-2015 school year, for grades and subjects not assessed by statewide assessments but otherwise assessed as required under s. 1008.22(8), each school district shall measure student learning growth using an equally appropriate formula. The department shall provide models for measuring student learning growth which school districts may adopt.

(c) For a course that is not measured by a statewide assessment, a school district may request, through the evaluation system approval process, to use a student achievement measure rather than a student learning growth measure if achievement is demonstrated to be a more appropriate measure of classroom teacher performance. A school district may also request to use a combination of student learning growth and achievement, if appropriate.

(d) If the student learning growth in a course is not measured by a statewide assessment but is measured by a school district assessment, a school district may request, through the evaluation system approval process, that the performance evaluation for the classroom teacher assigned to that course include the learning growth of his or her students on FCAT Reading or FCAT Mathematics. The request must clearly explain the rationale supporting the request. However, the classroom teacher's performance evaluation must give greater weight to student learning growth on the district assessment.

(e) For classroom teachers of courses for which the district has not implemented appropriate assessments under s. 1008.22(8) or for which the school district has not adopted an equally appropriate measure of student learning growth under paragraphs (b)-(d), student learning growth must be measured by the growth in learning of the classroom

teacher's students on statewide assessments, or, for courses in which enrolled students do not take the statewide assessments, measurable learning targets must be established based upon the goals of the school improvement plan and approved by the school principal. A district school superintendent may assign to instructional personnel in an instructional team the student learning growth of the instructional team's students on statewide assessments. This paragraph expires July 1, 2015.

(8) RULEMAKING.—The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 which, establish uniform procedures for the submission, review, and approval of district evaluation systems and reporting requirements procedures for the annual evaluation of instructional personnel and school administrators; specific, discrete standards for each performance level required under subsection (2) to ensure clear and sufficient differentiation in the performance levels and to provide consistency in meaning across school districts; the measurement of student learning growth and associated implementation procedures required under subsection (7); a process to permit instructional personnel to review the class roster for accuracy and to correct any mistakes relating to the identity of students for whom the individual is responsible; and a process for monitoring school district implementation of evaluation systems in accordance with this section. Specifically, the rules shall establish a student learning growth standard that if not met will result in the employee receiving an unsatisfactory performance evaluation rating. In like manner, the rules shall establish a student learning growth standard that must be met in order for an employee to receive a highly effective rating and a student learning growth standard that must be met in order for an employee to receive an effective rating.

Section 3. Subsection (8) of section 1008.22, Florida Statutes, is amended to read:

1008.22 Student assessment program for public schools.— (8) LOCAL

ASSESSMENTS.—

(a) Measurement of the learning gains of students in all subjects and grade levels other than subjects and grade levels required for the state student achievement testing program is the responsibility of the school districts.

(b) Beginning with the 2014-2015 school year, each school district shall administer for each course offered in the district a student assessment that measures mastery of the content, as described in the state-adopted course description, at the necessary level of rigor for the course. Such assessments may include:

1. Statewide assessments.
2. Other standardized assessments, including nationally recognized standardized assessments.
3. Industry certification examinations.
4. District-developed or district-selected end-of-course assessments.

(c) The Commissioner of Education shall identify methods to assist and support districts in the development and acquisition of assessments required under this subsection. Methods may include developing item banks, facilitating the sharing of developed tests among school districts, acquiring assessments from state and national curriculum-area organizations, and providing technical assistance in best professional practices of test development based upon state-adopted curriculum standards, administration, and security.

Section 4. Paragraphs (c) and (e) of subsection (1) of section 1012.22, Florida Statutes, are amended to read: 1012.22 Public school personnel; powers and duties of the district school board.—The district school board shall:

(1) Designate positions to be filled, prescribe qualifications for those positions, and provide for the appointment, compensation, promotion, suspension, and dismissal of employees as follows, subject to the requirements of this chapter:

(c) Compensation and salary schedules.—

1. Definitions.—As used in this paragraph:

a. "Adjustment" means an addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s. 121.021(22).

b. "Grandfathered salary schedule" means the salary schedule or schedules adopted by a district school board before July 1, 2014, pursuant to subparagraph 4.

c. "Instructional personnel" means instructional personnel as defined in s. 1012.01(2) (a)-(d), excluding substitute teachers.

d. "Performance salary schedule" means the salary schedule or schedules adopted by a district school board pursuant to subparagraph 5.

e. "Salary schedule" means the schedule or schedules used to provide the base salary for district school board personnel.

f. "School administrator" means a school administrator as defined in s. 1012.01(3) (c).

- g. "Supplement" means an annual addition to the base salary for the term of the negotiated supplement as long as the employee continues his or her employment for the purpose of the supplement. A supplement does not become part of the employee's continuing base salary but shall be considered compensation under s. 121.021(22).
2. Cost-of-living adjustment.—A district school board may provide a cost-of-living salary adjustment if the adjustment:
- a. Does not discriminate among comparable classes of employees based upon the salary schedule under which they are compensated.
 - b. Does not exceed 50 percent of the annual adjustment provided to instructional personnel rated as effective.
3. Advanced degrees.—A district school board may not use advanced degrees in setting a salary schedule for instructional personnel or school administrators hired on or after July 1, 2011, unless the advanced degree is held in the individual's area of certification and is only a salary supplement.
4. Grandfathered salary schedule.—
- a. The district school board shall adopt a salary schedule or salary schedules to be used as the basis for paying all school employees hired before July 1, 2014. Instructional personnel on annual contract as of July 1, 2014, shall be placed on the performance salary schedule adopted under subparagraph
5. Instructional personnel on continuing contract or professional service contract may opt into the performance salary schedule if the employee relinquishes such contract and agrees to be employed on an annual contract under s. 1012.335. Such an employee shall be placed on the performance salary schedule and may not return to continuing contract or professional service contract status. Any employee who opts into the performance salary schedule may not return to the grandfathered salary schedule.
- b. In determining the grandfathered salary schedule for instructional personnel, a district school board must base a portion of each employee's compensation upon performance demonstrated under s. 1012.34 and shall provide differentiated pay for both instructional personnel and school administrators based upon district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.
5. Performance salary schedule.—By July 1, 2014, the district school board shall adopt a performance salary schedule that provides annual salary adjustments for instructional personnel and school administrators based upon performance determined under s. 1012.34. Employees hired on or after July 1, 2014, or employees who choose to move from the grandfathered salary schedule to the performance salary schedule shall be compensated pursuant to the performance salary schedule once they have received the appropriate performance evaluation for this purpose. However, a classroom teacher whose performance evaluation utilizes student learning growth measures established under s. 1012.34(7) (e) shall remain under the grandfathered salary schedule until his or her teaching assignment changes to a subject for which there is an assessment or the school district establishes equally appropriate measures of student learning growth as defined under s. 1012.34 and rules of the State Board of Education.
- a. Base salary.—The base salary shall be established as follows:
 - (I) The base salary for instructional personnel or school administrators who opt into the performance salary schedule shall be the salary paid in the prior year, including adjustments only.
 - (II) Beginning July 1, 2014, instructional personnel or school administrators new to the district, returning to the district after a break in service without an authorized leave of absence, or appointed for the first time to a position in the district in the capacity of instructional personnel or school administrator shall be placed on the performance salary schedule.
 - b. Salary adjustments.—Salary adjustments for highly effective or effective performance shall be established as follows:
 - (I) The annual salary adjustment under the performance salary schedule for an employee rated as highly effective must be greater than the highest annual salary adjustment available to an employee of the same classification through any other salary schedule adopted by the district.
 - (II) The annual salary adjustment under the performance salary schedule for an employee rated as effective must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification.
 - (III) The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating other than highly effective or effective for the year.
 - c. Salary supplements.—In addition to the salary adjustments, each district school board shall provide for salary supplements for activities that must include, but are not limited to:
 - (I) Assignment to a Title I eligible school.
 - (II) Assignment to a school in the bottom two categories of the school improvement system under s. 1008.33 such that the supplement remains in force for at least 1 year following improved performance in that school.
 - (III) Certification and teaching in critical teacher shortage areas. Statewide critical teacher shortage areas shall be identified by the State Board of Education under s.

1012.07. However, the district school board may identify other areas of critical shortage within the school district for purposes of this sub-sub-subparagraph and may remove areas identified by the state board which do not apply within the school district.

(IV) Assignment of additional academic responsibilities.

If budget constraints in any given year limit a district school board's ability to fully fund all adopted salary schedules, the performance salary schedule shall not be reduced on the basis of total cost or the value of individual awards in a manner that is proportionally greater than reductions to any other salary schedules adopted by the district.

(e) Transfer and promotion.—The district school board shall act on recommendations of the district school superintendent regarding transfer and promotion of any employee. The district school superintendent's primary consideration in recommending an individual for a promotion must be the individual's demonstrated effectiveness under s. 1012.34.

Section 5. Section 1012.335, Florida Statutes, is created to read:

1012.335 Contracts with instructional personnel hired on or after July 1, 2011.— (1) DEFINITIONS.—As

used in this section, the term:

(a) "Annual contract" means an employment contract for a period of no longer than 1 school year which the district school board may choose to award or not award without cause.

(b) "Instructional personnel" means instructional personnel as defined in s. 1012.01(2) (a)-(d), excluding substitute teachers.

(c) "Probationary contract" means an employment contract for a period of 1 school year awarded to instructional personnel upon initial employment in a school district. Probationary contract employees may be dismissed without cause or may resign without breach of contract. A district school board may not award a probationary contract more than once to the same employee unless the employee was rehired after a break in service for which an authorized leave of absence was not granted. A probationary contract shall be awarded regardless of previous employment in another school district or state.

(2) EMPLOYMENT.—

(a) Beginning July 1, 2011, each individual newly hired as instructional personnel by the district school board shall be awarded a probationary contract. Upon successful completion of the probationary contract, the district school board may award an annual contract pursuant to paragraph(c).

(b) Beginning July 1, 2011, an annual contract may be awarded pursuant to paragraph (c) for instructional personnel who have successfully completed a probationary contract with the district school board and have received one or more annual contracts from the district school board.

(c) An annual contract may be awarded only if the employee:

1. Holds an active professional certificate or temporary certificate issued pursuant to s. 1012.56 and rules of the State Board of Education.

2. Has been recommended by the district school superintendent for the annual contract based upon the individual's evaluation under s. 1012.34 and approved by the district school board.

3. Has not received two consecutive annual performance evaluation ratings of unsatisfactory, two annual performance evaluation ratings of unsatisfactory within a 3-year period, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34.

(3) VIOLATION OF ANNUAL CONTRACT.—Instructional personnel who accept a written offer from the district school board and who leave their positions without prior release from the district school board are subject to the jurisdiction of the Education Practices Commission.

(4) SUSPENSION OR DISMISSAL OF INSTRUCTIONAL PERSONNEL ON ANNUAL CONTRACT.—Any instructional personnel with an annual contract may be suspended or dismissed at any time during the term of the contract for just cause as provided in subsection (5). The district school board shall notify the employee in writing whenever charges are made and may suspend such person without pay. However, if the charges are not sustained, the employee shall be immediately reinstated and his or her back pay shall be paid. If the employee wishes to contest the charges, he or she must, within 15 days after receipt of the written notice, submit a written request for a hearing to the district school board. A direct hearing shall be conducted by the district school board or a subcommittee thereof within 60 days after receipt of the written appeal. The hearing shall be conducted in accordance with ss. 120.569 and 120.57. A majority vote of the membership of the district school board shall be required to sustain the district school superintendent's recommendation. The district school board's determination is final as to the sufficiency or insufficiency of the grounds for suspension without pay or dismissal. Any such decision adverse to the employee may be appealed by the employee pursuant to s. 120.68.

(5) JUST CAUSE.—The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to define the term "just cause." Just cause includes, but is not limited to:

- (a) Immorality.
- (b) Misconduct in office. (c)
Incompetency.
- (d) Gross insubordination. (e)
Willful neglect of duty.
- (f) Being convicted or found guilty of, or entering a plea of guilty to, regardless of adjudication of guilt, any crime involving moral turpitude.

(6) LIMITATION.—An individual newly hired as instructional personnel by a school district in this state under this section is ineligible for any contract issued under s. 1012.33.

Section 6. Paragraph (b) of subsection (16) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(16) EXEMPTION FROM STATUTES.—

(b) Additionally, a charter school shall be in compliance with the following statutes:

1. Section 286.011, relating to public meetings and records, public inspection, and criminal and civil penalties.
2. Chapter 119, relating to public records.
3. Section 1003.03, relating to the maximum class size, except that the calculation for compliance pursuant to s. 1003.03 shall be the average at the school level.
4. Section 1012.22(1) (c), relating to compensation and salary schedules.
5. Section 1012.33(5), relating to workforce reductions.
6. Section 1012.335, relating to contracts with instructional personnel hired on or after July 1, 2011.
 - 1.

Section 7. Paragraph (h) of subsection (2) of section 1003.621, Florida Statutes, is amended to read:

1003.621 Academically high-performing school districts.—It is the intent of the Legislature to recognize and reward school districts that demonstrate the ability to consistently maintain or improve their high-performing status. The purpose of this section is to provide high-performing school districts with flexibility in meeting the specific requirements in statute and rules of the State Board of Education.

(2) COMPLIANCE WITH STATUTES AND RULES.—Each academically high-performing school district shall comply with all of the provisions in chapters 1000-1013, and rules of the State Board of Education which implement these provisions, pertaining to the following:

- (h) Sections 1012.22(1)(c) and 1012.27(2), relating to public school personnel compensation and salary schedules; s. 1012.34, relating to personnel evaluation procedures and criteria; and ss. 1012.33 and 1012.335, relating to contracts with instructional personnel, staff, supervisors, and school administrators.

Section 8. Subsection (4) of section 1006.09, Florida Statutes, is amended to read: 1006.09 Duties of school principal relating to student discipline and school safety.—

(4) When a student has been the victim of a violent crime perpetrated by another student who attends the same school, the school principal shall make full and effective use of the provisions of subsection (2) and s. 1006.13(6). A school principal who fails to comply with this subsection shall be ineligible for any portion of the performance pay or the differentiated pay under s. 1012.22. However, if any party responsible for notification fails to properly notify the school, the school principal shall be eligible for the performance pay or differentiated pay.

Section 9. Section 1012.07, Florida Statutes, is amended to read: 1012.07 Identification of critical teacher shortage areas.—

The term “critical teacher shortage area” means high-need content and high-priority location areas identified by the State Board of Education. The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 necessary to annually identify critical teacher shortage areas. The state board must consider current and emerging educational requirements and workforce demands in determining critical teacher shortage areas. School grade levels may also be designated critical teacher shortage areas. Individual district school boards may identify and submit other critical teacher shortage areas. Such submissions must be aligned to current and emerging educational requirements and workforce demands in order to be approved by the State Board of Education. High-priority location areas shall be in high-density, low-economic urban schools, and low-density, low-economic rural schools, and schools identified as lowest performing under s. 1008.33(4)(b).

Section 10. Subsection (5) of section 1012.2315, Florida Statutes, is amended to read: 1012.2315 Assignment of teachers.—

(5) REPORT.—

(a) By July 1, 2012, the Department of Education shall annually report on its website, in a manner that is accessible to the public, the performance rating data reported by district school boards under s. 1012.34. The report must include the percentage of classroom teachers, instructional personnel, and school administrators receiving each performance rating aggregated by school district and by school.

(b) Notwithstanding the provisions of s. 1012.31(3)(a)2., each school district shall annually report to the parent of any student who is assigned to a classroom teacher or school administrator having two consecutive annual performance evaluation ratings of unsatisfactory under s. 1012.34, two annual performance evaluation ratings of unsatisfactory within a 3-year period under s. 1012.34, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34.

Section 11. Subsections (1) and (2) of section 1012.27, Florida Statutes, are amended to read: 1012.27 Public school personnel; powers and duties of district school superintendent.

—The district school superintendent is responsible for directing the work of the personnel, subject to the requirements of this chapter, and in addition the district school superintendent shall perform the following:

(1) POSITIONS, QUALIFICATIONS, AND NOMINATIONS.—

(a) Recommend to the district school board duties and responsibilities which need to be performed and positions which need to be filled to make possible the development of an adequate school program in the district.

(b) Recommend minimum qualifications of personnel for these various positions, and nominate in writing persons to fill such positions. The district school superintendent's recommendations for filling instructional positions at the school level must consider nominations received from school principals of the respective schools. Before transferring a teacher who holds a professional teaching certificate from one school to another, the district school superintendent shall consult with the principal of the receiving school and allow the principal to review the teacher's records, including student performance demonstrated under s.1012.34, and interview the teacher. If, in the judgment of the principal, students would not benefit from the placement, an alternative placement may be sought. A principal may refuse the placement in accordance with s. 1012.28(6).

(2) COMPENSATION AND SALARY SCHEDULES.—Prepare and recommend to the district school board for adoption a salary schedule or salary schedules in accordance with s. 1012.22.

Section 12. Subsection (3) of section 1012.28, Florida Statutes, is amended, present subsection (6) is renumbered and amended, and a new subsection (6) is added to that section, to read:

1012.28 Public school personnel; duties of school principals.—

(3) Each school principal is responsible for the performance of all personnel employed by the district school board and assigned to the school to which the principal is assigned. The school principal shall faithfully and effectively apply the personnel evaluation system approved pursuant to s. 1012.34.

(6) A principal may refuse to accept the placement or transfer of instructional personnel by the district school superintendent to his or her school unless the instructional personnel has a performance rating of effective or highly effective under s. 1012.34.

(7) A school principal who fails to comply with this section shall be ineligible for any portion of the performance incentive and differentiated pay under s. 1012.22.

Section 13. Paragraph (a) of subsection (1) and subsections (3) and (5) of section 1012.33, Florida Statutes, are amended to read:

1012.33 Contracts with instructional staff, supervisors, and school principals.—

(1)(a) Each person employed as a member of the instructional staff in any district school system shall be properly certified pursuant to s. 1012.56 or s. 1012.57 or employed pursuant to s. 1012.39 and shall be entitled to and shall receive a written contract as specified in this section. All such contracts, except continuing contracts as specified in subsection (4), shall contain provisions for dismissal during the term of the contract only for just cause. Just cause includes, but is not limited to, the following instances, as defined by rule of the State Board of Education: immorality, misconduct in office, incompetency, two consecutive annual performance evaluation ratings of unsatisfactory under s.1012.34, two annual performance evaluation ratings of unsatisfactory within a 3-year period under s.1012.34, three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34, gross insubordination, willful neglect of duty, or being convicted or found guilty of, or entering a plea of guilty to, regardless of adjudication of guilt, any crime involving moral turpitude.

(3)(a) Each district school board shall provide a professional service contract as prescribed herein. Each member of the instructional staff who completed the following requirements prior to July 1, 1984, shall be entitled to and shall be issued a continuing contract in the form prescribed by rules of the state board pursuant to s. 231.36, Florida Statutes (1981). Each member of the instructional

staff who completes the following requirements on or after July 1, 1984, shall be entitled to and shall be issued a professional service contract in the form prescribed by rules of the state board as provided herein:

1. The member must hold a professional certificate as prescribed by s. 1012.56 and rules of the State Board of Education.
2. The member must have completed 3 years of probationary service in the district during a period not in excess of 5 successive years, except for leave duly authorized and granted.
3. The member must have been recommended by the district school superintendent for such contract and reappointed by the district school board based on successful performance of duties and demonstration of professional competence.
4. For any person newly employed as a member of the instructional staff after June 30, 1997, the initial annual contract shall include a 97-day probationary period during which time the employee's contract may be terminated without cause or the employee may resign without breach of contract.

(b) The professional service contract shall be effective at the beginning of the school fiscal year following the completion of all requirements therefor.

(c) The period of service provided herein may be extended to 4 years when prescribed by the district school board and agreed to in writing by the employee at the time of reappointment.

(d) A professional service contract shall be renewed each year unless:

1. The district school superintendent, after receiving the recommendations required by s. 1012.34, charges the employee with unsatisfactory performance and notifies the employee of performance deficiencies as required by s. 1012.34; or
2. The employee receives two consecutive annual performance evaluation ratings of unsatisfactory under s. 1012.34, two annual performance evaluation ratings of unsatisfactory within a 3-year period under s. 1012.34, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34.

(5) If workforce reduction is needed, a district school board must retain employees at a school or in the school district based upon educational program needs and the performance evaluations of employees within the affected program areas. Within the program areas requiring reduction, the employee with the lowest performance evaluations must be the first to be released; the employee with the next lowest performance evaluations must be the second to be released; and reductions shall continue in like manner until the needed number of reductions has occurred. A district school board may not prioritize retention of employees based upon seniority.

Section 14. Section 1012.52, Florida Statutes, is repealed.

Section 15. Paragraph (h) of subsection (1) of section 1012.795, Florida Statutes, is amended to read:

1012.795 Education Practices Commission; authority to discipline.—

(1) The Education Practices Commission may suspend the educator certificate of any person as defined in s. 1012.01(2) or (3) for up to 5 years, thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students for that period of time, after which the holder may return to teaching as provided in subsection (4); may revoke the educator certificate of any person, thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students for up to 10 years, with reinstatement subject to the provisions of subsection (4); may revoke permanently the educator certificate of any person thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students; may suspend the educator certificate, upon an order of the court or notice by the Department of Revenue relating to the payment of child support; or may impose any other penalty provided by law, if the person:

(h) Has breached a contract, as provided in s. 1012.33(2) or s. 1012.335.

Section 16. (1) Notwithstanding any other provision of this act, a school district that received an exemption under Florida's Race to the Top Memorandum of Understanding for Phase 2, as provided in section (D) (2) (ii) of the memorandum, is allowed to base 40 percent, instead of 50 percent, of instructional personnel and school administrator performance evaluations upon student learning growth under s. 1012.34, Florida Statutes, as amended by this act. The school district is also exempt from the amendments to s. 1012.22(1) (c), Florida Statutes, made by this act. The exemptions described in this subsection are effective for the 2011-2012 school year and are effective for each school year thereafter if the school district receives annual approval by the State Board of Education.

(2) The State Board of Education shall base its approval upon demonstration by the school district of the following:

(a) The instructional personnel and school administrator evaluation systems base at least 40 percent of an employee's performance evaluation upon student performance and that student performance is the single greatest component of an employee's evaluation.

(b) The instructional personnel and school administrator evaluation systems adopt the Commissioner of Education's student learning growth formula for statewide assessments as provided under s. 1012.34(7), Florida Statutes.

(c) The school district's instructional personnel and school administrator compensation system awards salary increases based upon sustained student performance.

(d) The school district's contract system awards instructional personnel and school administrators based upon student performance and removes ineffective employees.

(e) Beginning with the 2014-2015 school year and each school year thereafter, student learning growth based upon performance on statewide assessments under s. 1008.22, Florida Statutes, must have significantly improved compared to student learning growth in the district in 2011-2012 and significantly improved compared to other school districts.

(3) The State Board of Education shall annually renew a school district's exemptions if the school district demonstrates that it meets the requirements of subsection (2). If the exemptions are not renewed, the school district must comply with the requirements and laws described in subsection (1) by the beginning of the next school year immediately following the loss of the exemptions.

(4) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54, Florida Statutes, to establish the procedures for applying for the exemptions and the criteria for renewing the exemptions. This section shall be repealed August 1, 2017, unless reviewed and reenacted by the Legislature.

Section 17. Chapter 2010-279, Laws of Florida, does not apply to any rulemaking required to administer this act.

Section 18. The provisions of any special act or general law of local application relating to contracts for instructional personnel or school administrators in public schools or school districts in effect on or before the effective date of this act are repealed.

Section 19. The amendments made by this act to s. 1012.33, Florida Statutes, apply to contracts newly entered into, extended, or readopted on or after July 1, 2011, and to all contracts entered into on or after July 1, 2014.

Section 20. If any provision of this act or its application to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to this end the provisions of this act are severable.

Section 21. Except as otherwise expressly provided in this act and except for this section, which shall take effect upon this act becoming a law, this act shall take effect July 1, 2011.

Approved by the Governor March 24, 2011.

Filed in Office Secretary of State March 24, 2011.

Polk County School Board Evaluation Policy 3.004

6Gx53-3.004 EVALUATIONS:

A written evaluation shall be processed at least once each school year.

I. Superintendent's Responsibility: It is recognized that the law charges the Superintendent with the full responsibility of making recommendations to the Board with regard to all personnel matters.

A. Procedures/Criteria: The Superintendent shall establish procedures and criteria for evaluating the job performance of all personnel in the District.

B. Evaluation Process: The evaluation process serves the Superintendent in the continuing effort to improve the quality of service to education in the public schools of the District.

1. Continuous Improvement: Notwithstanding the formal evaluation procedures in place, the Superintendent is charged with the responsibility of taking the necessary steps to bring

2. Positive Role Models: The Superintendent can reasonably require that employees be positive role models within the educational community.

II. Procedures: Prior to any assessment, all employees shall be fully informed of the criteria and procedures associated with the evaluation process.

A. Written Evaluation: The employee shall be given a copy of the written evaluation that shall be disclosed and discussed with the employee by the person responsible for preparing the report.

B. Performance Rating: The Superintendent shall determine the final performance rating based upon a thorough review of the written evaluation together with all other pertinent information available.

C. Unsatisfactory Performance: Employees are subject to personnel actions which may include transfer, suspension, demotion, or dismissal for unsatisfactory performance based upon, but not limited to, those charges outlined in 3.005-I, Disciplinary/ Hearing Procedures.

1. Notification of Performance Deficiencies: The employee shall be given reasonable notice of performance deficiencies which could result in personnel action or as otherwise provided in the various Collective Bargaining Agreements.

a. Written Recommendations: The employee shall also be provided with written recommendations to correct the specific areas of unsatisfactory performance within a prescribed period of time.

b. Correct Deficiencies: The evaluator shall thereafter confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct such deficiencies within a reasonable, prescribed period of time, all of which shall be reduced to writing and signed by the evaluator.

2. Written Response: The employee shall have the right to initiate a written response to the evaluation that shall become a permanent attachment to the employee's personnel file.

III. Personnel File: A written record of each evaluation shall be filed in the employee's personnel file maintained at the District office.

A. Confidentiality: The current written evaluation shall be held as confidential information for a period of one (1) year from the date of such report.

B. Inspection: During that one (1) year period the written evaluation may be inspected only by the School Board, the Superintendent, the principal, the employee, and for just cause by such other persons as the employee or Superintendent may authorize in writing.

IV. Addendum to Evaluation: In the exercise of sound discretion, the Superintendent or designee may order an interim evaluation if it is determined that the same is needed to fulfill the statutory obligation of continued improvement, which addendum shall be attached to and made a part of the most recent evaluation.

V. Disclosure: Prior to conducting any evaluation, the evaluator shall submit written notification to their immediate supervisor for the purpose of disclosing any family or business relationship with an employee subject to evaluation by said evaluator in order to determine if a fair and impartial evaluation can be made.

Statutory Authority: Florida Statutes 1001.32, 1001.41, 1001.42, and 1001.43

Laws Implemented: Florida Statute, Chapter 1012, Personnel

Adopted: July 26, 1972

Readopted: January 18, 1992

Amended:

Appendix B – Florida Educator Accomplished Practices

6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

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

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

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

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

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses diagnostic student data to plan lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students’ cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students’ subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;

- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct.

- a. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11.

POLK COUNTY SCHOOLS
Teachers' Action Research Goals and Educational Timeline* (TARGET)
INDIVIDUAL PROFESSIONAL LEARNING PLAN THROUGH ACTION RESEARCH
Professional Growth Reflection

(To be completed in preparation for final review conference)

TEACHER _____ SAP # _____ ADMINISTRATOR _____ SCHOOL _____ ASSIGNMENT _____

1. What is the most significant learning as a result of your professional learning this year?

2. How will you share what you have learned?

3. What new practices had the most positive impact on student achievement?

4. How would you improve your instructional practices the next time you teach this content?

5. How have you applied what you have learned?

6. What will you do in your classroom next year as a result of your conclusions concerning your professional learning this year?

7. Based on the student performance results of this year's professional learning, what are your professional growth needs for next year?

To **PRINT** for submission,
choose only pages 1 and 2

TARGET
TARGET



ARROW for School-Based Professional Learning

ACCOUNTABILITY REPORT: REFLECTIONS AND OUTCOMES OF WORK

Last Name _____ **First Name** _____ **Middle** _____ **Soc. Sec. #** _____ **SAP ID #** _____

Professional Learning Activity

_____ **Date(s)** _____ **Date Follow Up Due:** _____

Rationale (check all that apply, but at least one)

Primary State Focus Area

<input type="checkbox"/> Related to my TARGET (Ind. Prof. Learn. Plan) <input type="checkbox"/> Review-Disaggregated Student Achievement Data <input type="checkbox"/> Based on SIP Goals <input type="checkbox"/> Related To District Strategic Plan Action Plan <input type="checkbox"/> Shared Assessment Feedback From Administrator <input type="checkbox"/> Specific Initiative- Grade Level/Subject	<input type="checkbox"/> PDP Requirement <input type="checkbox"/> Specified District-Wide Initiative <input type="checkbox"/> Certification Needs <input type="checkbox"/> Professional Growth Interests <input type="checkbox"/> Other Specify: _____	<input type="checkbox"/> Assessment Data Analysis <input type="checkbox"/> Sunshine State Standards <input type="checkbox"/> Teaching Methods <input type="checkbox"/> Classroom Management	<input type="checkbox"/> Leadership/ Management <input type="checkbox"/> Technology <input type="checkbox"/> School Safety <input type="checkbox"/> Parental Involvement
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***THIS SECTION IS TO BE COMPLETED ONLY BY PARTICIPANT! As a result of gains in my knowledge and skill from this professional learning experience, **I have applied varied principles, concepts, or skills** related to its content, **in the following way(s)** in order to improve student achievement:

***THIS SECTION IS TO BE COMPLETED ONLY BY PARTICIPANT!

The degree to which my participation in this professional learning activity has had a **positive** impact on the achievement of my students (i.e., Learning Gains) is best described as... Very Significantly Significantly Uncertain Minimally No Impact Evaluated

Professional Learning Mechanisms (check all that apply, but at least one)

<input type="checkbox"/> Action Research Project	<input type="checkbox"/> Lesson Study Group	<input type="checkbox"/> Peer Coaching	<input type="checkbox"/> School Coaching	<input type="checkbox"/> Professional Learning Community
<input type="checkbox"/> PD 360 or other Web-Based Learning	<input type="checkbox"/> Independent Study	<input type="checkbox"/> Workshop	<input type="checkbox"/> Other Specify: _____	

Related Follow-Up Process Applied (check all that apply, but at least one)

<input type="checkbox"/> Collaborative Planning related to professional learning	<input type="checkbox"/> Study Group participation
<input type="checkbox"/> Participant Product related to professional learning (i.e.: lesson plans, written reflection, audio/video recording, case study, student work samples, etc.)	<input type="checkbox"/> Electronic Interactive (i.e.: Blackboard, FORPD)
<input type="checkbox"/> Action Research related to professional learning (Should include evidence of implementation)	<input type="checkbox"/> Electronic Non-Interactive

Follow-Up Verified By: Choose One: If "other" is selected, please identify here:

Name: _____ Title: _____
 Signature: _____ Date: _____

School-Based Professional Learning Activity Points Documentation:

School Based Professional Learning Facilitator:		District Professional Learning Contact	
Administrator's Signature:		MIP Component #:	
Possible Participation Points:	Possible Follow Up Points:	Total Points Possible:	
Participation Points Earned:	Follow Up Points Earned:	Total Points Earned:	

Participant's Signature: _____ **Date:** _____ *Original Placed In Participant's File _____

ARROW for District Professional Learning Activity:

ACCOUNTABILITY REPORT: REFLECTIONS AND OUTCOMES OF WORK

Last Name _____ **First Name** _____ **Middle** _____ **Soc. Sec. #** _____ **SAP ID #** _____

Professional Learning Activity

	<u>Date(s)</u> _____	<u>Date Follow Up Due:</u> _____
Rationale (check all that apply, but at least one)		Primary State Focus Area
<input type="checkbox"/> Related to my TARGET (Ind. Prof. Learn. Plan) <input type="checkbox"/> Review-Disaggregated Student Achievement Data <input type="checkbox"/> Based on SIP Goals <input type="checkbox"/> Related To District Strategic Plan Action Plan <input type="checkbox"/> Shared Assessment Feedback From Administrator <input type="checkbox"/> Specific Initiative- Grade Level/Subject	<input type="checkbox"/> PDP Requirement <input type="checkbox"/> Specified District-Wide Initiative <input type="checkbox"/> Certification Needs <input type="checkbox"/> Professional Growth Interests <input type="checkbox"/> Other Specify: _____	<input type="checkbox"/> Assessment Data Analysis <input type="checkbox"/> Sunshine State Standards <input type="checkbox"/> Teaching Methods <input type="checkbox"/> Classroom Management <input type="checkbox"/> Leadership/ Management <input type="checkbox"/> Technology <input type="checkbox"/> School Safety <input type="checkbox"/> Parental Involvement

***THIS SECTION IS TO BE COMPLETED ONLY BY PARTICIPANT! As a result of gains in my knowledge and skill from this professional learning experience, I have applied varied principles, concepts, or skills related to its content, in the following way(s) in order to improve student achievement:

***THIS SECTION IS TO BE COMPLETED ONLY BY PARTICIPANT!

The degree to which my participation in this professional learning activity has had a positive impact on the achievement of my students (i.e., Learning Gains) is best described as... Very Significantly Significantly Uncertain Minimally No Impact Evaluated

Professional Learning Mechanisms: (check all that apply, but at least one)

- | | | | | |
|-------------------------------------------------------------|---------------------------------------------|----------------------------------------|-----------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Action Research Project | <input type="checkbox"/> Lesson Study Group | <input type="checkbox"/> Peer Coaching | <input type="checkbox"/> School Coaching | <input type="checkbox"/> Professional Learning Community |
| <input type="checkbox"/> PD 360 or other Web-Based Learning | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Workshop | <input type="checkbox"/> Other Specify: _____ | |

Related Follow-Up Process Applied (check all that apply, but at least one)

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <input type="checkbox"/> Collaborative Planning related to professional learning | <input type="checkbox"/> Study Group participation |
| <input type="checkbox"/> Participant Product related to professional learning (i.e.: lesson plans, written reflection, audio/video recording, case study, student work samples, etc.) | <input type="checkbox"/> Electronic Interactive (i.e.: Blackboard, FORPD) |
| <input type="checkbox"/> Action Research related to professional learning (Should include evidence of implementation) | <input type="checkbox"/> Electronic Non-Interactive |

Follow-Up Verified By:

Name: _____ Title: _____
 Signature: _____ Date: _____

District Professional Learning Activity Points Documentation:

District Professional Learning Facilitator: _____		Department: _____
Facilitator's Signature: _____		MIP Component #: _____
Possible Participation Points: _____	Possible Follow Up Points: _____	Total Points Possible: _____
Participation Points Earned: _____	Follow Up Points Earned: _____	Total Points Earned: _____

Participant's Signature: _____ **Date:** _____ *Copy placed in Participant's School File (original sent to District facilitator with follow-up)

Appendix D - Evidence-Based Practices Rubrics and Situational Context Factors

POLK COUNTY SCHOOLS TEACHER EVALUATION SYSTEM

This document identifies and describes the evidence-based teaching practices and situational context factors that make up one of the three primary elements of the district's teacher evaluation system. Classroom teachers are rated by a certified evaluator on 23 Essential Performance Criteria (EPC) clustered under four Domains. These EPCs focus on evidence-based teaching practices and behaviors linked to the Florida Educator Accomplished Practices (FEAPs). Each of the 23 EPCs has a related Rating Rubric. Rating points for each EPC are earned when an evaluator applies the related rubric rating description to a teacher's professional practices based upon evidence collected throughout the year. Points earned from the EPC ratings are combined with the teacher's situational context points accounting for **48% of a teacher's Overall Annual Performance Evaluation Rating.**

Evidence-Based Practices Rubrics are used in the district's teacher evaluation system in the following manner:

- ✓ Annual Teacher Self-Evaluation
- ✓ Overall Annual Performance Evaluation by Administrator
- ✓ Professional Learning Processes (Florida Educator Accomplished Practices- 2010 and Marzano Evaluation 41 Strategies and 19 Indicators)
- ✓ Assurance of Due Process

Domain 1: Instructional Design, Lesson Planning, and Assessment				
1a. Demonstrating Knowledge of Content and Pedagogy	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices display a lack of knowledge of the state standards, content, or the instructional practices specific to that discipline.</p>	<p>Partial evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect an inconsistent level of awareness of the state standards, content, and the instructional practices specific to that discipline.</p>	<p>Adequate evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect essential knowledge of the state standards, content, and the instructional practices specific to that discipline. The teacher is aware of research areas, new methods, and often incorporates them into instructional plans and practices.</p>	<p>Significant and varied evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect extensive knowledge of the state standards, content, the structure of the discipline and instructional practices. The teacher is aware of research areas, new methods, and consistently incorporates them into instructional plans and practices.</p>
<p>Florida Educator Accomplished Practices: Foundational Principle 2 - The effective educator demonstrates deep and comprehensive knowledge of the subject taught & Instructional Design and Lesson Planning</p>		<p>Possible evidence may include sources such as: Use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), lesson plans, administrative conversations with the teacher, implementation of professional development, observations, compliance of content standards and curriculum maps...</p>		

Domain 1: Instructional Design, Lesson Planning, and Assessment				
\1b. Demonstrating Knowledge of Students	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher demonstrates knowledge of students.</p> <p>Instructional practices demonstrate a lack of knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction lacks differentiation based on student needs.</p>	<p>Partial evidence exists that the teacher demonstrates a growing knowledge of students.</p> <p>Instructional practices demonstrate an inconsistent level of knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction is inconsistently differentiated based on student needs.</p>	<p>Adequate evidence exists that the teacher demonstrates knowledge of students.</p> <p>Instructional practices demonstrate a consistent knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction is differentiated based on student needs.</p>	<p>Significant and varied evidence exists that the teacher demonstrates knowledge of students.</p> <p>Instructional practices demonstrate extensive knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs from a variety of sources. Instruction is consistently differentiated based on student needs.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment & Instructional Delivery and Facilitation & Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement</p>		<p>Possible evidence may include sources such as: Lesson plans, administrative conversations with the teacher, implementation of professional development, TARGET plan, data chat records, differentiated assignments, progress monitoring records, observations, action research...</p>		

Domain 1: Instructional Design, Lesson Planning, and Assessment				
1c. Setting Instructional Outcomes	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans lack alignment to state standards. Instructional outcomes lack rigorous learning and do not permit valid, reliable assessment. Instructional outcomes offer little or no opportunity for application or integration of learning and are unsuitable for many students. Goals for student achievement are general or not developed at all.</p>	<p>Partial evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans are inconsistently aligned with state standards. Instructional outcomes inconsistently reflect rigor and may sometimes permit valid, reliable assessment. Instructional outcomes are limited and only suitable for some students. Few opportunities are offered for application or integration of learning.</p>	<p>Adequate evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans are aligned with state standards. Instructional outcomes reflect rigorous learning and permit valid, reliable assessment. Instructional outcomes offer frequent opportunities for application and integration of learning, are suitable for the majority of students, and represent different types of learning.</p>	<p>Significant and varied evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans are aligned with state standards. Instructional outcomes consistently reflect rigorous and relevant learning which build connections between curriculum and students' daily lives and permit valid, reliable assessment. Instructional outcomes offer extensive opportunities for both application and integration of learning and take into account the needs of nearly all students.</p>
<p>Florida Educator Accomplished Practices: Instructional Design and Lesson Planning & Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.</p>		<p>Possible evidence may include sources such as: Use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), lesson plans, administrative conversations with the teacher, student work samples, data chat records, progress monitoring records, observations, compliance of content standards and curriculum maps...</p>		

Domain 1: Instructional Design, Lesson Planning, and Assessment				
1d. Demonstrating Knowledge of Resources and Technology	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher demonstrates knowledge of resources and technology.</p> <p>Technology and resources are lacking as an enhancement of teacher knowledge or as part of the instructional process. The teacher does not seek such knowledge.</p>	<p>Partial evidence exists that the teacher demonstrates a growing knowledge of resources and technology.</p> <p>Technology and resources are inconsistently used to enhance teacher knowledge and as part of the instructional process. The teacher is making attempts to incorporate technology.</p>	<p>Adequate evidence exists that the teacher demonstrates knowledge of resources and technology.</p> <p>Technology and resources are consistently used to enhance teacher knowledge, as part of the instructional process, as well as, for student productivity.</p>	<p>Significant and varied evidence exists that the teacher demonstrates knowledge of resources and technology.</p> <p>Technology and resources are extensively used to enhance teacher knowledge, as part of the instructional process, as well as for student productivity. The teacher seeks out innovative ways to integrate technology in the classroom.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment & Instructional Delivery and Facilitation</p>		<p>Possible evidence may include sources such as: Lesson plans, administrative conversations with the teacher, implementation of professional development, observations...</p>		

Domain 1: Instructional Design, Lesson Planning, and Assessment				
1e. Designing Coherent Instruction	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p><u>Little or no</u> evidence exists that the teacher designs coherent instruction.</p> <p>Lesson design lacks structure and student engagement. Knowledge of content, instructional strategies and resources are not coordinated in the creation of learning experiences. These experiences lack alignment to instructional outcomes for student mastery of state standards.</p>	<p><u>Partial</u> evidence exists that the teacher is striving to design coherent instruction.</p> <p>Lesson design is inconsistent in its structure and plan for student engagement. Knowledge of content, instructional strategies and resources are poorly coordinated in the creation of learning experiences. These experiences are insufficiently aligned to instructional outcomes for student mastery of state standards.</p>	<p><u>Adequate</u> evidence exists that the teacher designs coherent instruction.</p> <p>Lesson design is structured and student engagement is planned. Knowledge of content, instructional strategies and resources are coordinated in the creation of learning experiences. These experiences are aligned to instructional outcomes for student mastery of state standards.</p>	<p><u>Significant and varied</u> evidence exists that the teacher designs coherent instruction.</p> <p>Lesson design is purposefully structured with embedded, active student engagement. Knowledge of content, instructional strategies and resources are coordinated in the creation of student-driven, relevant learning experiences. These experiences are strategically aligned to instructional outcomes for student mastery of state standards.</p>
<p>Florida Educator Accomplished Practices: Instructional Design and Lesson Planning</p>			<p>Possible evidence may include sources such as: Use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), lesson plans, administrative conversations with the teacher, implementation of professional development, observations, differentiated assignments, progress monitoring records, compliance of content standards and curriculum maps...</p>	

Domain 1: Instructional Design, Lesson Planning, and Assessment				
1f. Designing Student Assessments	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p><u>Little or no</u> evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments lack alignment with instructional outcomes and state standards. Multiple assessments, both formative and summative, are seldom used to diagnose learning needs. Assessments rarely contribute to the learning needs of students or influence instruction.</p>	<p><u>Partial</u> evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments are partially aligned with instructional outcomes and state standards. Multiple assessments, both formative and summative, are inconsistently used to diagnose learning needs. Assessments occasionally contribute to the learning needs of students or influence instruction.</p>	<p><u>Adequate</u> evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments are aligned with instructional outcomes and state standards. Multiple assessments, both formative and summative, are used to diagnose learning needs. Assessments exhibit criteria, are appropriate to the learning needs of students, and influence instruction.</p>	<p><u>Significant and varied</u> evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments are consistently aligned with instructional outcomes and state standards. Multiple assessments, both formative and summative, are used to diagnose individual learning needs. Assessments exhibit clear criteria, and are appropriate to the learning needs of students. Performance outcomes are pervasively integrated to adapt instruction.</p>
<p>Florida Educator Accomplished Practices: Instructional Design and Lesson Planning & Assessment</p>			<p>Possible evidence may include sources such as: Use of appropriate researched-based best practices, lesson plans, administrative conversations with the teacher, implementation of professional development, observations, differentiated assignments, progress monitoring records, assessments, formative assessments, compliance of content standards and curriculum maps...</p>	

Domain 2: Instructional Delivery and Facilitation				
2a. Communicating with Students	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher communicates with students at key points throughout the lesson.</p> <p>Instructional practices reflect a lack of developing students' understanding of the lesson by rarely communicating what students will know or be able to do.</p>	<p>Partial evidence exists that the teacher communicates with students at key points throughout the lesson.</p> <p>Instructional practices reflect an insufficient level of developing students' understanding of the lesson by inconsistently communicating what students will know or be able to do. The teacher may infrequently refer to the lesson essential question to check for student understanding during the lesson.</p>	<p>Adequate evidence exists that the teacher communicates with students at key points throughout the lesson.</p> <p>Instructional practices reflect intentional development of students' understanding of the lesson by consistently communicating what students will know or be able to do and referring to the lesson essential question to check for student understanding at key points throughout each lesson.</p>	<p>Significant and varied evidence exists that the teacher's communication with students is interwoven throughout the entire lesson.</p> <p>Instructional practices reflect extensive development of students' understanding of each lesson by seamlessly communicating what students will know or be able to do, connecting each lesson essential question to prior knowledge, conveying the relevance, and referring to the lesson essential question to check for student understanding at key points throughout each lesson.</p>
			<p>Possible evidence may include sources such as: Observation, Written Communication Artifacts, Administrator Conversation, Oral Communication, Student Work Samples, Lesson Plans, and Graphic Organizers...</p>	

Domain 2: Instructional Delivery and Facilitation				
2b. Using Strategies to Evoke High-Order Thinking and Discussions	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are not used when asking students questions. Students are not provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions are low order and/or posed in rapid succession.</p>	<p>Partial evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are inconsistently used when asking students questions. Students are occasionally provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Many questions are low order and/or posed in rapid succession.</p>	<p>Adequate evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are intentionally used when asking students questions. Students are often provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions elicit thoughtful responses and wait time is utilized for students to answer.</p>	<p>Significant evidence exists that the teacher uses varied strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are consistently used when asking students questions. Students are provided extensive opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions elicit thoughtful responses and sufficient wait time is utilized for students to reflect and answer.</p>
			<p>Possible evidence may include sources such as: Observation, Conversation, Extending Thinking Lessons, Wait Time, Student Engagement, and Verbatim Questions...</p>	

Domain 2: Instructional Delivery and Facilitation				
2c. Lesson Delivery and Engaging Students in Learning	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p><u>Little or no</u> evidence exists that the teacher actively engages students in order to maximize instructional outcomes.</p> <p>Intellectual student engagement is not evident. Lesson delivery does not include collaborative structures, distributive practice, and distributive summarizing. The lesson lacks pacing to promote student learning.</p>	<p><u>Partial evidence exists</u> that the teacher actively engages students in order to maximize instructional outcomes.</p> <p>Intellectual student engagement is inconsistent. Lesson delivery infrequently includes collaborative structures, distributive practice, and distributive summarizing. The lesson pacing does little to promote to student learning.</p>	<p><u>Adequate evidence exists</u> that the teacher actively engages students in order to maximize instructional outcomes.</p> <p>Intellectual student engagement is often evident. Lesson delivery includes collaborative structures, distributive practice, and distributive summarizing. The lesson is paced to promote student learning.</p>	<p><u>Significant and varied evidence exists</u> that the teacher actively engages all students in order to maximize instructional outcomes.</p> <p>Intellectual student engagement is pervasive. Lesson delivery consistently includes collaborative structures, distributive practice, and distributive summarizing. The lesson is seamlessly paced to promote optimal student learning.</p>
Florida Educator Accomplished Practices: Instructional Delivery and Facilitation		Possible evidence may include sources such as: Observation, Lesson Design, Conversation, Collaborative Learning Structures, Advance Organizers, Assessment Prompts, Graphic Organizers, Distributed Summarization, Use of Gradual Release Model...		

Domain 2: Instructional Delivery and Facilitation				
2d. Using Assessment in Instruction	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p><u>Little or no evidence exists</u> that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor do not support student learning due to lack of progress monitoring of learning goals.</p>	<p><u>Partial evidence exists</u> that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor reflect inconsistent use of progress monitoring of learning goals as evidenced by limited checks for understanding, feedback, and summarization.</p>	<p><u>Adequate evidence exists</u> that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor reflect consistent use of progress monitoring of learning goals as evidenced by one or more of the following: checks for understanding, appropriate feedback, summarization, or use of scoring rubrics to establish student expectations.</p>	<p><u>Significant and varied evidence exists</u> that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor reflect pervasive use of progress monitoring which extends the defined learning goals as evidenced by checks for understanding, high-quality feedback, summarization, and use of scoring rubrics to establish high student expectations.</p>
Florida Educator Accomplished Practices: Assessment		Possible evidence may include sources such as: Lesson Design, Assessment Artifacts, Conversations, Extended Thinking Lessons, Progress Monitoring, Use of Formative Assessments, Summative Assessments, Performance-Based Assessments, Accurate and Updated Documentation of Student Data, Student Portfolios, Scoring Rubrics, Use of Gradual Release Model, Data Chat Records...		

Domain 2: Instructional Delivery and Facilitation				
2e. Demonstrating Flexibility and Responsiveness	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>No facilitation of learning is occurring due to the lack of instructional strategies in response to student learning needs.</p>	<p>Partial evidence exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>Facilitation of learning is characterized by missed opportunities for targeted interventions, re-teaching, or seizing opportunities to enhance learning due to limited flexibility in adjusting instructional strategies in response to student learning needs.</p>	<p>Adequate evidence exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>Facilitation of learning is occurring due to the flexible use of instructional strategies in response to student learning needs. Modifications of instructional strategies may include targeted interventions, and re-teaching.</p>	<p>Significant and varied evidence exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>Facilitation of learning is seamless due to an extensive repertoire of instructional strategies utilized in response to student learning needs. Consistent modification of instructional strategies include: targeted interventions, re-teaching and opportunities to enhance learning.</p>
<p>Florida Educator Accomplished Practices: Instructional Delivery and Facilitation</p>			<p>Possible evidence may include sources such as: Observation, Conversations, Lesson Design/Practices, Mandated Student Learning Accommodations, Student Data Records, Documented Lesson Reflections, Differentiated Instruction...</p>	

Domain 2: Instructional Delivery and Facilitation				
2f. Integrating Cross Content Reading and Writing Instruction	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Reading and writing strategies across content areas for students to develop connections to the text are not utilized to support student comprehension. Vocabulary instruction of content area terms is not evident. Writing is seldom used to respond to new learning.</p>	<p>Partial evidence exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are inconsistently incorporated to enhance student comprehension. Limited vocabulary instruction of content area terms is evident. Writing is infrequently used to respond to new learning.</p>	<p>Adequate evidence exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are consistently incorporated to enhance student comprehension. Appropriate vocabulary instruction of content area terms is evident. Writing is frequently used to respond to new learning.</p>	<p>Significant and varied evidence exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Extensive reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are consistently incorporated to enhance student comprehension. Explicit and pervasive vocabulary instruction of content area terms is evident. Writing is frequently used in an authentic manner to respond to new learning.</p>
<p>Florida Educator Accomplished Practices: Instructional Delivery and Facilitation</p>			<p>Possible evidence may include sources such as: Observation, Conversations, Lesson Design, Documentation of Reading Comprehension and Writing, Student Assignments, Work Samples, and Data Records, Portfolios, Journals, Graphic Organizers...</p>	

Domain 3: The Learning Environment				
3a. Creating an Environment of Respect and Rapport	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions exhibit a lack of sensitivity, responsiveness, regard, and consideration.</p>	<p>Partial evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions seldom exhibit sensitivity, responsiveness, regard, and consideration.</p>	<p>Adequate evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions often exhibit sensitivity, responsiveness, regard, and consideration between teacher and students.</p>	<p>Significant and varied evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions exhibit embedded sensitivity, responsiveness, regard, and consideration between the teacher and students. Interactions among students are characteristically considerate.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment & Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement</p>		<p>Possible evidence may include sources such as: Observation, Administrative conversations with the teacher, classroom discipline plan, discipline referral data...</p>		

Domain 3: The Learning Environment				
3b. Establishing a Culture for Learning	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications lack evidence of high expectations for learning. Lessons are characterized by a lack of specific and appropriate feedback.</p>	<p>Partial evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications reveal inconsistent evidence of high expectations for learning. Lessons are characterized by inconsistent use of specific and appropriate feedback.</p>	<p>Adequate evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications often show evidence of high expectations for learning. Lessons are characterized by use of specific and appropriate feedback.</p>	<p>Significant and varied evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications show consistent evidence of high expectations for learning. Specific and appropriate feedback is embedded throughout lessons.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment & Instructional Delivery and Facilitation & Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement</p>		<p>Possible evidence may include sources such as: Observation, administrative conversations with the teacher, use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), student learning maps, and exemplary student work samples...</p>		

Domain 3: The Learning Environment				
3c. Managing Classroom Procedures	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is lost due to the lack of procedures for transitions, handling of supplies, and performance of non-instructional tasks.</p>	<p>Partial evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is lost due to the inconsistent use of procedures for transitions, handling of supplies, and performance of non-instructional tasks.</p>	<p>Adequate evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is well managed due to the use of procedures for transitions, handling of supplies, and performance of non-instructional tasks.</p>	<p>Significant and varied evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is maximized due to the consistent use of procedures for transitions, handling of supplies, and performance of non-instructional tasks to the point that they have become routine.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment & Instructional Delivery and Facilitation</p>		<p>Possible evidence may include sources such as: Observation, procedures list, Administrative conversations with the teacher, time on task...</p>		

Domain 3: The Learning Environment				
3d. Managing Student Behavior	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are not defined or are poorly defined; monitoring of student behavior is inconsistent and/or ineffective. The classroom environment is characterized by off-task student behavior. Responses to student misbehaviors are inappropriate.</p>	<p>Partial evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is inconsistent and/or the classroom environment is characterized by off-task student behavior. Responses to student misbehaviors may at times be inappropriate, but improvements in responses are being made. Positive behavior is seldom encouraged or reinforced.</p>	<p>Adequate evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is consistent and classroom interactions are characterized by on-task student behavior. Responses to student misbehaviors are appropriate. Positive behavior is encouraged and reinforced.</p>	<p>Significant and varied evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are clearly defined; monitoring of student behavior is consistent and preventative. Classroom interactions are characterized by on-task student behavior. Responses to student misbehaviors are appropriate and subtle. Positive behavior is pervasively encouraged and reinforced.</p>
Florida Educator Accomplished Practices: The Learning Environment			Possible evidence may include sources such as: Observation, administrative conversations with the teacher, appropriateness of discipline referrals, teacher discipline plan...	

Domain 3: The Learning Environment				
3e. Organizing Physical Space	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is unsafe or the learning environment is inaccessible for many students. The organization of the physical space impedes the learning process.</p>	<p>Partial evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is safe and the learning environment is accessible for students. The organization of the physical space does little to facilitate the learning process.</p>	<p>Adequate evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is safe and the learning environment is accessible and inclusive for most students. Physical space is organized to facilitate the learning process.</p>	<p>Significant and varied evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is safe and the learning environment is accessible and inclusive for all students. Physical space is organized in a purposeful, flexible manner to maximize the learning process by accommodating a variety of learning experiences.</p>
Florida Educator Accomplished Practices: The Learning Environment			Possible evidence may include sources such as: Observations, etc...	

Domain 4: Professional Responsibilities and Ethical Conduct				
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Attention to Equity and Diversity	Little or no evidence exists that the teacher gives appropriate attention to equity and diversity.	Partial evidence exists that the teacher gives appropriate attention to equity and diversity.	Adequate evidence exists that the teacher gives appropriate attention to equity and diversity.	Significant and varied evidence exists that the teacher gives appropriate attention to equity and diversity.
	Learning opportunities or student management actions are not equitably distributed. Interactions between students and the teacher are inappropriate and/or lacking . An absence of understanding or awareness of cultural differences exists.	Learning opportunities or student management actions are somewhat equitably distributed. Interactions between students and the teacher may sometimes be inappropriate . An absence of understanding or awareness of cultural differences may exist.	Learning opportunities and student management actions are equitably distributed in a learning environment where most students are treated equitably. Positive interactions between most students and the teacher are evident. Cultural differences are recognized and respected.	Learning opportunities and student management actions are equitably distributed and student interactions reflect respect for cultural differences. Positive interactions between all students and the teacher are evident. Cultural differences are recognized, respected, and used to enrich instruction.
Florida Educator Accomplished Practices: Professional Responsibility and Ethical Conduct & The Learning Environment			Possible evidence may include sources such as: Conversation, Observation, Reflection, Continuous Improvement, Discipline Records...	

Domain 4: Professional Responsibilities and Ethical Conduct				
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4b. Maintaining Accurate Records	Little or no evidence exists that the teacher maintains accurate records.	Partial evidence exists that the teacher maintains accurate records.	Adequate evidence exists that the teacher maintains accurate records.	Significant and varied evidence exists that the teacher maintains accurate records.
	Records are characterized by a lack of organization and/or updates. Systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	Records are characterized by inconsistent organization and/or updates. Systems for maintaining both instructional and non-instructional records are rudimentary.	Records are organized and updated in a timely manner. Systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	Records are consistently organized and updated in a timely manner. Systems for maintaining both instructional and non-instructional records are accurate, efficient, and continually refined for effectiveness.
Florida Educator Accomplished Practices: Professional Responsibility and Ethical Conduct			Possible evidence may include sources such as: Lesson Plan Design, Grading System, PS/RTI Documentation, Attendance Records, IEP Documentation, Progress Monitoring, and Complying with Deadlines...	

Domain 4: Professional Responsibilities and Ethical Conduct				
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4c. Communicating with Families	Little or no evidence exists that the teacher fosters two-way communication and collaborates with families to support student learning.	Partial evidence exists that the teacher fosters two-way communication and collaborates with families to support student learning.	Adequate evidence exists that the teacher fosters two-way communication and collaborates with families to support student learning.	Significant and varied evidence exists that the teacher fosters two-way communication and collaborates with families to support student learning.
	Appropriate communication with families about the instructional program or about individual students is lacking.	Appropriate communication with families about the instructional program or individual students is inconsistent .	Appropriate communication with families about the instructional program or about individual students is consistent .	Consistent initiation of appropriate and varied communication with families about the instructional program or about individual students is comprehensive.
Florida Educator Accomplished Practices: Continuous Professional Improvement & Professional Responsibility and Ethical Conduct			Possible evidence may include sources such as: Conversations, Documentation Logs, Agenda Artifacts, Emails, Parent Conference Documentation...	

Domain 4: Professional Responsibilities and Ethical Conduct				
4d. Participating in a Professional Community	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher participates in a professional community.</p> <p>Professional interactions display a lack of collaboration and active participation in support of school and district initiatives. Relationships with colleagues may impede the progress of school and district initiatives.</p>	<p>Partial evidence exists that the teacher participates in a professional community.</p> <p>Professional interactions display an inconsistent level of collaboration and participation in support of school and district initiatives. Relationships with colleagues are generally cooperative.</p>	<p>Adequate evidence exists that the teacher participates in a professional community.</p> <p>Professional interactions support collaboration, active participation, and productive relationships with colleagues, which assist with the progress of school and district initiatives.</p>	<p>Significant and varied evidence exists that the teacher participates in a professional community.</p> <p>Professional interactions promote consistent collaboration and active participation to sustain productive relationships with colleagues, which contribute to the progress of school and district initiatives.</p>
<p>Florida Educator Accomplished Practices: Continuous Professional Improvement & Professional Responsibility and Ethical Conduct</p>			<p>Possible evidence may include sources such as: Observation, Conversation with teachers, Leadership Roles in School or District, Lesson Study process, participation in professional organizations and committee...</p>	

Domain 4: Professional Responsibilities and Ethical Conduct				
4e. Individual Continuous Professional Improvement	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	<p>Little or no evidence exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices.</p> <p>Completion or implementation of professional learning is lacking.</p>	<p>Partial evidence exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices.</p> <p>Completion or implementation of professional learning is inconsistent.</p>	<p>Adequate evidence exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices.</p> <p>Completion and implementation of professional learning with fidelity and quality is consistent.</p>	<p>Significant and varied evidence exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices.</p> <p>Completion and implementation of professional learning with fidelity and high quality is consistent. The teacher initiates activities that contribute to the learning of peers.</p>
<p>Florida Educator Accomplished Practices: Continuous Professional Improvement & Professional Responsibility and Ethical Conduct</p>			<p>Possible evidence may include sources such as: TARGET Plan and ARROW Documentation, PD Records, Learning Community Documentation Artifacts, Observed Application of Learning in the Classroom, Conversation with teachers, Lesson Plans, mentoring peers, serving as a resource, Collaborative Planning...</p>	

Domain 4: Professional Responsibilities and Ethical Conduct		
4f. Professional Responsibilities	Ineffective/Needs Improvement or Developing	Effective/Highly Effective
	<p>Little or no evidence exists that the teacher meets professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p>Evidence exists that the teacher meets professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for educators.</p>
<p>Florida Educator Accomplished Practices: Foundational Principle 3 - The effective educator exemplifies the standards of the profession & Professional Responsibility and Ethical Conduct</p>		<p>Possible evidence may include sources such as: Observation, Conversation with teachers, "The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida."...</p>

Situational Context Factors

In order to enhance the fairness and equity of teacher performance evaluation processes across all schools in the district related to the Situational Context in which the teacher is teaching and the application of effective teaching practices to improve student learning, the teacher evaluation process includes a mechanism for awarding points to each teacher based on specified student demographic impact factors applicable to the students that they are teaching. Teachers in classrooms heavily impacted by the following demographic factors will earn points applied to their Overall Annual Performance Evaluation rating in accordance with the table below as based on the percentages of students they teach related to each factor.

Specified Student Demographic Impact Factors Table

Demographic Impact Factor	% Level	Points	% Level	Points	% Level	Points
F/R Lunch %	50%-60%	2	60.01%-70%	4	70.01%+	6
ESE %	5%-10%	1	10.01%-15%	2	15.01%+	3
ELL %	3%-6%	1	6.01%-9%	2	9.01%+	3
Total Possible Points						12

Appendix E - Classroom Teacher Approved Evaluation System Forms

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Classroom Teacher Forms

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E-3 Teacher – Journey Observation Report – SAMPLE

E-9 Teacher – Category I Interim Evaluation – SAMPLE

E-11 Teacher – Stage I Evaluation – SAMPLE

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Principal View Forms

E-15 Pre/Post Conference Guidelines

E-16 Principal View – Journey Observation – SAMPLE

E-38 Principal View – Category I Interim Evaluation – SAMPLE

E-40 Principal View – Stage I Evaluation – SAMPLE

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Improving Instruction

E-46 Instructional Assistance Conference (IAC)

E-48 Professional Development Plan (PDP)

Pre-/Post-Conference Guide

Conference Guides for the Formal Observation Process

(For the principal/evaluator and teachers to use in participating in the pre-observation conference)

PRE-CONFERENCE guiding questions for conversation about the lesson to be taught and observed

These are **not** for written response.

- What is your lesson essential question?
- What data did you use to design this lesson? How did the data influence your planning of this lesson?
- How do you become familiar with students' background knowledge, skill levels, experiences, and cultural differences?
- What difficulties or misunderstandings might students have?
- What are some of the ways you will make the learning relevant to students?
- How will you know if your lesson objective was achieved?
- How will you check for understanding throughout the lesson?
- How will student accomplishment be recognized?
- What teaching strategies will you choose to teach this lesson?
- What resources will be utilized? Why did you choose these strategies and resources?
- How are you planning to connect what the students will learn to what they have previously learned?
- Please explain any special situations or circumstances of which the administrator might need to be aware?
- The administrator will provide feedback on this lesson. Are there specific areas you would like the observer to look for/focus on?

POST-CONFERENCE guiding questions for conversation with the teacher

- Do you feel you successfully achieved the lesson objective? Why/why not?
- What data **supports** your answer to the previous question?
- What do you feel **worked well**, and what would you **refine** if you were to teach this lesson again to the same class?
- Based on student learning of your objectives, what are your **next steps**?

Areas of Strength Share strengths of the lesson and provide examples.

Use the Observation Feedback Form- This form will be printed as well as emailed to the teacher providing specific feedback from the formal lesson observation.

Areas for Improvement /Growth

Share areas for development and provide specific examples from the observation and recommend actions to improve instructional practice.

Prompt the teacher to talk about one or more area of strength you want to reinforce.

Elicit feedback to explain why the skill is critical to student learning.

Closing Comments

As you reflect over this formal observation cycle, what ideas or insights are you discovering about your teaching?

Journey - Personnel Evaluation & Professional Learning System

Personnel Evaluation & Professional Learning System
A Polk County Public Schools Project

LAST, FIRST - Teacher, Subject

Date Observed	Period	Duration	Focused	Updated	Observer
##/##/####	##	Duration Type	Focus Type	##/##/####	ADMINISTRATOR

1. Instructional Design, Lesson Planning and Assessment

D O M A I N

1

1a. Demonstrating Knowledge of Content and Pedagogy

RATING: HIGHLY EFFECTIVE

Significant and varied evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.

*Instructional plans and practices reflect **extensive** knowledge of the state standards, content, the structure of the discipline and instructional practices. The teacher is aware of research areas, new methods, and **consistently** incorporates them into instructional plans and practices.*

STRENGTHS

- Instructional plans and practices reflect expert knowledge of the state standards for content area.
- Instructional plans and practices reflect essential knowledge of the content, and the instructional practices specific for your content area.
- Your instructional plans and practices reflect outstanding knowledge of content area research and new methods. Plans and practices were incorporated into instructional plans and practices with a very high level of expertise.

1b. Demonstrating Knowledge of Students

RATING: EFFECTIVE

Adequate evidence exists that the teacher demonstrates knowledge of students.

*Instructional practices demonstrate a **consistent** knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction is differentiated based on student needs.*

STRENGTHS

- Instructional practices demonstrate an extensive knowledge of students' backgrounds.
- Instructional practices demonstrate extensive knowledge of students' skills and learning levels.
- Instructional practices demonstrate an extensive knowledge of your students' cultures and language proficiencies.
- Instructional practices demonstrate an extensive knowledge of your students' learning styles and special needs.
- Significant evidence exists that instruction was differentiated based on student needs in an excellent fashion.

1d. Demonstrating Knowledge of Resources and Technology

RATING: HIGHLY EFFECTIVE

Significant and varied evidence exists that the teacher demonstrates knowledge of resources and technology.

*Technology and resources are **extensively** used to enhance teacher knowledge, as part of the instructional process, as well as for student productivity. The teacher seeks out innovative ways to integrate technology in the classroom.*

STRENGTHS

- Technology and resources were used extensively to enhance student learning.
- Technology and resources were used extensively and expertly to enhance student learning.
- Technology and resources were used extensively and expertly to enhance student productivity.
- There is significant evidence that highly innovative ways to integrate technology and resources were used in the classroom.

Additional Notes for this Domain

■ *Some notes for Domain 1*

2. Instructional Delivery & Facilitation

DOMAIN

2

2a. Communicating with Students

RATING: HIGHLY EFFECTIVE

Significant and varied evidence exists that the teacher's communication with students is interwoven throughout the entire lesson.

*Instructional practices reflect **extensive** development of students' understanding of each lesson by **seamlessly** communicating what students will know or be able to do, connecting each lesson essential question to prior knowledge, conveying the relevance, and referring to the lesson essential question to check for student understanding at key points throughout each lesson.*

STRENGTHS

- Instructional practices reflected extensive and highly effective development of students' understanding of each lesson.
- Extensive and highly effective communication was conveyed to students concerning what they would need to know and be able to do.
- Conveyed the relevance of the lesson to all students genuinely and superbly.
- Expertly connected each lesson essential question to prior knowledge.
- Seamlessly referred to the lesson essential question to check for student understanding at key points throughout each lesson.

2b. Using Strategies to Evoke High-order Thinking and Discussions

RATING: HIGHLY EFFECTIVE

Significant and varied evidence exists that the teacher uses **varied** strategies to evoke higher order thinking and discussions.

*Scaffolding, pacing, prompting, and probing techniques are **consistently** used when asking students questions. Students are provided **extensive opportunities** to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions elicit thoughtful responses and sufficient wait time is utilized for students to reflect and answer.*

STRENGTHS

- Excellent scaffolding, pacing, prompting, and probing techniques were consistently used when asking students questions.
- Students were provided with highly appropriate and extensive opportunities to participate in learning activities which required them to show, tell, explain, and prove their reasoning.
- Sufficient wait time was utilized superbly and resulted in student reflection and thoughtful responses
- Outstanding use of questions elicited thoughtful student responses and enhanced reasoning.

2c. Lesson Delivery and Engaging Students in Learning

RATING: HIGHLY EFFECTIVE

Significant and varied evidence exists that the teacher actively engages all students in order to maximize instructional outcomes.

Intellectual student engagement is **pervasive**. Lesson delivery **consistently** includes collaborative structures, distributive practice, and distributive summarizing. The lesson is **seamlessly paced** to promote optimal student learning.

STRENGTHS

- High quality intellectual student engagement was pervasive in the classroom.
- Lesson delivery consistently included an excellent application of collaborative structures, distributive practice, and distributive summarizing.
- The lesson was seamlessly paced to promote optimal student learning.

2d. Using Assessment in Instruction

RATING: HIGHLY EFFECTIVE

Significant and varied evidence exists that the teacher uses assessment for ongoing progress monitoring.

Pacing and progression of rigor reflect **pervasive** use of progress monitoring which **extends the defined learning goals** as evidenced by checks for understanding, **high-quality** feedback, summarization, and use of scoring rubrics to establish high student expectations.

STRENGTHS

- Superior pacing and progression of rigor strategies reflected the pervasive use of dynamic progress monitoring processes that extended the defined learning goals.
- There was extensive evidence of highly effective use of strategies pertaining to checking for understanding and an outstanding use of assessment prompts.
- Scoring rubrics were used in an expert manner resulting in the establishment of high student expectations.
- Students provided high quality feedback concerning their learning because of expert use of summarization strategies.

2e. Demonstrating Flexibility and Responsiveness

RATING: HIGHLY EFFECTIVE

Significant and varied evidence exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.

Facilitation of learning is seamless due to an **extensive repertoire** of instructional strategies utilized in response to student learning needs. **Consistent** modifications of instructional strategies include targeted interventions, re-teaching and seizing opportunities to enhance learning.

STRENGTHS

- Facilitation of learning was seamless due to extensive repertoire of instructional strategies applied in response to student learning needs.
- High yield and consistent modifications of instructional strategies included targeted interventions and re-teaching.
- Expertly created and/or seized opportunities to enhance student learning.

2f. Integrating Cross Content Reading and Writing Instruction

RATING: HIGHLY EFFECTIVE

Significant and varied evidence exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.

Extensive reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are **consistently** incorporated to enhance student comprehension. **Explicit and pervasive** vocabulary instruction of content area terms is evident. Writing is **frequently** used in an **authentic** manner to respond to new learning.

STRENGTHS

- You incorporated extensive reading and scaffolding strategies across content areas for students to develop connections to text before, during, and after reading both consistently and with high quality to enhance student comprehension.
- Explicit and pervasive, outstanding vocabulary instruction of content area terms was evident as a part of your instructional strategies.
- Extensive writing and scaffolding strategies were applied across content areas for students to develop connections to text before, during, and after reading both consistently and with high quality to enhance student comprehension.
- Writing was used superbly in an authentic manner with almost all students as a meaningful strategy to have students respond to new learning.

Additional Notes for this Domain

■ *Some notes for Domain 2*

3. The Learning Environment

DOMAIN

3

3a. Creating an Environment of Respect and Rapport

RATING: HIGHLY EFFECTIVE

Significant and varied evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.

Classroom interactions exhibit **embedded** sensitivity, responsiveness, regard, and consideration between the teacher and students. Interactions among students are characteristically considerate.

STRENGTHS

- Interactions in the classroom fully exhibited embedded sensitivity, responsiveness and regard.
- Interactions with students fully exhibited a very high level of dynamic consideration.
- Interactions among students were extraordinarily and characteristically considerate.

3b. Establishing a Culture for Learning

RATING: HIGHLY EFFECTIVE

Significant and varied evidence exists that the teacher engages students in a positive and supportive manner.

Oral and written communications show **consistent** evidence of high expectations for learning. Specific and appropriate feedback is embedded throughout lessons.

STRENGTHS

- Oral and written communications provided pervasive evidence of high learning expectations for all students.
- Specific and appropriate feedback was embedded throughout the lesson in an outstanding manner.

3c. Managing Classroom Procedures

RATING: HIGHLY EFFECTIVE

Significant and varied evidence exists that the teacher has established procedures and routines for managing the classroom.

Instructional time is **maximized** due to the consistent use of procedures for transitions, handling of supplies, and performance of non-instructional tasks to the point that they have become routine.

3d. Managing Student Behavior

RATING: HIGHLY EFFECTIVE

Significant and varied evidence exists that the teacher has established standards for managing student behavior.

Behavioral expectations and problem-solving strategies are **clearly defined**; monitoring of student behavior is consistent and preventative. Classroom interactions are characterized by on-task student behavior. Responses to student misbehaviors are appropriate and subtle. Positive behavior is **pervasively** encouraged and reinforced.

STRENGTHS

- Behavioral expectations and problem-solving strategies were clearly and excellently defined.
- Highly effective strategies for monitoring of student behavior were consistent and preventative.
- Classroom interactions were completely characterized by on-task student behavior.
- Your responses to student misbehaviors were highly appropriate and masterfully subtle.
- Positive student behavior was pervasively nurtured in the classroom.
- Collective positive student behavior was reinforced in support of focusing on student learning through expert application of excellent and varied classroom leadership skills.

3e. Organizing Physical Space

RATING: HIGHLY EFFECTIVE

Significant and varied evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.

The classroom is safe and the learning environment is accessible and inclusive for all students. Physical space is organized in a **purposeful, flexible** manner to maximize the learning process by accommodating a variety of learning experiences.

STRENGTHS

- The classroom was impeccably safe.
- Actions were expertly in place to ensure that the learning environment is accessible and inclusive for all students.
- There was superb organization of the physical space of your classroom in a purposeful, flexible manner to maximize the learning process.
- There was faultless organization of the physical space of the classroom to accommodate a wide variety of learning experiences.

Additional Notes for this Domain

■ *Some notes for Domain 3*

4. Professional Responsibility and Ethical Conduct

DOMAIN

4

4a. Attention to Equity and Diversity

RATING: HIGHLY EFFECTIVE

Journey - Personnel Evaluation & Professional Learning System

Personnel Evaluation & Professional Learning System
A Polk County Public Schools Project

Interim Evaluation for TEACHER NAME- Teacher, Subject

SAPID	Fiscal Year	Date Updated	Evaluator
#####	#### #####	#####	ADMINISTRATOR

1. Instructional Design, Lesson Planning and Assessment			
EPC Indicators Rated by Teacher (Self) and Administrator	Administrator Rating	Point Range	Total Points from Administrator
1a. Demonstrating Knowledge of Content and Pedagogy	Rating	0 - 3	###
1b. Demonstrating Knowledge of Students	Rating	0 - 3	###
1c. Setting Instructional Outcomes	Rating	0 - 3	###
1d. Demonstrating Knowledge of Resources and Technology	Rating	0 - 3	###
1e. Designing Coherent Instruction	Rating	0 - 3	###
1f. Designing Student Assessments	Rating	0 - 3	###
Total for this Domain (0-18 Possible)			###
2. Instructional Delivery & Facilitation			
EPC Indicators Rated by Teacher (Self) and Administrator	Administrator Rating	Point Range	Total Points from Administrator
2a. Communicating with Students	Rating	0 - 3	###
2b. Using Strategies to Evoke High-order Thinking and Discussions	Rating	0 - 3	###
2c. Lesson Delivery and Engaging Students in Learning	Rating	0 - 3	###
2d. Using Assessment in Instruction	Rating	0 - 3	###
2e. Demonstrating Flexibility and Responsiveness	Rating	0 - 3	###
2f. Integrating Cross Content Reading and Writing Instruction	Rating	0 - 3	###
Total for this Domain (0-18 Possible)			###
3. The Learning Environment			
EPC Indicators Rated by Teacher (Self) and Administrator	Administrator Rating	Point Range	Total Points from Administrator
3a. Creating an Environment of Respect and Rapport	Rating	0 - 3	###
3b. Establishing a Culture for Learning	Rating	0 - 3	###
3c. Managing Classroom Procedures	Rating	0 - 3	###
3d. Managing Student Behavior	Rating	0 - 3	###
3e. Organizing Physical Space	Rating	0 - 3	###
Total for this Domain (0-15 Possible)			###
4. Professional Responsibility and Ethical Conduct			

EPC Indicators Rated by Teacher (Self) and Administrator	Administrator Rating	Point Range	Total Points from Administrator
4a. Attention to Equity and Diversity	Rating	0 - 3	###
4b. Maintaining Accurate Records	Rating	0 - 3	###
4c. Communicating with Families	Rating	0 - 3	###
4d. Participating in a Professional Community	Rating	0 - 3	###
4e. Individual Continuous Professional Improvement	Rating	0 - 3	###
4f. Professional Responsibilities	Rating	0 - 3	###
Total for this Domain (0-18 Possible)			###
Interim Evaluation Rating & Total Points (0 - 69 Possible)			
			###
Rating Scale			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
0 - 16	16.01 - 34	34.01 - 54	54.01 - 69

Teacher Signature

Date

Principal Signature

Date

Journey - Personnel Evaluation & Professional Learning System

Personnel Evaluation & Professional Learning System
A Polk County Public Schools Project

Stage 1 Evaluation for TEACHER NAME- Teacher, Subject

SAPID	Fiscal Year	Date Updated	Evaluator
#####	#### ####	####/####	ADMINISTRATOR

Evidence of Student Achievement				Earned
Not available for Stage 1 Evaluation				N/A
1. Instructional Design, Lesson Planning and Assessment				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
1a. Demonstrating Knowledge of Content and Pedagogy	Some Rating	Some Rating	0 - 3	###
1b. Demonstrating Knowledge of Students	Some Rating	Some Rating	0 - 3	###
1c. Setting Instructional Outcomes	Some Rating	Some Rating	0 - 3	###
1d. Demonstrating Knowledge of Resources and Technology	Some Rating	Some Rating	0 - 3	###
1e. Designing Coherent Instruction	Some Rating	Some Rating	0 - 3	###
1f. Designing Student Assessments	Some Rating	Some Rating	0 - 3	###
Total for this Domain (0-18 Possible)				###
2. Instructional Delivery & Facilitation				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
2a. Communicating with Students	Some Rating	Some Rating	0 - 3	###
2b. Using Strategies to Evoke High-order Thinking and Discussions	Some Rating	Some Rating	0 - 3	###
2c. Lesson Delivery and Engaging Students in Learning	Some Rating	Some Rating	0 - 3	###
2d. Using Assessment in Instruction	Some Rating	Some Rating	0 - 3	###
2e. Demonstrating Flexibility and Responsiveness	Some Rating	Some Rating	0 - 3	###
2f. Integrating Cross Content Reading and Writing Instruction	Some Rating	Some Rating	0 - 3	###
Total for this Domain (0-18 Possible)				###
3. The Learning Environment				
EPC Indicators Rated by	Teacher Self-Evaluation		Point	Total Points from

Teacher (Self) and Administrator	Rating	Administrator Rating	Range	Administrator
3a. Creating an Environment of Respect and Rapport	Some Rating	Some Rating	0 - 3	###
3b. Establishing a Culture for Learning	Some Rating	Some Rating	0 - 3	###
3c. Managing Classroom Procedures	Some Rating	Some Rating	0 - 3	###
3d. Managing Student Behavior	Some Rating	Some Rating	0 - 3	###
3e. Organizing Physical Space	Some Rating	Some Rating	0 - 3	###
Total for this Domain (0-15 Possible)				###
4. Professional Responsibility and Ethical Conduct				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
4a. Attention to Equity and Diversity	Some Rating	Some Rating	0 - 3	###
4b. Maintaining Accurate Records	Some Rating	Some Rating	0 - 3	###
4c. Communicating with Families	Some Rating	Some Rating	0 - 3	###
4d. Participating in a Professional Community	Some Rating	Some Rating	0 - 3	###
4e. Individual Continuous Professional Improvement	Some Rating	Some Rating	0 - 3	###
4f. Professional Responsibilities	Some Rating	Some Rating	0 - 3	###
Total for this Domain (0-18 Possible)				###
Situational Context (Student Demographic Impact Factors)				
F/R				
ESE				
ELL				
Total Points for Situational Context (0-12 Possible)				##
Teacher Self-Evaluation & Reflection (0-3 Possible)				
Total Points				#
Stage 1 Total Points				55.62
Overall Annual Performance Evaluation Rating Scale (The scale below determines the total rating from Stage 1 and Stage 2 final OAPER Evaluations. The final rating will be determined when the student achievement data arrives from the Florida Department of Education and is processed.)				
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective	
0 - 40	40.01 - 82	82.01 - 133	133.01 - 169	

Teacher Signature

Date

Principal Signature

Date

Journey - Personnel Evaluation & Professional Learning System

Personnel Evaluation & Professional Learning System
A Polk County Public Schools Project

Stage 2 Evaluation for TEACHER NAME- Teacher, Subject

SAPID	Fiscal Year	Date Updated	Evaluator
#####	#### ####	####/####	ADMINISTRATOR

Evidence of Student Achievement				Earned
Points for Student Achievement				###
1. Instructional Design, Lesson Planning and Assessment				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
1a. Demonstrating Knowledge of Content and Pedagogy	Some Rating	Some Rating	0 - 3	###
1b. Demonstrating Knowledge of Students	Some Rating	Some Rating	0 - 3	###
1c. Setting Instructional Outcomes	Some Rating	Some Rating	0 - 3	###
1d. Demonstrating Knowledge of Resources and Technology	Some Rating	Some Rating	0 - 3	###
1e. Designing Coherent Instruction	Some Rating	Some Rating	0 - 3	###
1f. Designing Student Assessments	Some Rating	Some Rating	0 - 3	###
Total for this Domain (0-18 Possible)				###
2. Instructional Delivery & Facilitation				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
2a. Communicating with Students	Some Rating	Some Rating	0 - 3	###
2b. Using Strategies to Evoke High-order Thinking and Discussions	Some Rating	Some Rating	0 - 3	###
2c. Lesson Delivery and Engaging Students in Learning	Some Rating	Some Rating	0 - 3	###
2d. Using Assessment in Instruction	Some Rating	Some Rating	0 - 3	###
2e. Demonstrating Flexibility and Responsiveness	Some Rating	Some Rating	0 - 3	###
2f. Integrating Cross Content Reading and Writing Instruction	Some Rating	Some Rating	0 - 3	###
Total for this Domain (0-18 Possible)				###
3. The Learning Environment				
EPC Indicators Rated by	Teacher Self-Evaluation		Point	Total Points from

Teacher (Self) and Administrator	Rating	Administrator Rating	Range	Administrator
3a. Creating an Environment of Respect and Rapport	Some Rating	Some Rating	0 - 3	###
3b. Establishing a Culture for Learning	Some Rating	Some Rating	0 - 3	###
3c. Managing Classroom Procedures	Some Rating	Some Rating	0 - 3	###
3d. Managing Student Behavior	Some Rating	Some Rating	0 - 3	###
3e. Organizing Physical Space	Some Rating	Some Rating	0 - 3	###
Total for this Domain (0-15 Possible)				###
4. Professional Responsibility and Ethical Conduct				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
4a. Attention to Equity and Diversity	Some Rating	Some Rating	0 - 3	###
4b. Maintaining Accurate Records	Some Rating	Some Rating	0 - 3	###
4c. Communicating with Families	Some Rating	Some Rating	0 - 3	###
4d. Participating in a Professional Community	Some Rating	Some Rating	0 - 3	###
4e. Individual Continuous Professional Improvement	Some Rating	Some Rating	0 - 3	###
4f. Professional Responsibilities	Some Rating	Some Rating	0 - 3	###
Total for this Domain (0-18 Possible)				###
Situational Context (Student Demographic Impact Factors)				
F/R				
ESE				
ELL				
Total Points for Situational Context (0-12 Possible)				##.
Teacher Self-Evaluation & Reflection (0-3 Possible)				
Total Points				#
Stage 2 Total Points				###
Overall Annual Performance Evaluation Rating Scale (The scale below determines the total rating from Stage 1 and Stage 2 final OAPER Evaluations. The final rating will be determined when the student achievement data arrives from the Florida Department of Education and is processed.)				
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective	
0 - 40	40.01 - 82	82.01 - 133	133.01 - 169	

Teacher Signature

Date

Principal Signature

Date

Conference Guides for the Formal Observation Process

(For the principal/evaluator and teachers to use in participating in the pre-observation conference)

PRE-CONFERENCE guiding questions for conversation about the lesson to be taught and observed

These are **not** for written response.

- What is your lesson essential question?
- What data did you use to design this lesson? How did the data influence your planning of this lesson?
- How do you become familiar with students' background knowledge, skill levels, experiences, and cultural differences?
- What difficulties or misunderstandings might students have?
- What are some of the ways you will make the learning relevant to students?
- How will you know if your lesson objective was achieved?
- How will you check for understanding throughout the lesson?
- How will student accomplishment be recognized?
- What teaching strategies will you choose to teach this lesson?
- What resources will be utilized? Why did you choose these strategies and resources?
- How are you planning to connect what the students will learn to what they have previously learned?
- Please explain any special situations or circumstances of which the administrator might need to be aware?
- The administrator will provide feedback on this lesson. Are there specific areas you would like the observer to look for/focus on?

POST-CONFERENCE guiding questions for conversation with the teacher

- Do you feel you successfully achieved the lesson objective? Why/why not?
- What data **supports** your answer to the previous question?
- What do you feel **worked well**, and what would you **refine** if you were to teach this lesson again to the same class?
- Based on student learning of your objectives, what are your **next steps**?

Areas of Strength Share strengths of the lesson and provide examples.

Use the Observation Feedback Form- This form will be printed as well as emailed to the teacher providing specific feedback from the formal lesson observation.

Areas for Improvement /Growth

Share areas for development and provide specific examples from the observation and recommend actions to improve instructional practice.

Prompt the teacher to talk about one or more area of strength you want to reinforce.

Elicit feedback to explain why the skill is critical to student learning.

Closing Comments

As you reflect over this formal observation cycle, what ideas or insights are you discovering about your teaching?

LAST, FIRST - Teacher, Subject

1. Instructional Design, Lesson Planning and Assessment

DOMAIN

1

1a. Demonstrating Knowledge of Content and Pedagogy	No Rating <input type="button" value="v"/>	Feedback	Reflections
Rubric			
<p><u>Significant and varied</u> evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect extensive knowledge of the state standards, content, the structure of the discipline and instructional practices. The teacher is aware of research areas, new methods, and consistently incorporates them into instructional plans and practices.</p> <p><u>Adequate</u> evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect essential knowledge of the state standards, content, and the instructional practices specific to that discipline. The teacher is aware of research areas, new methods, and often incorporates them into instructional plans and practices.</p> <p><u>Partial</u> evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect an inconsistent level of awareness of the state standards, content, and the instructional practices specific to that discipline.</p> <p><u>Little or no</u> evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices display a lack of knowledge of the state standards, content, or the instructional practices specific to that discipline.</p>			
None Selected			

Additional Notes for this Domain:
Notes entered here will be seen by the teacher.

What could I do to enhance my knowledge of the state standards related to my subject or grade level?

Have I reviewed the curriculum maps to ensure my UEQs and LEQs are consistent with the state standards?

What are some of the high yield instructional practices that relate to the structure of my discipline or grade level that I might consider applying in my classroom?

What are some specific instructional methods or strategies that pertain to my subject or grade level that will help my students learn the content more effectively?

How could I enhance my knowledge of my content area research and new methods and then use that new knowledge to improve my instructional practices?

No feedback needed for this teacher's knowledge of standards

No feedback needed for this teacher's knowledge of content and instructional practices

No feedback needed for this teacher's knowledge and use of content area research

1b. Demonstrating Knowledge of Students

No Rating

Feedback Reflections

Rubric

Significant and varied evidence exists that the teacher demonstrates knowledge of students.

Instructional practices demonstrate extensive knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs from a variety of sources. Instruction is consistently differentiated based on student needs.

Adequate evidence exists that the teacher demonstrates knowledge of students.

Instructional practices demonstrate a consistent knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction is differentiated based on student needs.

Partial evidence exists that the teacher demonstrates a growing knowledge of students.

Instructional plans and practices demonstrate an inconsistent level of knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction is inconsistently differentiated based on

student needs.

Little or no evidence exists that the teacher demonstrates knowledge of students.

Instructional practices demonstrate a lack of knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction lacks differentiation based on student needs.

None Selected

What strategies might I be able to apply to enhance my knowledge of my students' backgrounds?

What will I do to gain an enhanced understanding of my students' interests?

What could I do that I am not currently doing to gain greater knowledge of my students' skills and learning levels?

What student performance data can I review to determine the skills and learning levels of my students?

Have I considered how an enhanced knowledge of my students' cultures and language proficiencies might be used to strengthen my instructional practices?

What am I doing to gain knowledge of my students' learning styles and special needs and then adjusting instructional practices to better meet those styles and/or needs?

Am I learning about and using any of the varied strategies for differentiating instruction in my classroom to better meet individual student learning needs?

No feedback needed for this teacher's knowledge of students' backgrounds

No feedback needed for this teacher's knowledge of students' skills and learning levels

No feedback needed for this teacher's knowledge of students' cultures and language proficiencies

No feedback needed for this teacher's knowledge of students' learning styles and special needs

No feedback needed for this teacher's differentiation of instruction

1d. Demonstrating Knowledge of Resources and Technology

No Rating

Feedback Reflections

Rubric

Significant and varied evidence exists that the teacher demonstrates knowledge of resources and technology.

Technology and resources are extensively used to enhance teacher knowledge, as part of the instructional process, as well as for student productivity. The teacher seeks out innovative ways to integrate technology in the classroom.

Adequate evidence exists that the teacher demonstrates knowledge of resources and technology.

Technology and resources are consistently used to enhance teacher knowledge, as part of the instructional process, as well as, for student productivity.

Partial evidence exists that the teacher demonstrates a growing knowledge of resources and technology.

Technology and resources are inconsistently used to enhance teacher knowledge and as part of the instructional process. The teacher is making attempts to incorporate technology.

Little or no evidence exists that the teacher demonstrates knowledge of resources and technology.

Technology and resources are inconsistently used to enhance teacher knowledge and as part of the instructional process. The teacher is making attempts to incorporate technology.

None Selected

What am I doing to learn more about how technology and other resources specific to my discipline or grade level can be used to improve learning by my students?

How could I improve the use of technology and other resources in my instructional practices?

Are there ways to use technology and other resources in my classroom to help students be more productive?

What are my peers in our subject or grade level doing to apply technology and resources in an innovative and integrated manner to improve their instruction?

No feedback needed for this teacher's knowledge of technology and resources

No feedback needed for this teacher's technology and resources in instruction

No feedback needed for this teacher's technology and resources- student productivity

No feedback needed for this teacher's technology and resources innovation and integration

2. Instructional Delivery & Facilitation

DOMAIN 2

2a. Communicating with Students	No Rating <input type="checkbox"/>	Feedback	Reflections
Rubric			
<p><u>Significant and varied</u> evidence exists that the teacher's communication with students is interwoven throughout the entire lesson.</p>			
<p>Instructional practices reflect extensive development of students' understanding of each lesson by seamlessly communicating what students will know or be able to do, connecting each lesson essential question to prior knowledge, conveying the relevance, and referring to the lesson essential question to check for student understanding at key points throughout each lesson.</p>			
<p><u>Adequate</u> evidence exists that the teacher communicates with students at key points throughout the lesson.</p>			
<p>Instructional practices reflect intentional development of students' understanding of the lesson by consistently communicating what students will know or be able to do and referring to the lesson essential question to check for student understanding at key points throughout each lesson.</p>			
<p><u>Partial</u> evidence exists that the teacher communicates with students at key points throughout the lesson.</p>			
<p>Instructional practices reflect an insufficient level of developing students' understanding of the lesson by inconsistently communicating what students will know or be able to do. The teacher may infrequently refer to the lesson essential question to check for student understanding during the lesson.</p>			
<p><u>Little or no</u> evidence exists that the teacher communicates with students at key points throughout the lesson.</p>			
<p>Instructional practices reflect a lack of developing students' understanding of the lesson by rarely communicating what students will know or be able to do.</p>			

Additional Notes for this Domain:
Notes entered here will be seen by the teacher.

None Selected

What actions might I take to ensure that I am applying intentional development strategies related to my students' understanding of the lesson?

Have I learned how to apply the "EATS" lesson design steps with fidelity and high quality?

What can I do to ensure that my students know exactly what they need to know and be able to do related to my lesson's purpose and outcomes?

What will I do to establish and communicate learning goals to my students?

Am I using student learning maps appropriately with my students?

What strategies might I apply to provide a connection of my lesson content to the students lives and thereby improve its relevance from their perspective?

Why is it critical that I connect lesson content to students' prior knowledge and what strategies do I have for doing that?

What will I do to help students effectively interact with the new knowledge?

How am I planning for the intentional application of referring to the lesson essential question to check for student understanding at key points throughout each of my lessons?

No feedback needed for this teacher's development of students' understanding of each lesson

No feedback needed for this teacher's communicating learning goals

No feedback needed for this teacher's communicating relevance of lesson

No feedback needed for this teacher's connecting to prior knowledge

No feedback needed for this teacher's referring to lesson essential questions

2b. Using Strategies to Evoke High-order Thinking and Discussions

No Rating

Feedback Reflections

Rubric

Significant and varied evidence exists that the teacher uses varied strategies to evoke higher order thinking and discussions.

Scaffolding, pacing, prompting, and probing techniques are consistently used when asking students questions. Students are provided extensive opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions elicit thoughtful responses and sufficient wait time is utilized for students to reflect and answer.

Adequate evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.

Scaffolding, pacing, prompting, and probing techniques are intentionally used when asking students questions. Students are often provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions elicit thoughtful responses and wait time is utilized for students to answer.

Partial evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.

Scaffolding, pacing, prompting, and probing techniques are inconsistently used when asking students questions. Students are occasionally provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Many questions are low order and/or posed in rapid succession.

Little or no evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.

Scaffolding, pacing, prompting, and probing techniques are not used when asking students questions. Students are not provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions are low order and/or posed in rapid succession.

None Selected

What scaffolding, pacing, prompting, and probing techniques might I learn more about and then use when asking students questions?

What specific strategies do I have for providing opportunities to my students to participate in learning activities which require them to show, tell, explain, and prove their reasoning.

What actions can I take to engage students in examining similarities and differences, examining errors in reasoning, justifying their view point and discerning fact from opinion?

Am I using wait time effectively that results in student reflection and giving thoughtful responses to questions I pose?

Are my questions stimulating thoughtful student responses and enhanced reasoning?

For which of the following evidence-based instructional strategies do I have the greatest need for development?

Organizing Students for Cognitively Complex Tasks

Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing

Providing Resources and Guidance

No feedback needed for this teacher's scaffolding, pacing, prompting, and probing

No feedback needed for this teacher's student opportunity to reflect, show, tell, explain, prove

No feedback needed for this teacher's wait time for thinking

No feedback needed for this teacher's questioning to stimulate reasoning

2c. Lesson Delivery and Engaging Students in Learning

No Rating

Feedback Reflections

Rubric

Significant and varied evidence exists that the teacher actively engages all students in order to maximize instructional outcomes.

Intellectual student engagement is pervasive. Lesson delivery consistently includes collaborative structures, distributive practice, and distributive summarizing. The lesson is seamlessly paced to promote optimal student learning.

Adequate evidence exists that the teacher actively engages students in order to maximize instructional outcomes.

Intellectual student engagement is often evident. Lesson delivery includes collaborative structures, distributive practice, and distributive summarizing. The lesson is paced to promote student learning.

Partial evidence exists that the teacher actively engages students in order to maximize instructional outcomes.

Intellectual student engagement is inconsistent. Lesson delivery infrequently includes collaborative structures, distributive practice, and distributive summarizing. The lesson pacing does little to promote to student learning.

Little or no evidence exists that the teacher actively engages students in order to maximize instructional outcomes.

Intellectual student engagement is not evident. Lesson delivery does not include collaborative structures, distributive practice, and distributive summarizing. The lesson lacks pacing to promote student learning.

None Selected

What strategies am I using to ensure that my students are intellectually engaged?

How could I use any of the following strategies in my lesson delivery to improve intellectual engagement?

Noticing and Reacting when Students are Not Engaged

Using Academic Games

Managing Response Rates

Using Physical Movement

Maintaining a Lively Pace

Demonstrating Intensity and Enthusiasm

Using Friendly Controversy

Providing Opportunities for Students to Talk about Themselves

Presenting Unusual or Intriguing Information

What knowledge and skill level do I have related to the application of collaborative structures, distributive practice, and distributive summarizing when facilitating my lessons?

Am I pacing my lessons appropriately to promote optimal learning by my students?

No feedback needed for this teacher's intellectual student engagement

No feedback needed for this teacher's collaboration, practice, summarization

No feedback needed for this teacher's lesson pacing

2d. Using Assessment in Instruction

No Rating

Feedback Reflections

Rubric

Significant and varied evidence exists that the teacher uses assessment for ongoing progress monitoring.

Pacing and progression of rigor reflect pervasive use of progress monitoring which extends the defined learning goals as evidenced by checks for understanding, high-quality feedback, summarization, and use of scoring rubrics to establish high student expectations.

Adequate evidence exists that the teacher uses assessment for ongoing progress monitoring.

Pacing and progression of rigor reflect consistent use of progress monitoring of learning goals as evidenced by one or more of the following: checks for understanding, appropriate feedback, summarization, or use of scoring rubrics to establish student expectations.

Partial evidence exists that the teacher uses assessment for ongoing progress monitoring.

Pacing and progression of rigor reflect inconsistent use of progress monitoring of learning goals as evidenced by limited checks for understanding, feedback, and summarization.

Little or no evidence exists that the teacher uses assessment for ongoing progress monitoring.

Pacing and progression of rigor do not support student learning due to lack of progress monitoring of learning goals.

None Selected

Are my pacing and progression of rigor strategies reflecting an effective and consistent use of progress monitoring processes in relation to my learning goals?

What am I doing to ensure that I use effective strategies pertaining to checking for understanding and use of assessment prompts in my lessons?

Do I have varied methods for implementing progress monitoring processes and for discussing that data with my students?

What am I doing to learn more about how to create and use scoring rubrics as a way to focus on student expectations?

Am I providing effective feedback concerning my students' learning through my use of varied summarization strategies?

No feedback needed for this teacher's rigor and progress monitoring

No feedback needed for this teacher's checking for understanding

No feedback needed for this teacher's use of scoring rubrics

No feedback needed for this teacher's feedback

2e. Demonstrating Flexibility and Responsiveness

No Rating

Feedback Reflections

Rubric

Significant and varied evidence exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.

Facilitation of learning is seamless due to an extensive repertoire of instructional strategies utilized in response to student learning needs. Consistent modifications of instructional strategies include targeted interventions, re-teaching and seizing opportunities to enhance learning.

Adequate evidence exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.

Facilitation of learning is occurring due to the flexible use of instructional strategies in response to student learning needs. Modifications of instructional strategies may include targeted interventions, and re-teaching.

Partial evidence exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.

Facilitation of learning is characterized by missed opportunities for targeted interventions, re-teaching, or seizing opportunities to enhance learning due to limited flexibility in adjusting instructional strategies in response to student learning needs.

Little or no evidence exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.

No facilitation of learning is occurring due to the lack of instructional strategies in response to student learning needs.

None Selected

What am I doing to build my repertoire of instructional strategies that I can apply in response to student learning needs?

Am I able to use any of the following strategies to help students practice and deepen their understanding of new knowledge?

Reviewing Content

Organizing Students to Practice and Deepen Knowledge

Using Homework

Practicing Skills, Strategies, and Processes

Revising Knowledge

Am I aware of and use specific thinking maps in my classroom to enhance learning?

Which of the following strategies have I applied with my students to help them to interact effectively with new knowledge?

Identifying Critical Information

Organizing Students to Interact with New Knowledge

Previewing New Content

Chunking Content

Processing of New Information

Elaborating on New Information

Recording and Representing Knowledge

Reflecting on Learning

Have I identified an applied varied type of non-linguistic or graphic organizers to help my students learn essential content or demonstrate their learning?

Do my modifications of instructional strategies to meet student learning needs include targeted interventions and re-teaching?

Am I recognizing and acting on opportunities to enhance student learning beyond my initial learning goals?

No feedback needed for this teacher's effective strategies for learning

No feedback needed for this teacher's modification of strategies

No feedback needed for this teacher's opportunities to enhance learning

2f. Integrating Cross Content Reading and Writing Instruction

No Rating

Feedback Reflections

Rubric

Significant and varied evidence exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.

Extensive reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are consistently incorporated to enhance student comprehension. Explicit and pervasive vocabulary instruction of content area terms is evident. Writing is frequently used in an authentic manner to respond to new learning.

Adequate evidence exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.

Reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are consistently incorporated to enhance student comprehension. Appropriate vocabulary instruction of content area terms is evident. Writing is frequently used to respond to new learning.

Partial evidence exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.

Reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are inconsistently incorporated to enhance student comprehension. Limited vocabulary instruction of content area terms is evident. Writing is infrequently used to respond to new learning.

Little or no evidence exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.

Reading and writing strategies across content areas for students to develop connections to the text are not utilized to support student comprehension. Vocabulary instruction of content area terms is not evident. Writing is seldom used to respond to new learning.

None Selected

What am I doing to incorporate reading and scaffolding strategies across content areas for my students in order to develop connections to the text before, during, and after reading to improve their comprehension?

What am I doing to ensure that appropriate vocabulary instruction of content area terms is included as a part of my instructional strategies?

What am I doing to incorporate writing and scaffolding strategies across content areas for my students in order to develop connections to the text before, during, and after reading to improve their comprehension?

Am I using writing as a meaningful strategy to have my students respond to new learning?

No feedback needed for this teacher's incorporating reading strategies across content

No feedback needed for this teacher's vocabulary instruction

No feedback needed for this teacher's incorporating writing strategies across content

No feedback needed for this teacher's writing strategies and new learning

3. The Learning Environment

DOMAIN

3

3a. Creating an Environment of Respect and Rapport

No Rating

Feedback Reflections

Rubric

Additional Notes for this Domain:

Notes entered here will be seen by the teacher.

Significant and varied evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.

Classroom interactions exhibit embedded sensitivity, responsiveness, regard, and consideration between the teacher and students. Interactions among students are characteristically considerate.

Adequate evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.

Classroom interactions often exhibit sensitivity, responsiveness, regard, and consideration between teacher and students.

Partial evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.

Classroom interactions seldom exhibit sensitivity, responsiveness, regard, and consideration.

Little or no evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.

Classroom interactions exhibit a lack of sensitivity, responsiveness, regard, and consideration.

None Selected

What am I doing to build rapport with my students in support of their learning?

What strategies can I use to ensure that interactions in my classroom exhibit sensitivity, responsiveness and regard?

Do my interactions with students exhibit consideration?

To what extent am I able to use behaviors that indicate my consideration for students and to display objectivity and control?

What am I doing to ensure that interactions among my students are characteristically considerate?

No feedback needed for this teacher's sensitivity, responsiveness and regard

No feedback needed for this teacher's consideration between teacher and students

No feedback needed for this teacher's interactions among students

3b. Establishing a Culture for Learning

No Rating

Feedback Reflections

Rubric

Significant and varied evidence exists that the teacher engages students in a positive and supportive manner.

Oral and written communications show consistent evidence of high expectations for learning. Specific and appropriate feedback is embedded throughout lessons.

Adequate evidence exists that the teacher engages students in a positive and supportive manner.

Oral and written communications often show evidence of high expectations for learning. Lessons are characterized by use of specific and appropriate feedback.

Partial evidence exists that the teacher engages students in a positive and supportive manner.

Oral and written communications reveal inconsistent evidence of high expectations for learning. Lessons are characterized by inconsistent use of specific and appropriate feedback.

Little or no evidence exists that the teacher engages students in a positive and supportive manner.

Oral and written communications lack evidence of high expectations for learning. Lessons are characterized by a lack of specific and appropriate feedback.

None Selected

What strategies can I apply in my oral and written statements to communicate high learning expectations for all my students?

Am I using one or more of the following strategies to ensure high expectations for my students?

Demonstrating Value and Respect for Low Expectancy Students

Asking Questions of Low Expectancy Students

Probing Incorrect Answers with Low Expectancy Students

What strategies do I have for using specific and appropriate feedback throughout my lesson to improve student learning?

No feedback needed for this teacher's communicating high expectations for learning

No feedback needed for this teacher's specific and meaningful feedback

3c. Managing Classroom Procedures

No Rating

Feedback Reflections

Rubric

Significant and varied evidence exists that the teacher has established procedures and routines for managing the classroom.

Instructional time is maximized due to the consistent use of procedures for transitions, handling of supplies, and performance of non-instructional tasks to the point that they have become routine.

Adequate evidence exists that the teacher has established procedures and routines for managing the classroom.

Instructional time is well managed due to the use of procedures for transitions, handling of supplies, and performance of non-instructional tasks.

Partial evidence exists that the teacher has established procedures and routines for managing the classroom.

Instructional time is lost due to the inconsistent use of procedures for transitions, handling of supplies, and performance of non-instructional tasks.

Little or no evidence exists that the teacher has established procedures and routines for managing the classroom.

Instructional time is lost due to the lack of procedures for transitions, handling of supplies, and performance of non-instructional tasks.

None Selected

What procedures do I use for handling transitions in my classroom so that valuable instructional time is not lost?

What procedures do I use for handling materials in my classroom so that valuable instructional time is not lost?

What procedures do I use for handling non-instructional tasks in my classroom so that valuable instructional time is not lost?

What am I doing to establish classroom routines in order to inhibit a negative impact on learning processes in my classroom?

3d. Managing Student Behavior

No Rating

Feedback Reflections

Rubric

Significant and varied evidence exists that the teacher has established standards for managing student behavior.

Behavioral expectations and problem-solving strategies are clearly defined; monitoring of student behavior is consistent and preventative. Classroom interactions are characterized by on-task student behavior. Responses to student misbehaviors are appropriate and subtle. Positive behavior is pervasively encouraged and reinforced.

Adequate evidence exists that the teacher has established standards for managing student behavior.

Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is consistent and classroom interactions are characterized by on-task student behavior. Responses to student misbehaviors are appropriate. Positive behavior is encouraged and reinforced.

Partial evidence exists that the teacher has established standards for managing student behavior.

Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is inconsistent and/or the classroom environment is characterized by off-task student behavior. Responses to student misbehaviors may at times be inappropriate, but improvements in responses are being made. Positive behavior is seldom encouraged or reinforced.

Little or no evidence exists that the teacher has established standards for managing student behavior.

Behavioral expectations and problem-solving strategies are not defined or are poorly defined; monitoring of student behavior is inconsistent and/or ineffective. The classroom environment is characterized by off-task student behavior. Responses to student misbehaviors are inappropriate.

None Selected

What strategies do I have for communicating behavioral expectations and problem-solving strategies with my students to improve their learning environment?

What procedures have I developed and applied for monitoring student behavior to improve their learning environment?

What am I doing to ensure that my classroom is characterized by on-task student behavior?

What am I doing to learn more about and apply effective strategies for responding to student misbehavior in my classroom?

What am I doing in my classroom to apply consequences for student misbehavior and to promote student responsibility and intrinsic motivation?

What strategies can I apply to nurture positive student behavior in my classroom?

What strategies can I apply to promote collective positive student behavior in my classroom in support of a focus on learning?

Can I improve on any of the following practices as a way to promote collective positive student behavior in my classroom?

Demonstrating "Withitness"

Applying Consequences

Acknowledging Adherence to Rules and Procedures

Building Intrinsic Motivation

No feedback needed for this teacher's identifying behavioral expectations

No feedback needed for this teacher's procedures for monitoring student behavior

No feedback needed for this teacher's on-task behavior

No feedback needed for this teacher's responses to student misbehaviors

No feedback needed for this teacher's nurturing positive student behavior

No feedback needed for this teacher's promoting collective positive student behavior

3e. Organizing Physical Space

No Rating

Feedback

Reflections

Rubric

Significant and varied evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.

The classroom is safe and the learning environment is accessible and inclusive for all students. Physical space is organized in a purposeful, flexible manner to maximize the learning process by accommodating a variety of learning experiences.

Adequate evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.

The classroom is safe and the learning environment is accessible and inclusive for most students. Physical space is organized to facilitate the learning process.

Partial evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.

The classroom is safe and the learning environment is accessible for students. The organization of the physical space does little to facilitate the learning process.

Little or no evidence exists that the teacher has a established method of organizing the physical space in the classroom conducive to learning.

The classroom is unsafe or the learning environment is inaccessible for many students. The organization of the physical space impedes the learning process.

None Selected

What are the key variables related to the safety of my classroom and am I monitoring their status?

What am I doing to ensure that the learning environment is accessible and inclusive for all of my students?

Am I taking action to organize the physical space of my classroom so that it supports the learning process?

What am I doing to organize the physical space of my classroom to accommodate a wide variety of learning experiences?

No feedback needed for this teacher's safety of physical space

No feedback needed for this teacher's physical space accessible and inclusive

No feedback needed for this teacher's physical space organized for learning

No feedback needed for this teacher's physical space meets varied learning experience needs

4. Professional Responsibility and Ethical Conduct

DOMAIN 4

4a. Attention to Equity and Diversity	No Rating <input type="checkbox"/>	Feedback	Reflections
			Rubric
<p><u>Significant and varied</u> evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed and student interactions reflect respect for cultural differences. Positive interactions between all students and the teacher are evident. Cultural differences are recognized, respected, and used to enrich instruction.</p> <p><u>Adequate</u> evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed in a learning environment where most students are treated equitably. Positive interactions between most students and the teacher are evident. Cultural differences are recognized and respected.</p> <p><u>Partial</u> evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities or student management actions are somewhat equitably distributed. Interactions between students and the teacher may sometimes be inappropriate. An absence of understanding or awareness of cultural differences may exist.</p> <p><u>Little or no</u> evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities or student management actions are not equitably distributed. Interactions between students and the teacher are inappropriate and/or lacking. An absence of understanding or awareness of cultural differences exists.</p>			

Additional Notes for this Domain:
Notes entered here will be seen by the teacher.

None Selected

What actions am I taking to ensure that learning opportunities are equitably distributed in my classroom?

Am I asking questions of low expectancy students and probing any incorrect answers with them that they might have given?

What actions am I taking to ensure that student management actions are equitably distributed in my classroom?

What am I doing to ensure that student interactions in my classroom reflect respect for cultural differences?

What am I doing to ensure that my interactions with students in my classroom reflect respect for cultural differences?

No feedback needed for this teacher's equitable learning opportunities

No feedback needed for this teacher's equitable student management actions

No feedback needed for this teacher's student respect for cultural differences

No feedback needed for this teacher's teacher respect for cultural differences

Administrator Interim Evaluation

Journey - Personnel Evaluation & Professional Learning System

Personnel Evaluation & Professional Learning System
A Polk County Public Schools Project

TEACHER NAME- Teacher, Subject

1. Instructional Design, Lesson Planning and Assessment			
EPC Indicators Rated by Teacher (Self) and Administrator	Observed Points	Administrator Rating	Total Points from Administrator
1a. Demonstrating Knowledge of Content and Pedagogy	#	Highly Effective <input type="button" value="v"/>	###
1b. Demonstrating Knowledge of Students	#	No Rating <input type="button" value="v"/>	###
1c. Setting Instructional Outcomes	#	No Rating <input type="button" value="v"/>	###
1d. Demonstrating Knowledge of Resources and Technology	#	No Rating <input type="button" value="v"/>	###
1e. Designing Coherent Instruction	#	No Rating <input type="button" value="v"/>	###
1f. Designing Student Assessments	#	No Rating <input type="button" value="v"/>	###
Total for this Domain (0-18 Possible)			###
2. Instructional Delivery & Facilitation			
EPC Indicators Rated by Teacher (Self) and Administrator	Observed Points	Administrator Rating	Total Points from Administrator
2a. Communicating with Students	#	No Rating <input type="button" value="v"/>	###
2b. Using Strategies to Evoke High-order Thinking and Discussions	#	No Rating <input type="button" value="v"/>	###
2c. Lesson Delivery and Engaging Students in Learning	#	No Rating <input type="button" value="v"/>	###
2d. Using Assessment in Instruction	#	No Rating <input type="button" value="v"/>	###
2e. Demonstrating Flexibility and Responsiveness	#	No Rating <input type="button" value="v"/>	###
2f. Integrating Cross Content Reading and Writing Instruction	#	No Rating <input type="button" value="v"/>	###
Total for this Domain (0-18 Possible)			###
3. The Learning Environment			
EPC Indicators Rated by Teacher (Self) and Administrator	Observed Points	Administrator Rating	Total Points from Administrator
3a. Creating an Environment of Respect and Rapport	#	No Rating <input type="button" value="v"/>	###

3b. Establishing a Culture for Learning	#	No Rating	###
3c. Managing Classroom Procedures	#	No Rating	###
3d. Managing Student Behavior	#	No Rating	###
3e. Organizing Physical Space	#	No Rating	###
Total for this Domain (0-15 Possible)			### ##
4. Professional Responsibility and Ethical Conduct			
EPC Indicators Rated by Teacher (Self) and Administrator	Observed Points	Administrator Rating	Total Points from Administrator
4a. Attention to Equity and Diversity	#	No Rating	###
4b. Maintaining Accurate Records	#	No Rating	###
4c. Communicating with Families	#	No Rating	###
4d. Participating in a Professional Community	#	No Rating	###
4e. Individual Continuous Professional Improvement	#	No Rating	###
4f. Professional Responsibilities	#	No Rating	###
Total for this Domain (0-18 Possible)			### ##
Interim Evaluation Rating & Total Points (0 - 69 Possible)			### ##
Rating Scale			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
0 - 16	16.01 - 34	34.01 - 54	54.01 - 69

Administrator Stage 1 Evaluation

Journey - Personnel Evaluation & Professional Learning System

Personnel Evaluation & Professional Learning System
A Polk County Public Schools Project

TEACHER NAME- Teacher, Subject

Evidence of Student Achievement				Earned
Not available for Stage 1 Evaluation				N/A
1. Instructional Design, Lesson Planning and Assessment				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Observed Points	Administrator Rating	Total Points from Administrator
1a. Demonstrating Knowledge of Content and Pedagogy	No Rating	#	Highly Effective	###
1b. Demonstrating Knowledge of Students	No Rating	#	No Rating	###
1c. Setting Instructional Outcomes	No Rating	#	No Rating	###
1d. Demonstrating Knowledge of Resources and Technology	No Rating	#	No Rating	###
1e. Designing Coherent Instruction	No Rating	#	No Rating	###
1f. Designing Student Assessments	No Rating	#	No Rating	###
Total for this Domain (0-18 Possible)				###
2. Instructional Delivery & Facilitation				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Observed Points	Administrator Rating	Total Points from Administrator
2a. Communicating with Students	No Rating	#	No Rating	###
2b. Using Strategies to Evoke High-order Thinking and Discussions	No Rating	#	No Rating	###
2c. Lesson Delivery and Engaging Students in Learning	No Rating	#	No Rating	###
2d. Using Assessment in Instruction	No Rating	#	No Rating	###
2e. Demonstrating Flexibility and Responsiveness	No Rating	#	No Rating	###

2f. Integrating Cross Content Reading and Writing Instruction	No Rating	#	No Rating	###
Total for this Domain (0-18 Possible)				### ##
3. The Learning Environment				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Observed Points	Administrator Rating	Total Points from Administrator
3a. Creating an Environment of Respect and Rapport	No Rating	#	No Rating	###
3b. Establishing a Culture for Learning	No Rating	#	No Rating	###
3c. Managing Classroom Procedures	No Rating	#	No Rating	###
3d. Managing Student Behavior	No Rating	#	No Rating	###
3e. Organizing Physical Space	No Rating	#	No Rating	###
Total for this Domain (0-15 Possible)				### ##
4. Professional Responsibility and Ethical Conduct				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Observed Points	Administrator Rating	Total Points from Administrator
4a. Attention to Equity and Diversity	No Rating	#	No Rating	###
4b. Maintaining Accurate Records	No Rating	#	No Rating	###
4c. Communicating with Families	No Rating	#	No Rating	###
4d. Participating in a Professional Community	No Rating	#	No Rating	###
4e. Individual Continuous Professional Improvement	No Rating	#	No Rating	###
4f. Professional Responsibilities	No Rating	#	No Rating	###
Total for this Domain (0-18 Possible)				### ##
Situational Context (Student Demographic Impact Factors)				
F/R				
ESE				
ELL				
Total Points for Situational Context (0-12 Possible)				##
Teacher Self-Evaluation & Reflection (0-3 Possible)				
Total Points				#

Stage 1 Total Points			
			### ##
Overall Annual Performance Evaluation Rating Scale (The scale below determines the total rating from Stage 1 and Stage 2 final OAPER Evaluations. The final rating will be determined when the student achievement data arrives from the Florida Department of Education and is processed.)			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
0 - 40	40.01 - 82	82.01 - 133	133.01 - 169

Journey - Personnel Evaluation & Professional Learning System

Personnel Evaluation & Professional Learning System
A Polk County Public Schools Project

TEACHER NAME- Teacher, Subject

Evidence of Student Achievement				Earned
Points for Student Achievement				###
1. Instructional Design, Lesson Planning and Assessment				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Observed Points	Administrator Rating	Total Points from Administrator
1a. Demonstrating Knowledge of Content and Pedagogy	No Rating	#	Highly Effective	###
1b. Demonstrating Knowledge of Students	No Rating	#	Highly Effective	###
1c. Setting Instructional Outcomes	No Rating	#	Highly Effective	###
1d. Demonstrating Knowledge of Resources and Technology	No Rating	#	No Rating	###
1e. Designing Coherent Instruction	No Rating	#	Highly Effective	###
1f. Designing Student Assessments	No Rating	#	Highly Effective	###
Total for this Domain (0-18 Possible)				###
2. Instructional Delivery & Facilitation				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Observed Points	Administrator Rating	Total Points from Administrator
2a. Communicating with Students	No Rating	#	No Rating	###
2b. Using Strategies to Evoke High-order Thinking and Discussions	No Rating	#	No Rating	###
2c. Lesson Delivery and Engaging Students in Learning	No Rating	#	No Rating	###
2d. Using Assessment in Instruction	No Rating	#	No Rating	###
2e. Demonstrating Flexibility and Responsiveness	No Rating	#	No Rating	###

2f. Integrating Cross Content Reading and Writing Instruction	No Rating	#	No Rating	###
Total for this Domain (0-18 Possible)				### ##
3. The Learning Environment				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Observed Points	Administrator Rating	Total Points from Administrator
3a. Creating an Environment of Respect and Rapport	No Rating	#	No Rating	###
3b. Establishing a Culture for Learning	No Rating	#	No Rating	###
3c. Managing Classroom Procedures	No Rating	#	No Rating	###
3d. Managing Student Behavior	No Rating	#	No Rating	###
3e. Organizing Physical Space	No Rating	#	No Rating	###
Total for this Domain (0-15 Possible)				### ##
4. Professional Responsibility and Ethical Conduct				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Observed Points	Administrator Rating	Total Points from Administrator
4a. Attention to Equity and Diversity	No Rating	#	No Rating	###
4b. Maintaining Accurate Records	No Rating	#	Highly Effective	###
4c. Communicating with Families	No Rating	#	Highly Effective	###
4d. Participating in a Professional Community	No Rating	#	Highly Effective	###
4e. Individual Continuous Professional Improvement	No Rating	#	Highly Effective	###
4f. Professional Responsibilities	No Rating	#	Effective/Highly Effective	###
Total for this Domain (0-18 Possible)				### ##
Situational Context (Student Demographic Impact Factors)				
F/R				
ESE				
ELL				
Total Points for Situational Context (0-12 Possible)				##
Teacher Self-Evaluation & Reflection (0-3 Possible)				
Total Points				#

Stage 2 Total Points			
			###.##
Overall Annual Performance Evaluation Rating Scale (The scale below determines the total rating from Stage 1 and Stage 2 final OAPER Evaluations. The final rating will be determined when the student achievement data arrives from the Florida Department of Education and is processed.)			
Unsatisfactory	Needs Improvement/Developing	Effectvie	Highly Effective
0 - 40	40.01 - 82	82.01 - 133	133.01 - 169

Instructional Assistance Conference Guidelines

1. The Instructional Assistance Conference is a professional conversation between the teacher and the principal to identify specific areas of concern coupled with suggested action to be taken to assist the teacher in helping students achieve learning gains.
2. The conference should produce collaborative ideas for suggested actions to assist the teacher.
3. This type of collaborative professional activity is meant to be used with teachers who may need assistance in targeted areas.
4. Monitoring is informal; however, an initial meeting and exit meeting are required.
5. Once strategies are defined, the teacher is provided support personnel who are available to assist in the successful completion of the strategies. One action step will be to name persons designated to assist the teacher as needed with items noted on the Instructional Assistance Conference Form.

Polk County School District
Instructional Assistance Conference Form

Name: _____

Initial Meeting Date: _____

School: _____

School Year: _____

Principal's Signature

Teacher's Signature

Specific Area(s) of Concern	Suggested Action(s)

Resource Person(s):

Name: _____

Title: _____

Name: _____

Title: _____

Name: _____

Title: _____

Name: _____

Title: _____

Exit Meeting Date: _____

Principal's Signature

Teacher's Signature

Professional Development Plan (PDP) and Cross-Walk

Category II teachers who receive a rating of *Unsatisfactory* on the **Overall** Annual Teacher Performance Evaluation Rating Form must be placed on a Professional Development Plan (PDP). This process is optional for teachers receiving an overall rating of Needs Improvement. When applied, the PDP must be prepared in a collaborative conference between the teacher and designated administrator within 10 days of the noted deficiency. The PDP is designed to provide up to 90 days of assistance; helping the teacher to correct deficiencies within the prescribed period of time and in accordance with the Student Success Act (see Appendix A). However, a Professional Development Plan (PDP) may be implemented at any time, when a **Category II** teacher continues to demonstrate unsatisfactory performance related to the specific Essential Performance Criteria.

Last Name		<input type="checkbox"/> Category Two		<input type="checkbox"/> Interim Review					
SAP ID #				<input type="checkbox"/> Interim Review					
Teacher Signature		School Year		<input type="checkbox"/> Interim Review					
School Name		Planning Session		<input type="checkbox"/> Interim Review					
Teacher Signature		Date		<input type="checkbox"/> Interim Review					
Administrator Signature		Date		<input type="checkbox"/> Met Goal		<input type="checkbox"/> Did NOT Meet Goal			
Administrator Signature		Date							
Goal Statement (One sheet per Goal)		Related Domain/EPC		Strategies		Documentation Method			
<p>To improve my knowledge, skill and/or mental model related to:</p> <p>The Goal Statement, Strategies, Methods of Documentation and Timelines elements must be prepared.</p>		<p>Mark one of the options below for which the individual has been rated "Needs Improvement" or "Unsatisfactory".</p> <input type="checkbox"/> Instructional Design, Lesson Planning, and Assessment		<ul style="list-style-type: none"> • EPC: <input type="checkbox"/> Instructional, Delivery and Facilitation • EPC: <input type="checkbox"/> The Learning Environment • EPC: <input type="checkbox"/> Professional Responsibilities and Ethical Conduct • EPC: 					
								1	
								2	
								3	
								4	
Professional Resource Team				Comments:					

Appendix F – Non-Classroom Teachers Evaluation Systems

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F-65 Non-Classroom Teacher A Essential Performance Criteria

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~~Polk County Public Schools~~
~~Student Services Evaluation System~~

~~Professional Development~~
~~Addendum~~

~~2012 – 2013~~



~~Student Services Evaluation System~~

~~Changes~~

~~Why?~~

~~Student Success Act 2011 (Student Services personnel are classified “designated non-classroom teachers”)~~

~~What is mostly the same:~~

- ~~Still has Category I and II~~
- ~~IPP~~
- ~~Self-Evaluation~~
- ~~End of year Evaluation (Overall Annual Performance Evaluation Rating)~~
- ~~PEC process~~
- ~~PDP~~

~~What is different:~~

- ~~Possible focused observations/walkthroughs as needed~~
- ~~Clarify changes to Category I (out of district personnel) and Category II~~
- ~~Student Services Overall Annual Performance Evaluation Rating (SSOAPER), EPC guide (added sources of evidence)~~
- ~~Rubric is 4 point scale instead of 5 (Highly Effective, Effective, Needs Improvement/Developing, Unsatisfactory)~~
- ~~Performance pay is legislatively mandated for the 2014-2015 school year.~~
- ~~Cumulative FCAT using a student growth model will eventually be used to determine Performance Pay~~
- ~~Points will be earned for each EPC, the goal, and student learning gains.~~
 - ~~EPC's as rated by your supervisor will total 70% of your evaluation~~

- Your goal will count as 10%, but they will also be considered in your EPC's
- **Reading learning gains based on FCAT for 2011-12 for the district will count for 20% (*School wide for Counselors/district wide for School Psychologists and School Social Workers*).** This information will be provided by the district.

Evaluation Weighting

EVALUATION COMPONENTS	% OF EVALUATION
Student Achievement <ul style="list-style-type: none"> • Learning Gains — District Driven (20 points) 	20
EPCs <ul style="list-style-type: none"> • Administrator Rating — Rubric: 10,7,4,0 (70 Points) 	70
Goal (10 Points)	10

What will change in 2012-13:

- EPCs will be aligned with the revised 2010 Florida Educator Accomplished Practices for each discipline to reflect different roles
- Evaluation content and process will be subject to PEA bargaining.
- Student Services Evaluation System will be revisited for updates each year
- Committees for refining EPCs and other content/process for 2012-13 school year

~~Significant Evaluation Processes for Student Services Professionals~~

~~Category I Student Services Professionals (SSP)~~

~~Category I SSPs~~ consist of the following:

~~SSP in the Professional Educator Competency (PEC) Program~~

~~Any SSP that is new to the district regardless of the years of experience and Florida Professional Educator Certification credentials~~

~~Category I SSPs~~ participate in the following processes:

~~Student Services Induction Program Seminar (SSIP) Participation~~

~~Orientation and Professional Development~~ related to ~~SSP Evaluation System Processes and/or PEC~~

~~SSP Evaluation Planning Session~~ with ~~School Administrator (Supervisor)~~ that includes a review and discussion of the following:

~~Discussion of EPC's~~

~~Self-Evaluation/Reflection~~ process related to ~~Essential Performance Criteria for SSPs within 45 days of student contact~~

~~Plans for Observations, Self-Evaluation, Interim Performance Review, etc.~~

~~Goal-setting with the *Individual Performance Plan* or *Professional Development Plan* as appropriate~~

~~Other topics of interest to SSP and/or administrator~~

~~Formal Observation (Screening observation)~~ processes within ~~45 student contact days~~ that include:

~~A pre-observation conference (planning for observation)~~

~~Observation (45 minutes minimum) with use of Student Services Observation Instrument (SSOI)~~

~~A post-observation conference with feedback~~

Informal Observation (Formative observation) by the end of the first semester with formative assessment appropriate to discipline that include:

A pre-observation conference (planning for observation)

Observation 30 minutes with the appropriate Focused (formative) observation instrument

A post-observation conference with feedback

Interim Performance Evaluation conference that includes: discussion of the Essential Performance Criteria and a review of the SSP's Annual Goal. **No rating or points are assigned at the Interim Performance Evaluation for Student Achievement. No point values are awarded related to specified Student Demographic Impact Factors.** The Interim Performance Evaluation results are not reported to Human Resource Services staff for placement in the teacher's personnel file at the district office. They are retained at the school level only.

Formal Observation processes within 45 student contact days of the **second** semester that includes:

A pre-observation conference (planning for observation)

Observation (45 minutes minimum) with use of Student Services Observation Instrument (SSOI)

A post-observation conference with feedback

Overall Annual Performance Evaluation Conference includes:

Discussion of assigned ratings and point values for each of the Essential Performance Criteria

Conversation concerning related ongoing observation data as may be appropriate

Discussion of SSP's Annual Goal

Specified Student Demographic Impact Factors (Situational Context)

Student Achievement

Self-Evaluation conversation

~~Student Services Overall Annual Performance Evaluation Rating Form Signatures and Copies~~— Reflection and feedback are a critical component for continued growth. As such, all data gathered for assessment purposes will be shared in an immediate and collegial manner. Upon completion of the Overall Annual Performance Evaluation conference, two copies of the form will be printed, shared, signed and dated by the administrator and SSP.

As may be applicable to need, a process may be used to promote prompt professional conversations regarding instructional assistance with other Student Services Professionals. This process and related form does not replace the formal written plan of improvement (PDP) required in Section 15.7 and is not disciplinary in nature. It is intended to facilitate professional conversations between the SSP and administrator.

If applicable, a formal Professional Development Plan (PDP) to address ratings of *Unsatisfactory* (required) or *Needs Improvement* (Optional) is developed and implemented at this time.

~~Overall Annual Performance Evaluation Signatures and Copies~~— Upon completion of the Overall Annual Performance Evaluation conference, two copies of the (SSOAPER) form are printed, signed and dated by the administrator and SSP.

~~Significant Evaluation Processes for Student Services Professionals~~

~~Category II Student Services Professionals~~

~~Category II Student Services Professionals~~ consist of:

Any SSP with Florida Professional Educator Certification who has more than one year of experience in the district

~~Category II SSPs~~ participate in the following processes

~~Orientation and Professional Development~~ related to Student Services Evaluation System Processes

~~Student Services Evaluation Planning Session~~ with Administrator (Supervisor) that includes a review and discussion of the following:

Discussion of EPC's

~~Self-Evaluation/Reflection~~ process related to Essential Performance Criteria for SSPs within 45 days of student contact

Plans for Observations, Self-Evaluation, Interim Performance Review, etc.

Individual Performance Plan (IPP) or Professional Development Plan as appropriate

Other topics of interest to SSP and/or administrator

~~Self-Evaluation/Reflection~~ process related to Essential Performance Criteria for SSPs within 45 days of student contact

~~A Formal Observation~~ process (one minimum annually) to include:

Optional pre-observation conference (planning for observation)

Observation (45 minutes minimum) with use of Student Services Observation Instrument (SSOI)

Required post-observation conference with feedback

~~Informal observation(s)~~ with feedback (10 to 30 minutes in length, 1 minimum annually) and additional as determined by the supervisor/administrator

~~Optional Interim Performance Evaluation~~ conference that includes ratings for each of the Essential Performance Criteria

~~Walkthrough Observations (optional) throughout the second semester (3 to 5 minutes in length, 4-6 minimum with feedback)~~

~~Overall Annual Performance Evaluation Conference that includes:~~

~~Discussion of assigned ratings and point values for each of the Essential Performance Criteria~~

~~Conversation concerning related ongoing observation data as may be appropriate~~

~~Specified Student Demographic Impact Factors~~

~~IPP/PDP Outcome~~

~~Self-Evaluation conversation.~~

~~**Student Services Overall Annual Performance Evaluation Rating Form Signatures and Copies**— Reflection and feedback are a critical component for continued growth. As such, all data gathered for assessment purposes will be shared in an immediate and collegial manner. Upon completion of the Overall Annual Performance Evaluation conference, two copies of the form will be printed, shared, signed and dated by the supervisor or administrator and SSP.~~

~~As may be applicable to need, a process may be used to promote prompt professional conversations regarding instructional assistance with SSPs. This process and related form does not replace the formal written plan of improvement (PDP) required in Section 15.7 and is not disciplinary in nature. It is intended to facilitate professional conversations between the SSP and supervisor/administrator.~~

~~If applicable, a formal Professional Development Plan (PDP) to address ratings of *Unsatisfactory* (required) or *Needs Improvement* (Optional) is developed and implemented at this time.~~

~~**Overall Annual Performance Evaluation Signatures and Copies**— Upon completion of the Overall Annual Performance Evaluation conference, two copies of the (SSOAPER) form are printed, signed and dated by the supervisor/administrator and SSP.~~

~~Summary and ARROW Documentation Conversations~~

Forms Related To Category II Processes

The following forms (see Appendix E) may be used with Category Two Processes:

- ~~Student Services Observation Instrument (SSOI) or Global Observation Checklist for Guidance~~
- ~~ARROW Documentation~~

- ~~Student Services Overall Annual Performance Evaluation Rating (SSOAPER) (Includes a Self-Evaluation element)~~
- Individual Performance Plan (IPP)
- Professional Development Plan (PDP) as appropriate

STUDENT SERVICES--Observation Instrument (SSOI)

Professional's Name: _____ Date: _____ Pre-observation-Conference-Date: _____
 School: _____ Department/Team: _____ Post-observation-Conference-Date: _____
 Observer's Name: _____ Observation-Number: _____
 Starting Time: _____ Length-of-Observation: _____
 Brief-Statement-of-Session-Purpose-or-Content: _____

Domain	Total Freq.	Frequency	Examples	Frequency	Total Freq.
Management	1.	Begins promptly			1.
	2.	Uses materials/space in orderly manner			2.
	3.	Conducts orientation purpose/limits/duration			3.
	4.	Maintains momentum/problem solving focus			4.
	5.	Conducts a beginning review-recalls specific-events/data			5.
	6.	Asks questions-single/clarifying/elicits concerns/feelings			6.
	7.	Uses participant(s) responses; gives feedback			7.
	8.	Uses specific reinforcement			8.
	9.	Presents information/identifies or utilizes data			9.
	10.	Summarizes data analysis			10.
Use of Data	11.	Identifies problem(s)/concern(s)			11.
	12.	Provides for practice-role play/simulation			12.
	13.	Summarizes problem(s)/concern(s)			13.
	14.	Formulates goal(s)/agreements/ explores alternatives			14.
Problem Practice	15.	Summarizes/confirms plans			15.
	16.	Assigns responsibilities/future expectations			16.
	17.				17.
Closure	18.	Uses congruent body language			18.
	19.	Expresses enthusiasm/interest verbally			19.
Communication	20.	Emphasizes important points			20.
	21.				21.
	22.				22.
	23.				23.
	24.				24.

**POLK COUNTY SCHOOLS
GUIDANCE SERVICES**

**GLOBAL OBSERVATION CHECKLIST FOR GUIDANCE
*(USED IN INDIVIDUAL OR SMALL ACADEMIC GROUP SETTING)***

School Counselor: _____ Support Staff Member: _____ Date: _____

COMPETENCY	DEMONSTRATED	NEEDS IMPROVEMENT
------------	--------------	----------------------

ORGANIZATION

Adequate preparation/organization of materials prior to session	_____	_____
Appropriate materials/adequate supply	_____	_____
Content/topic of session appropriate for allocated time	_____	_____

DELIVERY

Begins promptly	_____	_____
Provides overview of activity for session	_____	_____
Maintains focus	_____	_____
Uses appropriate individual/group facilitation skills	_____	_____
Models or provides opportunity for practice of skill being taught	_____	_____
Gives appropriate feedback to students	_____	_____
Arranges for follow up	_____	_____

CONTENT

Gives appropriate introductory information	_____	_____
Utilizes data review	_____	_____
Uses appropriate materials	_____	_____
Introduces strategies or steps	_____	_____

RAPPORT

Engages students in activity	_____	_____
Positive response to students	_____	_____

COMMENTS

ARROW for School-Based Professional Learning

ACCOUNTABILITY REPORT: REFLECTIONS AND OUTCOMES OF WORK

*One Form for each Professional Learning Activity

Documentation of Professional Learning 2010-2011

Last Name _____ First Name _____ Middle _____ Soc. Sec. # _____ SAP ID # _____

Professional Learning Activity _____ Date _____ Date Follow-Up Due: _____

Rationale (check all that apply, but at least one) <input type="checkbox"/> Reviewed to my TARGET (Ind. Prof. Learn. Plan) <input type="checkbox"/> Review Disaggregated Student Achievement Data <input type="checkbox"/> Based on SIP Goals <input type="checkbox"/> Related to District Strategic Plan Action Plan <input type="checkbox"/> Shared Assessment Feedback From Administrator <input type="checkbox"/> Specific Initiative - Grade Level/Subject		<input type="checkbox"/> PDP Requirement <input type="checkbox"/> Specified District Wide Initiative <input type="checkbox"/> Certification Needs <input type="checkbox"/> Professional Growth Interests <input type="checkbox"/> Other Specify: _____	Primary State Focus Area <input type="checkbox"/> Assessment Data Analysis <input type="checkbox"/> Sunshine State Standards <input type="checkbox"/> Technology <input type="checkbox"/> Teaching Methods <input type="checkbox"/> Classroom Management <input type="checkbox"/> School Safety <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Leadership/Management
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

***THIS SECTION IS TO BE COMPLETED ONLY BY PARTICIPANT! As a result of gains in my knowledge and skill from this professional learning experience, I have applied varied principles, concepts, or skills related to its content, in the following way(s), in order to improve student achievement:

***THIS SECTION IS TO BE COMPLETED ONLY BY PARTICIPANT!
 The degree to which my participation in this professional learning activity has had a positive impact on the achievement of my students (i.e., Learning Gains) is best described as: Very Significant Significant Uncertain Minimally No Impact Evaluated

Professional Learning Mechanisms (check all that apply, but at least one)
 Action Research Project
 PD-360 or other Web-Based Learning
 Peer Coaching
 Lesson Study-Group
 School Coaching
 Independent Study
 Workshop
 Professional Learning Community
 Other Specify: _____

Related Follow-Up Process Applied (check all that apply, but at least one)
 Collaborative Planning related to professional learning
 Participant Product related to professional learning (i.e., lesson plans, written reflection, audio/video recording, case study, student work samples, etc.)
 Action Research related to professional learning (Should include evidence of implementation)
 Study Group participation
 Electronic Interactive (i.e., Blackboard, FORPD)
 Electronic Non-Interactive

Follow-Up Verified By: Choose One: _____ If "other" is selected, please identify here:
 Name: _____ Title: _____
 Signature: _____ Date: _____

School-Based Professional Learning Activity Points Documentation:	
School Based Professional Learning Facilitator:	District Professional Learning Contact
Administrator's Signature:	MIP Component #:
Possible Participation Points:	Possible Follow-Up Points:
Participation Points Earned:	Follow-Up Points Earned:
Participant's Signature: _____	Date: _____
*Original Placed In Participant's File _____	

ARROW for District Professional Learning Activity:
 ACCOUNTABILITY REPORT: REFLECTIONS AND OUTCOMES OF WORK

Last Name _____ **First Name** _____ **Middle** _____ **Soc. Sec. #** _____ **SAP ID #** _____

Professional Learning Activity _____ **Date(s)** _____ **Date Follow-Up Due:** _____

Rationale (check all that apply, but at least one)

<input type="checkbox"/> Related to my TARGET (Ind. Prof. Learn. Plan)	<input type="checkbox"/> PDP Requirement	<input type="checkbox"/> Assessment/Data Analysis	<input type="checkbox"/> Leadership/Management
<input type="checkbox"/> Review Disaggregated Student Achievement Data	<input type="checkbox"/> Specified District-Wide Initiative	<input type="checkbox"/> Sunshine State Standards	<input type="checkbox"/> Technology
<input type="checkbox"/> Based on SIP Goals	<input type="checkbox"/> Certification Needs	<input type="checkbox"/> Teaching Methods	<input type="checkbox"/> School Safety
<input type="checkbox"/> Related To District Strategic Plan/Action Plan	<input type="checkbox"/> Professional Growth Interests	<input type="checkbox"/> Classroom Management	<input type="checkbox"/> Parental Involvement
<input type="checkbox"/> Shared Assessment Feedback From Administrator	<input type="checkbox"/> Other		
<input type="checkbox"/> Specific Initiative - Grade Level/Subject	Specify: _____		

***THIS SECTION IS TO BE COMPLETED ONLY BY PARTICIPANT. As a result of gains in my knowledge and skill from this professional learning experience, I have applied varied principles, concepts, or skills related to its content, in the following way(s) in order to improve student achievement:

***THIS SECTION IS TO BE COMPLETED ONLY BY PARTICIPANT. The degree to which my participation in this professional learning activity has had a positive impact on the achievement of my students (i.e., Learning Gains) is best described as... Very Significantly Significantly Uncertain Minimally No Impact/Evaluated

Professional Learning Mechanisms - (check all that apply, but at least one)

Action Research Project Lesson Study/Group Peer Coaching School Coaching Professional Learning Community

PD-360 or other Web-Based Learning Independent Study Workshop Other Specify: _____

Related Follow-Up Process Applied (check all that apply, but at least one)

Collaborative Planning related to professional learning

Participant Product related to professional learning (i.e., lesson plans, written reflection, audio/video recording, case study, student work samples, etc.)

Action Research related to professional learning (Should include evidence of implementation)

Follow-Up Verified By: _____ **Title:** _____

Name: _____ **Date:** _____

Signature: _____

District Professional Learning Activity Points Documentation:	
District Professional Learning Facilitator:	Department: _____
Facilitator's Signature:	MIP Component #: _____
Possible Participation Points:	Total Points Possible:
Participation Points Earned:	Total Points Earned:

Participant's Signature: _____ **Date:** _____ *Copy placed in Participant's School File _____ (original sent to District facilitator with follow-up)

Polk County Public Schools Student Services Evaluation Form
Individual Performance Plan...IPP

Last Name	First Name	SAP ID #	Location	School Year	
<input type="checkbox"/> Category One <input type="checkbox"/> Category Two <input type="checkbox"/> Counselor <input type="checkbox"/> Psychologist <input type="checkbox"/> Social Worker		SS Professional's Signature: 			Administrator Signature:
Statement of Individual or Unit Goal	Relationship to Strategic Plan, Division/Department Goals, etc.	Strategies		Timeline & Documentation Method	
<input type="checkbox"/> Planning Session <input type="checkbox"/> Interim Review Session <input type="checkbox"/> Summary Review Session	Date: Date: Date: 	Goal Evaluation: <input type="checkbox"/> Highly Effective (10 Points) <input type="checkbox"/> Effective (7 Points) <input type="checkbox"/> Needs Improvement/Developing (4 Points) <input type="checkbox"/> Unsatisfactory (0 Points)			
Comments: 					

**Polk County Public Schools Student Services Evaluation Form 2012–2013
Student Services Annual Overall Performance Evaluation (SSAOPER)**

SSP Last Name		SSP First Name		Location		Planning Conference		Date:	
SAP ID #:		<input type="checkbox"/> Category I <input type="checkbox"/> Category II <input type="checkbox"/> School Counselor <input type="checkbox"/> School Psychologist <input type="checkbox"/> School Social Worker		Interim Conference Annual Overall Conference EPC Interview/Guide		Date: Date: Date: Date:			
<input type="checkbox"/> Process One <input type="checkbox"/> Process Two		SS Professional's Signature: <input type="checkbox"/> Highly Effective (10 Points) <input type="checkbox"/> Effective (7 Points) <input type="checkbox"/> Needs Improvement/Developing (4 Points) <input type="checkbox"/> Unsatisfactory* (0 points)		Administrator Signature: <input type="checkbox"/> Needs Improvement/Developing (4 Points) <input type="checkbox"/> Unsatisfactory* (0 points)					
Goal Statement:		Comments:							
Essential Performance Criteria		SSP Self Assessment		Administrator Rating				Points	
Planning for Learning		<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory*		<input type="checkbox"/> Highly Effective (10) <input type="checkbox"/> Effective (7)c <input type="checkbox"/> Needs Improvement/Developing (4) <input type="checkbox"/> Unsatisfactory* (0)					
Plans and demonstrates effective time management; preparation, organization, and record-keeping skills. Instructional Strategies Uses appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students; Uses strategies that reflect each student's culture, learning styles, special needs, and socioeconomic backgrounds; Uses an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students; Uses appropriate technology in teaching and learning processes.		<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory*		<input type="checkbox"/> Highly Effective (10) <input type="checkbox"/> Effective (7) <input type="checkbox"/> Needs Improvement/Developing (4) <input type="checkbox"/> Unsatisfactory* (0)					
Knowledge of Subject Matter		<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory*		<input type="checkbox"/> Highly Effective (10) <input type="checkbox"/> Effective (7) <input type="checkbox"/> Needs Improvement/Developing (4) <input type="checkbox"/> Unsatisfactory* (0)					
Demonstrates knowledge and understanding of their specific discipline (Counselor, Psychologist, Social Worker)		<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory*		<input type="checkbox"/> Highly Effective (10) <input type="checkbox"/> Effective (7) <input type="checkbox"/> Needs Improvement/Developing (4) <input type="checkbox"/> Unsatisfactory* (0)					
Assessing for Learning & Instruction		<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory*		<input type="checkbox"/> Highly Effective (10) <input type="checkbox"/> Effective (7) <input type="checkbox"/> Needs Improvement/Developing (4) <input type="checkbox"/> Unsatisfactory* (0)					
Uses assessment strategies to assist the continuous development of the learner.		<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory*		<input type="checkbox"/> Highly Effective (10) <input type="checkbox"/> Effective (7) <input type="checkbox"/> Needs Improvement/Developing (4) <input type="checkbox"/> Unsatisfactory* (0)					
Managing the Learning Environment		<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory*		<input type="checkbox"/> Highly Effective (10) <input type="checkbox"/> Effective (7) <input type="checkbox"/> Needs Improvement/Developing (4) <input type="checkbox"/> Unsatisfactory* (0)					
Uses an understanding of learning and human development to create and maintain a positive learning environment that supports the self-motivation, intellectual, personal, and social development of all students.		<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory*		<input type="checkbox"/> Highly Effective (10) <input type="checkbox"/> Effective (7) <input type="checkbox"/> Needs Improvement/Developing (4) <input type="checkbox"/> Unsatisfactory* (0)					

**Polk County Public Schools Student Services Evaluation Form 2012-2013
Student Services Annual Overall Performance Evaluation (SSAOPER)**

Communication Uses effective communication techniques with students, teachers, school personnel, and other stakeholders.	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory*	<input type="checkbox"/> Highly Effective (10) <input type="checkbox"/> Effective (7) <input type="checkbox"/> Needs Improvement/Developing (4) <input type="checkbox"/> Unsatisfactory* (0)	
Professionalism Engages in continuous professional quality improvement for self and school; Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experience of students; Keeps abreast of knowledge and strategies that reflect each student's culture, learning styles, special needs, and socioeconomic backgrounds; Adheres to the Code of Ethics and Principals of Professional Conduct for the Education Profession in Florida, and their respective professional association ethics.	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory*	<input type="checkbox"/> Highly Effective (10) <input type="checkbox"/> Effective (7) <input type="checkbox"/> Needs Improvement/Developing (4) <input type="checkbox"/> Unsatisfactory* (0)	
Situational Context (Student Demographic Impact Factors) To-Be Determined by District (TBD)	Reading or Math Learning Gains Percentage Ranges (School / District) 65%–100% of Students made learning gains in Reading or Math (20 points) 50%–64% of Students made learning gains in Reading or Math (15 points) 40%–49% of Students made learning gains in Reading or Math (11 points) 21%–39% of Students made learning gains in Reading or Math (6 points) 0%–20% of Students made learning gains in Reading or Math (0 points)	Goal EPC Student Learning Growth Situational Context Overall Performance Rating:	POINTS: _____ _____ _____ _____ _____ N/A _____

Table for Student Services Professionals' Overall Performance Evaluation Rating

UNSATISFACTORY	DEVELOPING / NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
TOTAL POINTS RANGE 0–25	TOTAL POINTS RANGE 26–50	TOTAL POINTS RANGE 51–79	TOTAL POINTS RANGE 80–100
Comments By Supervisor/Principal			
Comments By Student Services Professional			

Supervisor/Principal Signature:	Student Services Professional Signature:
Date: _____ (Revised 2/16/2012)	

*Requires Development and Implementation of PDP

**Polk County Public Schools Student Services Evaluation Form
Professional Development Plan... PDP**

Last Name	First Name	<input type="checkbox"/> Process One <input type="checkbox"/> Process Two	Initial	Date
SAP ID #	School Year	Location	<input type="checkbox"/> Planning Session <input type="checkbox"/> Interim Review <input type="checkbox"/> Interim Review <input type="checkbox"/> Interim Review <input type="checkbox"/> Interim Review <input type="checkbox"/> Summary Review	
SSP Signature	Administrator Signature			

Highly Effective Effective Needs Improvement/Developing Unsatisfactory

Goal Statement (One sheet per Goal)	Related EPC	Strategies	Documentation Method	Timeline
<p>To improve my knowledge, skill and/or mental model related to:</p> <p>So that I can apply that enhanced knowledge, skill and/or mental model to improve performance in my job role.</p>	<p>Mark one of the options below for which the individual has been rated "Performing With Needs" or "Unsatisfactory". The Goal Statement, Strategies, Methods of Documentation and Timelines elements must be prepared.</p> <p><input type="checkbox"/> Planning for Learning <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Knowledge of Subject Matter <input type="checkbox"/> Assessing for Learning & Instruction <input type="checkbox"/> Managing the Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Professionalism</p>	<p>Comments:</p>	<p>Professional Resource Team</p> <p>1. 2. 3. 4.</p>	<p>Timeline</p>

ESSENTIAL PERFORMANCE CRITERIA (EPC) FOR SCHOOL COUNSELORS

~~THESE QUESTIONS ARE USED BY THE ADMINISTRATOR TO GATHER DATA RELATED TO EACH OF THE ESSENTIAL PERFORMANCE CRITERIA. DOCUMENTATION IS HIGHLY RECOMMENDED TO PROVIDE EVIDENCE OF MEETING EPC.~~

~~1. PLANNING FOR LEARNING:~~

~~EVIDENCE SOURCES MAY INCLUDE: Administrative conversations with counselor, implementation of professional development, TARGET plan, individual conference/data chat records, progress monitoring records, observations, action research, use of appropriate researched-based best practices, Annual Developmental Guidance Plan (connects counseling program to mission of school and SIP with measurable goals (data driven), group guidance/counseling, classroom guidance and/or individual advisement.~~

~~Sample Key Indicators~~

- ~~• Consistently plans and guides the counseling process through the Developmental Guidance Plan to address students' needs~~
- ~~• Cooperatively works with colleagues in planning for student achievement~~
- ~~• Effectively applies time management skills~~

~~What strategies have you used to effectively manage time? How do you prepare for each day, and are you punctual for meetings and with accountability paperwork?~~

~~What strategies have you developed for implementation of the District Developmental Guidance Plan?~~

~~2. INSTRUCTIONAL STRATEGIES:~~

~~EVIDENCE SOURCES MAY INCLUDE: Administrative conversations with counselor, observation of parent conferences, consultation or school guidance (i.e. student orientation, student transition, college fair, social skills training, Florida Bright Futures Scholarship Program, CHOICES, Electronic Personal Planner (ePEP), FACTs.org, Free Application for Federal Student Aid (FAFSA), post secondary financial aid, college/ post secondary websites, peer mediation program, character education, school compliance training, etc.), GENESIS programs & portals, cultural sensitivity.~~

Sample Key Indicators

- Facilitates appropriate provisions for individual students based upon their learning styles, needs, and developmental levels
- Uses appropriate materials, technology, and resources to assist all students' needs
- Creates positive learning experiences

What strategies do you use to adjust for a student's cultural background, developmental level, and learning style?

How have you used technology to address the needs of students, parents, and schools?

What resources and/or research based interventions have you used to meet the needs of students, schools, and families?

3. KNOWLEDGE OF SUBJECT MATTER:

EVIDENCE SOURCES MAY INCLUDE: Use of appropriate researched based best practices, Annual Developmental Guidance Plan, administrative conversations with counselor, implementation of professional development, observations, TARGET Plan and ARROW documentation, PD records, learning community documentation artifacts, observed application of learning, mentoring peers, serving as a resource, collaborative planning, consultation for intervention development (i.e., ESE, FBA, ESOL, 504, etc.), post secondary planning (20-K), parent & community presentations, individual, group and classroom guidance.

Sample Key Indicators

- Demonstrates accurate knowledge of subject matter in a comprehensive manner using language style appropriate to the audience
- Uses technologies, references, and materials of the subject field in an appropriate manner
- Maintains currency with regard to changes in the guidance field

Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved achievement.

Describe some of the counseling strategies you use and how they relate to our school improvement plan.

Describe some ways you have shared your guidance services knowledge with others?

4. ASSESSING FOR LEARNING AND INSTRUCTION:

EVIDENCE SOURCES MAY INCLUDE: Student/School Needs Assessment, administrative conversations with counselor, work samples, observable and written data on Interpreting cognitive, aptitude and achievement tests, interpreting student records, individual conference/data chat records, progress monitoring records, PS/RTI documentation, implementation of professional development, assessment artifacts, career planning, assessments (career interest and aptitude inventories, PSAT, PLAN, SAT, ACT, FCAT, EOC, PERT, CPT, KBIT 2, and other), data used to advise students on their academic and postsecondary plans, professional practice related to referral and crisis intervention (i.e., crisis box, child abuse referral training/ information, bullying referrals, etc.)

Sample Key Indicators

- Selects, administers, and interprets various instruments for assessing students' cognitive, academic, and social performance
- Reviews available data to assist teachers in modifying instruction based on assessments
- Encourages self assessment by students and assists in devising personal plans for reaching the next performance level

Describe formal and/or informal assessment techniques you would use to assess a student's needs.

~~Please tell me about a situation when you provided for the individual needs of the students or protected their interests and/or welfare.~~

~~How do you evaluate the outcomes of guidance services?~~

~~How have you applied or would you apply your knowledge of students in crisis?~~

5. ~~MANAGING THE LEARNING ENVIRONMENT:~~

~~**EVIDENCE SOURCES MAY INCLUDE:** administrative conversations with counselor, implementation of professional development, use of appropriate researched based best practices (i.e., test taking strategies, time management, study skills, stress management, social skills, coping skills, communication, goal setting, etc.), exemplary work samples, GENESIS reports, PS/RTI documentation, attendance records, progress monitoring, complying with deadlines, time on task, consultation on academic and behavioral interventions(i.e. Positive Behavior Supports (PBS), etc.), test administration, interpretation & communication of school records.~~

Sample Key Indicators

- ~~• Uses strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background~~
- ~~• Uses strategies to maintain student and group behaviors while delivering services~~

~~What procedures and methods do you use to adapt the classroom or assessment environment to customize the needs of individual students? What motivational strategies do you use?~~

6. ~~COMMUNICATION:~~

~~**EVIDENCE SOURCES MAY INCLUDE:** observation, written and/or electronic artifacts/agendas, administrator conversation with counselor, oral communication, work samples, calendars & graphic organizers, documentation logs(quarterly guidance logs, etc), emails, parent conference documentation, leadership roles in school or district, facilitation of~~

problem-solving team, participation in professional organizations and committees, brokering community resources to assist students.

Sample Key Indicators

- Facilitates positive interaction among students, parents, school personnel and other stakeholders to promote learning
- Communicates procedures and behaviors effectively, in both written and oral styles with all students, including those with handicapping conditions and those of varying cultural and linguistic background
- Uses problem solving techniques

What are some specific, effective communication techniques you have applied this year with students, parents or staff?

How do you use problem solving to address student or school issues?

7. PROFESSIONALISM:

EVIDENCE SOURCES MAY INCLUDE: observation, administrator conversation with counselors, “Ethical Standards for School Counselors American School Counselor Association,” “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida,” information management (Family Educational Rights & Privacy Act (FERPA), Health Insurance Portability & Accountability Act (HIPAA), etc., webinars and professional development records.

Sample Key Indicators

- Participates in a variety of professional growth activities by attending professional development workshops, meetings, college course work and maintains active membership in professional organizations; demonstrates application on new learning; facilitates the growth of other staff; reads professional publications regularly
- Recognize overt signs of child abuse, severe emotional distress, alcohol and drug abuse, and take appropriate intervention, referral, and reporting actions

- ~~Works cooperatively with colleagues and other adults in informal settings~~

~~Please share with me some information about the personal and/or professional growth activities you have been involved with this year. How have you applied their content in your job role? How have those activities matched the needs of the student population you serve?~~

DRAFT

POLK COUNTY SCHOOLS
GUIDANCE SERVICES

FORMATIVE FOR INDIVIDUAL OR GROUP STUDENT COUNSELING

School Counselor _____ Support Staff Member _____ Date _____

COMPETENCY

DEMONSTRATED

**NEEDS
IMPROVEMENT**

RAPPORT

Conveys sincere desire to help	_____	_____
Shows empathy and caring attitude	_____	_____
Provides student with confidentiality guidelines when appropriate	_____	_____

IDENTIFICATION OF NEED OR PROBLEM

Helps clarify nature of concern	_____	_____
Specifies concerns	_____	_____
Recognizes and acts on student risk factors	_____	_____

COUNSELING STRATEGIES

Uses established counseling skills	_____	_____
Is goal oriented	_____	_____
Does not rush to solutions before identifying concern	_____	_____
Maintains focus	_____	_____
Provides relevant information	_____	_____
Adheres ethical standards and district guidelines	_____	_____

OUTCOME

Related to concern	_____	_____
Assists students in formulating practical solutions	_____	_____
Provides appropriate feedback	_____	_____
Arrangements for follow-up	_____	_____

COMMENTS

**POLK COUNTY SCHOOLS
GUIDANCE SERVICES**

**FORMATIVE FOR PARENT CONFERENCES, CONSULTATIONS, OR INTERVENTION ASSISTANCE
TEAM MEETINGS**

School Counselor _____ Support Staff Member _____ Date _____

COMPETENCY	DEMONSTRATED	NEEDS IMPROVEMENT
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RAPPORT

Elicits parent's and/or teacher's perception of concern	_____	_____
Shows empathy	_____	_____
Shows a caring attitude	_____	_____
Maintains an equal relationship (non-authoritarian)	_____	_____

CONCERN/PROBLEM IDENTIFICATION

Helps clarify nature of concern/problem	_____	_____
Uses open-ended questions	_____	_____

COMMUNICATION OF INFORMATION

Maintains focus	_____	_____
Provides helpful information to consultee, parent, etc.	_____	_____
Obtains relevant information from consultee, parent, etc.	_____	_____
Integrated findings with data from other disciplines	_____	_____
Uses probes to assure understanding	_____	_____
Explains classification labels or other educational terminology	_____	_____
Presents conclusions or recommendations in meaningful language	_____	_____

RECOMMENDATIONS/INTERVENTION PROCEDURE

Clearly formulated	_____	_____
Definitive	_____	_____
Useable by consumer	_____	_____
Related to problem identified	_____	_____
Provides opportunity for questioning/feedback	_____	_____

COMMENTS

**POLK COUNTY SCHOOLS
GUIDANCE SERVICES**

FORMATIVE FOR SURVEY OR TEST ADMINISTRATION

School Counselor _____ Support Staff Member _____ Date _____

COMPETENCY	DEMONSTRATED	NEEDS IMPROVEMENT
INTERACTION WITH STUDENT		
Provides appropriate physical environment	_____	_____
Establishes rapport	_____	_____
Maintains behavior control	_____	_____
Uses appropriate verbal style	_____	_____
Encourages student	_____	_____
Interacts personally with student	_____	_____
TECHNICAL SURVEY/TEST ADMINISTRATION SKILLS		
Selects appropriate assessment procedures relative to identified need	_____	_____
Sequences tests logically	_____	_____
Appropriate pacing of items/tests	_____	_____
Clear articulation—volume	_____	_____
Adheres to exact wording	_____	_____
Questions appropriately	_____	_____
Accurate timing, if applicable	_____	_____
Records responses accurately and completely	_____	_____
Notes significant behavior of student	_____	_____
Uses examples properly	_____	_____
Adheres to basal and ceiling requirements	_____	_____
SCORING		
Familiar with scoring criteria in manuals	_____	_____
Scores items correctly	_____	_____
Mathematical calculations accurate	_____	_____
Familiar with test reporting statistics	_____	_____
COMMENTS		

**POLK COUNTY SCHOOLS
GUIDANCE SERVICES**

FORMATIVE FOR STAFF OR PARENT EDUCATION PROGRAMS

School Counselor _____ Support Staff Member _____ Date _____

COMPETENCY	DEMONSTRATED	NEEDS IMPROVEMENT
PLANNING		
Goals and objectives clearly established	_____	_____
Content/topics outlined and related to time allotment	_____	_____
Instructional procedures planned	_____	_____
Selects/devises activities and materials	_____	_____
Sequences activities and materials	_____	_____
DELIVERY OF INSTRUCTION		
Begins instruction promptly	_____	_____
Handles materials in an orderly manner	_____	_____
Clear communication (provides information; feedback)	_____	_____
Effective use of activities and materials	_____	_____
Effective balance among lecture, discussion, activities, and technology	_____	_____
Shows knowledge of content/topics	_____	_____
Emphasizes important points	_____	_____
Shows enthusiasm/interest in participants	_____	_____
Maintains momentum	_____	_____
EVALUATION		
Related to goals and objectives	_____	_____
Provides means of assessment or follow-up	_____	_____
COMMENTS		

**POLK COUNTY SCHOOLS
GUIDANCE SERVICES**

FORMATIVE FOR INDIVIDUAL OR SMALL ACADEMIC GROUP GUIDANCE

School Counselor _____ Support Staff Member _____ Date _____

COMPETENCY	DEMONSTRATED	NEEDS IMPROVEMENT
ORGANIZATION		
Adequate preparation/organization of materials prior to session	_____	_____
Appropriate materials/adequate supply	_____	_____
Content/topic of session appropriate for allocated time	_____	_____
DELIVERY		
Begins promptly	_____	_____
Provides overview of activity for session	_____	_____
Maintains focus	_____	_____
Uses appropriate individual/group facilitation skills	_____	_____
Models or provides opportunity for practice of skill being taught	_____	_____
Gives appropriate feedback to students	_____	_____
Arranges for follow-up	_____	_____
CONTENT		
Gives appropriate introductory information	_____	_____
Uses appropriate materials	_____	_____
Introduces strategies or steps	_____	_____
RAPPORT		
Engages students in activity	_____	_____
Positive response to students	_____	_____
COMMENTS		

ESSENTIAL PERFORMANCE CRITERIA (EPC) FOR SCHOOL PSYCHOLOGISTS

2012–2013

~~THESE QUESTIONS ARE USED BY THE ADMINISTRATOR TO GATHER DATA RELATED TO EACH OF THE ESSENTIAL PERFORMANCE CRITERIA. POSSIBLE SOURCES OF INFORMATION ARE PROVIDED WITH EACH EPC WHICH MAY BE USED TO DEMONSTRATE PERFORMANCE LEVELS. THESE SOURCES ARE NOT INTENDED TO BE ALL INCLUSIVE AND ARE INTENDED TO FACILITATE COMMUNICATION BETWEEN SSP AND SUPERVISOR.~~

1. PLANNING FOR LEARNING:

~~What strategies have you used to effectively manage time?~~

~~Are assessments completed within the 60 day timeline and are unavoidable delays documented?~~

~~Give an example of how have you developed goals for a student using the problem solving model?~~

~~**Sources of evidence may include: observation, 60 day timeline report, case summary form, schedules in Outlook Calendar, timelines for submitting psychological reports, PST forms, timely submission of accountability paperwork, etc.**~~

2. INSTRUCTIONAL STRATEGIES:

~~What strategies do you use to adjust for a student's cultural background, developmental level, and learning style? Please provide specific examples.~~

~~How have you used technology to address the needs of students, parents, and schools?~~

~~What resources and/or research based interventions have you used to meet the needs of students, schools, and families?~~

~~**Sources of evidence may include: observation, psychological reports, PowerPoint presentations developed by SSP, Excel (or other program) charts used to display student progress monitoring data, data tracking systems, intervention sources, PST reports/forms, etc.**~~

~~3. KNOWLEDGE OF SUBJECT MATTER:~~

~~Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved achievement.~~

~~Describe some ways you have shared your content knowledge with others? Have you provided staff inservice? On what topics?~~

~~**Sources of evidence may include: observation, psychological reports, PowerPoint presentations/handouts, sign-in sheets, resource information, articles, SIP documentation, comprehensive service form, etc.**~~

~~4. ASSESSING FOR LEARNING AND INSTRUCTION:~~

~~Describe both formal and informal assessment techniques you have used to assess a student's needs.~~

~~How do you evaluate the outcomes of services?~~

~~How have you applied your knowledge of students in crisis?~~

Sources of evidence may include: psychological reports, crisis case forms, graphs/charts, documentation of mastery of new assessments, SIP data, PST forms/reports, etc.

5. ~~MANAGING THE LEARNING ENVIRONMENT:~~

Are you involved with the implementation of FLPBS? If so, how? If not, how are your teachers assisting with behavior interventions?

Sources of evidence may include: observation, PBS products/minutes, log of activities, resource information, documentation of interventions/outcomes (charts/graphs), PowerPoint presentations, comprehensive services log, behavior management system, consultation log, etc.

6. ~~COMMUNICATION:~~

What are some specific, effective communication techniques you have applied this year with students, parents or staff?

How do you use problem solving to address student or school issues?

Sources of evidence may include: observation, psychological reports, PowerPoint presentations/handouts, newsletter articles, letters/messages to parents, administration, teachers, PST documents, SIP documents/participation, etc.

7. ~~PROFESSIONALISM:~~

Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities to your job role?

How have those activities matched the needs of the student population you serve?

Sources of evidence may include: activity list of district and professional development activities, psychological reports, PowerPoint presentations/handouts, sign-in sheets, student demographic information, SIP documentation, etc.

**POLK COUNTY SCHOOLS
PSYCHOLOGICAL SERVICES**

FORMATIVE FOR INSERVICE AND PARENT EDUCATION PROGRAMS
(20 Minute Minimum)

School Psychologist: _____

Support Staff Member: _____ Date: _____

COMPETENCY	DEMONSTRATED	NEEDS IMPROVEMENT
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A. *PLANNING*

Goals and objectives clearly established	_____	_____
Content/topics outlined and related to time allotment	_____	_____
Instructional procedures planned	_____	_____
Selects/devise activities and materials	_____	_____
Sequences activities and materials	_____	_____
Evaluation procedure established	_____	_____

B. *DELIVERY OF INSTRUCTION*

Begins presentations promptly	_____	_____
Handles materials in an orderly manner	_____	_____
Clear communication (provides information, feedback to and from participants)	_____	_____
Effective use of activities and materials	_____	_____
Effective balance among lecture, discussion, activities, and use of A-V	_____	_____
Shows knowledge of content/topics	_____	_____
Provides for practice	_____	_____
Emphasizes important points	_____	_____
Shows enthusiasm/interest in learners	_____	_____
Maintains momentum	_____	_____

C. *EVALUATION*

Related to goals and objectives	_____	_____
Provides quantitative and qualitative means of assessment	_____	_____

D. *COMMENTS*

**POLK COUNTY SCHOOLS
PSYCHOLOGICAL SERVICES**

FORMATIVE FOR INDIVIDUAL OR GROUP STUDENT COUNSELING

School Psychologist: _____

Support Staff Member: _____ Date: _____

<u>COMPETENCY</u>	<u>DEMONSTRATED</u>	<u>NEEDS IMPROVEMENT</u>
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A. *RAPPORT*

Conveys sincere desire to help	_____	_____
Shows empathy and caring attitude	_____	_____
Provides student with confidentiality guidelines when appropriate	_____	_____

B. *PROBLEM IDENTIFICATION*

Helps clarify nature of problem	_____	_____
Operationalizes the problem	_____	_____
Recognizes and acts on student risk factors (i.e., student in crisis)	_____	_____

C. *COUNSELING STRATEGIES*

Employs a recognized model for counseling (i.e., reality therapy, Rogerian, etc.)	_____	_____
Is goal directed	_____	_____
Does not rush to solutions before identifying the problem	_____	_____
Maintains focus	_____	_____
Provides relevant information	_____	_____
Follows ethical standards (NASP/FASP) and district guidelines (i.e., parent permission, suicide guidelines)	_____	_____

D. *OUTCOME*

Related to problem identification	_____	_____
Assists students in formulating practical solutions	_____	_____
Provides appropriate feedback	_____	_____
Makes arrangements for follow-up	_____	_____

E. *COMMENTS*

**POLK COUNTY SCHOOLS
PSYCHOLOGICAL SERVICES**

FORMATIVE FOR SOCIAL SKILLS CLASSROOM LESSON

School Psychologist: _____

Support Staff Member: _____ Date: _____

Competency	Demonstrated	Needs Improvement
A. ORGANIZATION		
Adequate preparation — Prepares and organizes materials prior to session	_____	_____
Age appropriate materials/adequate supply of materials	_____	_____
Content of lesson appropriate for allocated time	_____	_____
B. DELIVERY		
Begins promptly	_____	_____
Gives review of past session/lesson	_____	_____
Provides overview of activity	_____	_____
Maintains focus	_____	_____
Uses appropriate group facilitation skills	_____	_____
Models or provides opportunity for modeling/ practice of skill being taught	_____	_____
For inappropriate student response to situation (i.e., during role model or question and answer), responds appropriately/gives consequences	_____	_____
Stops misconduct	_____	_____
Gives appropriate feedback to students	_____	_____
Makes arrangements with teacher/group for follow-up	_____	_____
C. CONTENT		
Gives appropriate introductory information	_____	_____
For Social Skills, use five steps of Stop and Think	_____	_____
Uses an appropriate model (i.e., Goldstein's Skillstreaming, counseling technique)	_____	_____
Introduces strategies or steps	_____	_____
When using role play, scenario is realistic and students have input to selection of scenario	_____	_____
D. RAPPORT		
Engages students in task	_____	_____
Positive response to students	_____	_____
E. COMMENTS		

**POLK COUNTY SCHOOLS
PSYCHOLOGICAL SERVICES**

FORMATIVE FOR TEST ADMINISTRATION

School Psychologist: _____

Support Staff Member: _____ Date: _____

COMPETENCY

NEEDS

DEMONSTRATED IMPROVEMENT

A. INTERACTION WITH STUDENT

Provides appropriate physical environment	_____	_____
Establishes rapport	_____	_____
Maintains behavior control	_____	_____
Uses appropriate verbal style	_____	_____
Encourages student	_____	_____
Interacts personally with student	_____	_____

B. TECHNICAL TEST ADMINISTRATION SKILLS

Selects appropriate assessment procedures relative to identified problem	_____	_____
Sequences tests logically	_____	_____
Appropriate pacing of items and tests	_____	_____
Clear articulation, volume	_____	_____
Adheres to exact wording in standardized item presentation	_____	_____
Questions appropriately	_____	_____
Accurate timing	_____	_____
Presents performance items dexterously	_____	_____
Records responses accurately and completely	_____	_____
Notes significant behavior of student	_____	_____
Uses examples properly	_____	_____
Uses proper form for age level	_____	_____
Adheres to basal and ceiling requirements	_____	_____

C. SCORING

Familiar with scoring criteria in manuals	_____	_____
Scores items correctly	_____	_____
Mathematical calculations accurate	_____	_____
Familiar with test reporting statistics	_____	_____

D. COMMENTS

**POLK COUNTY SCHOOLS
PSYCHOLOGICAL SERVICES**

FORMATIVE FOR DATA COLLECTION

School Psychologist: _____

Support Staff Member: _____ Date: _____

<u>COMPETENCY</u>	<u>DEMONSTRATED</u>	<u>NEEDS</u> <u>IMPROVEMENT</u>
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A. *OBSERVATION*

Selects appropriate observation technique based on type of behavior exhibited by student	_____	_____
Correctly uses systematic observation techniques	_____	_____

**B. *SELECTION OF ASSESSMENT INSTRUMENTS
CONSISTENT WITH STUDENT'S INSTRUCTIONAL LEVEL***

Based on referral reason	_____	_____
Meets district guidelines when referred for ESE Program	_____	_____

C. *SCORING TEST PROTOCOLS*

Accurately computes test data	_____	_____
Correct use of scoring tables	_____	_____
Appropriately applies verbal scoring criteria	_____	_____
Appropriately applies performance scoring criteria	_____	_____

D. *PROGRESS MONITORING*

Target behavior operationalized	_____	_____
Conduct frequent progress monitoring using appropriate probes/measures	_____	_____
Graphically displays data	_____	_____
Interprets data relative to the aim line and determines changes in the intervention	_____	_____

E. *COMMENTS*

**POLK COUNTY SCHOOLS
PSYCHOLOGICAL SERVICES**

FORMATIVE FOR REPORT WRITING

School Psychologist: _____

Support Staff Member: _____ Date: _____

COMPETENCY		NEEDS
	DEMONSTRATED	IMPROVEMENT

A. DESCRIPTION OF CLIENT/BACKGROUND INFORMATION

Accuracy of Name, C.A., D.O.B., Grade, etc.		
Appropriate background information		
Uses good judgment in relating client information		

B. STATEMENT OF CLIENT/BACKGROUND INFORMATION

Accurately reflects reason for referral		
Describes problem in observable terms		

C. OBSERVATIONS

Avoids subjective terminology; describes behavior in observable terms		
Interprets observed behavior meaningfully		

D. INTERPRETATION OF DATA

Describes student performance relative to norms as well as personal strengths and weaknesses		
Avoids overuse of jargon		
Meaningful to different readers (educational personnel, parents, mental health personnel, physicians, etc.)		
Organized, properly sequenced		
Use of correct grammar		
Written within reasonable time after testing (2 weeks)		
Draws proper conclusions from test results		
Interpretation consistent with current research and practice		

E. DATA INTEGRATION

Relates test results to other data		
Provides hypotheses for inconsistencies in data		

F. RECOMMENDATIONS/INTERVENTION PROCEDURES

Definitive		
Useable by consumer		
Related to problem/purpose		

G. COMMENTS

**POLK COUNTY SCHOOLS
PSYCHOLOGICAL SERVICES**

**FORMATIVE FOR ESE STAFFINGS, PARENT CONFERENCES
AND/OR CONSULTATIONS**

School Psychologist: _____

Support Staff Member: _____ Date: _____

COMPETENCY	DEMONSTRATED	NEEDS IMPROVEMENT
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A. *RAPPORT*

Elicits parent's and/or teacher's perception of problem	_____	_____
Shows empathy	_____	_____
Shows a caring attitude	_____	_____
Maintains an equal relationship (non-authoritarian)	_____	_____

B. *PROBLEM IDENTIFICATION*

Helps clarify nature of problem	_____	_____
Uses open-ended questions	_____	_____
Operationalizes the problem	_____	_____

C. *COMMUNICATION OF INFORMATION*

Maintains focus	_____	_____
Provides helpful information to consultee, parent, etc.	_____	_____
Obtain relevant information from consultee, parent, etc.	_____	_____
Integrated findings with data from other disciplines	_____	_____
Uses probes to assure understanding	_____	_____
Explains classification labels or other educational terminology	_____	_____
Presents conclusions or recommendations, in meaningful language	_____	_____

D. *RECOMMENDATIONS/INTERVENTION PROCEDURE*

Clearly formulated	_____	_____
Definitive	_____	_____
Related to problem identified	_____	_____
Provides opportunity for questioning/feedback	_____	_____

E. *COMMENTS*

ESSENTIAL PERFORMANCE CRITERIA (EPC) FOR SCHOOL SOCIAL WORKERS

~~THESE QUESTIONS ARE USED BY THE ADMINISTRATOR TO GATHER DATA RELATED TO EACH OF THE ESSENTIAL PERFORMANCE CRITERIA. DOCUMENTATION IS HIGHLY RECOMMENDED TO PROVIDE EVIDENCE OF MEETING EPC.~~

~~Specifically, what service(s) have you provided to impact student achievement? What population was targeted?~~

~~1. PLANNING FOR LEARNING:~~

~~What strategies have you used to effectively manage time? How do you prepare for each day, and are you punctual for meetings and with accountability paperwork?~~

~~Are assessments completed within the 60 day timeline and are unavoidable delays documented?~~

~~How have you worked collaboratively with colleagues in planning and problem solving?~~

~~Specifically, what service(s) have you provided to impact student achievement? What population was targeted?~~

~~*Sources of evidence may include: observation; timely submissions of social history reports, behavior checklists, case summary forms, PST forms, attendance packets, timely submission of accountability paperwork; database entry and communications with the schools regarding case management of attendance, Outlook calendar shared with supervisor*~~

~~2. INSTRUCTIONAL STRATEGIES:~~

~~What strategies do you use to adjust for a student's cultural background, developmental level, and learning style? Please provide specific examples.~~

How have you used technology to address the needs of students, parents, and schools?

What resources and/or research-based interventions have you used to meet the needs of students, schools, and families?

Sources of evidence may include: Observation, use of Genesis attendance reports, Excel or IDEAS charts used to display student progress monitoring data, data tracking systems, PST report/forms, Outlook folders instructions about school resources

3. KNOWLEDGE OF SUBJECT MATTER:

Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved achievement.

Describe some ways you have shared your content knowledge with others?

Sources of evidence may include: Observations, social history reports, chronological school social worker notes, SIP documentation, handling of parent/school conferences, comprehensive service form, administrative conversations with the school social worker, collaborative planning, school and community presentations, individual and group conferences.

4. ASSESSING FOR LEARNING AND INSTRUCTION:

Describe both formal and informal assessment techniques you have used to assess a student's needs.

How have you collaborated with others to apply assessment data toward student needs?

How do you evaluate the outcomes of services?

How have you applied your knowledge of students in crisis?

Sources of evidence may include: Social history reports, individual behavior checklists, interpreting student records, individual and collaborative conference/data records, PS/RTI documentation, chronological notes made by the school social worker, observations of the supervisor during staffings, conferences, attendance meetings, conversations during Professional Learning Community meetings.

5. MANAGING THE LEARNING ENVIRONMENT:

What procedures and methods do you use to adapt the classroom or assessment environment to accommodate the needs of individual students?

What motivational strategies do you use?

How have you consulted with others to facilitate the intellectual, personal, and social development of students?

Sources of evidence may include: Observations, chronological notes of the school social worker, notes written concerning adjustments made to accommodate individual needs during social history and behavioral assessment appointments, PST meeting notes, PBS products, documentation of interventions/outcomes (charts/graphs), PowerPoint presentations.

6. COMMUNICATION:

What are some specific, effective communication techniques you have applied this year with students, parents or staff?

How do you use problem solving to address student or school issues?

How do you use technology to communicate with peers, school staff or administration?

Sources of evidence may include: Observations, chronological notes of the school social worker, written and/or electronic artifacts/agendas, administrator conversations with the school social worker, calendars & graphic organizers, emails, PST and other conference documentation, leadership roles in school PST and PBS teams, letters/messages to parents, administration, teachers, and supervisor, verbal discussions during school social worker and professional learning community meetings.

7. PROFESSIONALISM:

Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities within your job role? How have those activities matched the needs of the student population you serve?

Sources of evidence may include: Professional development records of the school social worker, social history reports, chronological notes kept by the individual school social worker, PowerPoint presentations/handouts, applications of the NASW Code of Ethics, administrative observations, activities log that would give contacts with appropriate community agencies, PST notes, PBS meeting notes.

**POLK COUNTY SCHOOLS
SOCIAL WORK SERVICES**

FORMATIVE EVALUATION ON DOCUMENTATION

School Social Worker: _____

Support Staff Member: _____ Date: _____

<u>Competency</u>	<u>Demonstrated</u>	<u>Needs Improvement</u>
A. Accuracy		
Accuracy computes/collects assessment data	_____	_____
Accuracy of name, ID, DOB, grade, background info, etc.	_____	_____
Reports within reasonable time after parent/guardian contact	_____	_____
B. Content		
Information is properly sequenced and organized	_____	_____
Uses good judgment in relating client information	_____	_____
Avoids overuse of jargon	_____	_____
Avoids subjective terminology, describes behavior in observed terms	_____	_____
Clearly identifies problem	_____	_____
C. Summation		
Information is meaningful to different readers (educational personnel, parents, mental health personnel, physicians and other community agencies such as YFA, etc.	_____	_____
Respects confidentiality issues	_____	_____
Recommendations are related to problem as applicable	_____	_____

Comments:

**POLK COUNTY SCHOOLS
SOCIAL WORK SERVICES**

FORMATIVE FOR HOME SCHOOL COMMUNITY LIAISON

School Social Worker: _____

Support Staff Member: _____ Date: _____

Competency	Demonstrated	Needs Improvement
A. Rapport		
Elicits parent's and/or teacher's perception of concern	_____	_____
Shows empathy	_____	_____
Shows a caring attitude	_____	_____
Maintains an equal relationship (non-authoritarian)	_____	_____
B. Communication		
Introduces themselves and their role in the educational process	_____	_____
Defines purpose of contact	_____	_____
Helps parents identify needs and problem areas affecting student achievement	_____	_____
Provides helpful information to parent	_____	_____
Obtains relevant information from parent	_____	_____
Uses probes to ensure understanding	_____	_____
Summarizes the presenting problem to parent	_____	_____
C. Case Management		
Presents appropriate community resources and services offered	_____	_____
Develops an appropriate plan to help meet student/family needs	_____	_____
Formulates a follow-up plan as needed	_____	_____
Advises parents on how to interact effectively with school personnel	_____	_____

Comments:

**POLK COUNTY SCHOOLS
SOCIAL WORK SERVICES**

FORMATIVE FOR INDIVIDUAL OR GROUP STUDENT COUNSELING

School Social Worker: _____ Date: _____

Support Staff Member: _____

	Competency	Demonstrated	Needs Improvement
A.	<i>RAPPORT</i> Conveys sincere desire to help Shows empathy and caring attitude Provides student with confidentiality guidelines	_____ _____ _____	_____ _____ _____
B.	<i>IDENTIFICATION OF NEED OR PROBLEM</i> Helps clarify nature of concern Specifies concerns Recognizes and acts on student risk factors	_____ _____ _____	_____ _____ _____
C.	<i>COUNSELING STRATEGIES</i> Uses established counseling skills Is goal oriented Does not rush to solutions before identifying concern Maintains focus Provides relevant information Adheres to ethical standards and district guidelines	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____
D.	<i>OUTCOME</i> Related to concern Assists students in formulating practical solutions Provides appropriate feedback Arrangements for follow-up	_____ _____ _____ _____	_____ _____ _____ _____
E.	<i>COMMENTS</i>		
	_____		_____
	_____		_____
	_____		_____

**POLK COUNTY SCHOOLS
SOCIAL WORK SERVICES**

FORMATIVE FOR INSERVICE AND PARENT EDUCATION PROGRAMS

School Social Worker: _____

Support Staff Member: _____

	Competency	Demonstrated	Needs Improvement
	<i>PLANNING</i>		
A:	Goals and objectives clearly established	_____	_____
	Content/topics outlined and related to time allotment	_____	_____
	Instructional procedures planned	_____	_____
	Selects/devises activities and materials	_____	_____
	Sequences activities and materials	_____	_____
	Evaluation procedure established	_____	_____
B:	<i>DELIVERY OF INSTRUCTION</i>		
	Begins instruction promptly	_____	_____
	Handles materials in an orderly manner	_____	_____
	Clear communication (provides information; feedback to and from participants)	_____	_____
	Effective use of activities and materials	_____	_____
	Effective balance among lecture, discussion, activities, and use of A-V	_____	_____
	Provides for practice	_____	_____
	Emphasizes important points	_____	_____
	Shows enthusiasm/interest in learners	_____	_____
	Maintains momentum	_____	_____
C:	<i>EVALUATION</i>		
	Related to goals and objectives	_____	_____
	Provides quantitative and qualitative means of assessment	_____	_____

COMMENTS

**POLK COUNTY SCHOOLS
SOCIAL WORK SERVICES**

FORMATIVE FOR CLASSROOM PRESENTATIONS

School Social Worker: _____

Support Staff Member: _____ Date: _____

Competency	Demonstrated	Needs Improvement
A. ORGANIZATION		
Adequate preparation/organization of materials prior to session	_____	_____
Appropriate materials/adequate supply	_____	_____
Content/topic of session appropriate for allocated time	_____	_____
B. DELIVERY		
Begins promptly	_____	_____
Provides overview of activity for session	_____	_____
Maintains focus	_____	_____
Uses appropriate individual/group facilitation skills	_____	_____
Models or provides opportunity for practice of skill being taught	_____	_____
Gives appropriate feedback to students	_____	_____
Arranges for follow up	_____	_____
C. CONTENT		
Gives appropriate introductory information	_____	_____
Uses appropriate materials	_____	_____
Introduces strategies or steps	_____	_____
D. RAPPORT		
Engages students in activity	_____	_____
Positive response to students	_____	_____

COMMENTS:

**POLK COUNTY SCHOOLS
SOCIAL WORK SERVICES**

FORMATIVE FOR SURVEY OR TEST ADMINISTRATION

School Social
Worker:

_____ Date _____

Support Staff
Member:

	Competency	Demonstrated	Needs Improvement
	<i>INTERACTION WITH STUDENT OR PARENT</i>		
A.			
	Establishes rapport	_____	_____
	Maintains focus	_____	_____
	Uses appropriate verbal style	_____	_____
	Encourages student/parent	_____	_____
B.	<i>TECHNICAL TEST ADMINISTRATION SKILLS</i>		
	Sequences interview logically	_____	_____
	Appropriate pacing of items/tests	_____	_____
	Clear articulation, volume	_____	_____
	Adheres to standardization	_____	_____
	Questions appropriately	_____	_____
	Presents performance items dexterously	_____	_____
	Records responses accurately and completely	_____	_____
	Notes significant behavior of student	_____	_____
	Uses examples properly	_____	_____
	Adheres to basal and ceiling requirements	_____	_____
C.	<i>SCORING</i>		
	Familiar with scoring criteria in manuals	_____	_____
	Scores items correctly	_____	_____
	Mathematical calculations accurate	_____	_____
	Understands meaning of test scores	_____	_____

COMMENTS:

ESSENTIAL PERFORMANCE CRITERIA FOR SPEECH LANGUAGE PATHOLOGISTS

Summative Indicators of Effectiveness

EPC # 1

Prevention and Identification

~~Provides resources and training to educators and parents that will help eliminate or inhibit the onset and development of communication disorders. Provides leadership in the team process of identifying students who may need speech and language assessments and determine a continuum of intervention strategies and/or possible eligibility for special education or related services.~~

- ~~• Provides training to teachers to raise awareness of speech and language differences and disorders.~~
- ~~• Provides resources to educators and parents that will help prevent communication disorders in the educational setting.~~
- ~~• Chooses, administers, scores, and analyzes screening protocols accurately.~~
- ~~• Interprets and makes recommendations based on results of screening protocols.~~
- ~~• Utilizes additional information from a variety of sources, including interviews, case history, file review, questionnaires, checklists, and minutes of meetings (e.g. parent conferences, IAT meetings).~~
- ~~• Provides appropriate intervention strategies to be carried out in the home and school setting prior to determining the need for a thorough evaluation to consider special education services.~~
- ~~• Implements a Response to Intervention model, when appropriate, to ensure that the school utilizes all resources prior to consideration of a special education placement.~~

EPC # 2

Assessment and Evaluation

~~Conducts thorough, appropriate, and balanced speech, language, and/or communication assessments using a comprehensive assessment plan. Evaluates and summarizes all relevant results. Contributes to the process of determining eligibility for services and makes appropriate recommendations to the IEP team.~~

- ~~• Includes assessment strategies that are nondiscriminatory and are based on evidence-based practice or scientific principles.~~
- ~~• Administers, scores and interprets standardized measures according to the directions outlined by the tests.~~
- ~~• Supplements standardized measures with classroom observations, curriculum-based activities, dynamic assessment procedures, and other educationally relevant measures that are aligned with academic standards of the setting.~~

- Interprets data to determine the nature and severity of a student's communication disorder, delay, or difference and its effect on academic and social performance.
- Collaborates with members of the IEP team to determine if there is a disability and its severity, the extent of its impact on learning, and eligibility for Speech/Language services.
- Contributes to the IEP process to ensure due process and access to FAPE in the least restrictive environment.

EPC #3
Service Delivery

Uses service delivery options appropriately, efficiently and effectively. Follows evidence based practices. Meets responsibilities and obligations to students on the caseload. Keeps clear and comprehensive records. Informs parents and teachers of the student's progress.

- Collaborates with the educational team to create goals and objectives that are curriculum based, educationally relevant and measurable.
- Chooses service delivery models and strategies that meet the needs of each student.
- Delivers services promptly and consistently.
- Prepares for intervention sessions thoroughly by organizing, selecting, and adapting materials.
- Uses evidence based practices adapted to the individual needs and learning styles of each student.
- Uses data collection systems that are meaningful and manageable.
- Interprets and uses data to measure progress related to the general education curriculum and other needs related to the student's disability.
- Reviews data regularly to modify intervention as necessary.
- Enables students to develop self monitoring skills.
- Promotes generalization as an outcome of intervention.
- Develops strategies for successful participation in the classroom.
- Makes referrals for other services when necessary.

EPC #4
Managerial Skills

Manages workload documentation effectively and efficiently. Utilizes time management skills to provide consistent and prompt services during the referral, assessment, and eligibility process and while providing services to students. Maintains compliance with federal, state and district guidelines.

- Plans and maintains an efficient schedule for meeting roles and responsibilities of a school based Speech Language Pathologist.
- Prioritizes workload to fulfill obligations to students and district compliance requirements.

- Maintains Encounter Logs correctly and keeps them up to date.
- Maintains a notebook at each school containing district mandated information.*
- Maintains a working folder that contains all relevant documentation and correspondence related to each student.
- Follows established guidelines when enrolling, maintaining or dismissing children from services.
- Facilitates successful transitions for students through collaboration and communication with others.
- Organizes workspace, materials, and equipment.

EPC # 5

Interpersonal Skills and Professionalism

Maintains the highest professional ethics as outlined in the ASHA Code of Ethics. Contributes to a school's positive learning environment. Demonstrates positive interpersonal relationships with colleagues, parents and students. Demonstrates effective communication skills. Actively participates in ongoing professional development.

- Upholds the highest standards of honesty and integrity in relations with colleagues, parents and students.
- Completes tasks, responsibilities, and documentation on time.
- Maintains a professional level of oral communication at all times.
- Writes clearly and succinctly with sensitivity to the readers of any written documentation or correspondence.
- Demonstrates active listening skills with others and is responsive to suggestions and feedback.
- Demonstrates appropriate nonverbal communication skills.
- Maintains confidentiality.
- Advocates for students.
- Respects needs and cultural values of others.
- Knows and understands the governance of public schools from local, state, and federal levels.
- Identifies personal needs and develops a plan for continuing education.

EPC Rating Rubric – Speech Language Pathologist

Highly Effective

This rating indicates that the Speech Language Pathologist has **demonstrated mastery** of the important **content, strategies and skills** represented by the behavioral indicators described in the identified EPC, through **performance without significant error**. The Speech Language Pathologist has **acted to internalize** the essential content, strategies, skills and mental models associated with the EPC, and has **demonstrated expert knowledge, demonstrated professional growth**, and has **exhibited exceptional expertise** pertaining to the content/strategies/skills of the EPC when working with others in relation to the identified EPC or Goal.

Effective

This rating indicates that the Speech Language Pathologist has **demonstrated significant behavior consistent with** the content, strategies, skills and mental models represented by the behavioral indicators described in the identified EPC, through **performance without significant error**, and is **acting to enhance practices** related to the content, strategies and skills associated with the EPC. The employee has demonstrated knowledge/skill application at a **(high) level of quality** when working with others in relation to the identified EPC or Goal.

Needs Improvement/Developing

This rating indicates that the Speech Language Pathologist has some **developmental needs** related to the content, strategies, skills and/or mental models represented by the behavioral indicators described in the identified EPC and **has made some errors** when performing in relation to the important knowledge, strategies and skills and/or has **exhibited only a rough approximation of them**. The Speech Language Pathologist has **exhibited some behavior that is not congruent with** the behavioral indicators associated with the identified EPC and has demonstrated knowledge/skill application at a **minimal level of quality** when working with others in relation to the identified EPC or Goal. This rating reflects some developmental needs for the employee. The development and implementation of a PDP is optional, but may be applied to assist the employee to address identified development needs related to varied position EPCs or Goals.

Unsatisfactory

This rating indicates that the Speech Language Pathologist has demonstrated behavior indicating **significant developmental needs** related to the content, strategies, skills and/or mental models represented by the behavioral indicators described in the identified EPC. The employee **continues to make significant errors** after informal and/or formal plans for improvement have been implemented and/or has **consistently exhibited behavior that is not congruent with** the behavioral indicators associated with the identified EPC or Goal. The Speech Language Pathologist has consistently demonstrated knowledge/skill application at a **significantly low level of quality** when working with others in relation to the identified EPC or Goal. This rating reflects significant developmental needs for the employee and requires the development and implementation of a PDP.

~~IG-SLP~~ SLP Name _____

Date _____

INTERVIEW GUIDE FOR SPEECH-LANGUAGE PATHOLOGISTS

THESE QUESTIONS MAY BE USED BY THE SCHOOL PRINCIPAL TO GATHER DATA, RELATED TO EACH OF THE ESSENTIAL PERFORMANCE CRITERIA, FOR THE POSITION OF SPEECH-LANGUAGE PATHOLOGIST.

STUDENT PERFORMANCE

How have you assisted teachers in the classroom (inclusion) to help increase student learning? _____

What special strategies have you used in direct therapy that directly impacts on student performance in the classroom?

PREVENTION AND IDENTIFICATION

What procedures have you used to help educate teachers, parents and the community about communication disorders? _____

How are you involved in the identification of communication disorders in our school?

ASSESSMENT AND EVALUATION

Highlight for me your experiences this year in working with other ESE teachers and general ed teachers during the IEP process. What were some positive experiences? What were some experiences that need to be improved?

SERVICE DELIVERY

Did you encounter any difficulties meeting your responsibilities to students on your caseload at this school because of scheduling conflicts, room assignment, or lack of resources? _____

How did you inform parents and teachers of student progress?

PRINCIPAL EVALUATION CHECKLIST FOR SPEECH LANGUAGE PATHOLOGISTS

Please use this section as a follow up to your interview to provide feedback to help us evaluate the speech language pathologist who was serving your school. Feel free to add any additional comments you think would help provide better services to your school.

1. PREVENTION AND IDENTIFICATION— Provided resources and training about speech/language disorders. Participated in identifying students with speech language needs

Please check: Highly Effective Effective Needs Improvement/Developing
 Unsatisfactory
Comments: _____

2. ASSESSMENT AND EVALUATION— Evaluated students in a timely manner and was an effective member of the IEP team.

Please check: Highly Effective Effective Needs Improvement/Developing
 Unsatisfactory
Comments: _____

3. SERVICE DELIVERY— Provided therapy to all students on the caseload using a variety of service delivery methods, including inclusion when applicable.

Please check: Highly Effective Effective Needs Improvement/Developing
 Unsatisfactory
Comments: _____

4. MANAGERIAL SKILLS— Provided consistent and prompt services and utilized time management skills effectively.

Please check: Highly Effective Effective Needs Improvement/Developing
 Unsatisfactory
Comments: _____

5. INTERPERSONAL AND PROFESSIONALISM— Contributed to the school's positive learning environment by demonstrated positive interpersonal relationships with colleagues and parents, maintained a consistent schedule of attendance and therapy and maintained high standard of professional behavior.

Please check: Highly Effective Effective Needs Improvement/Developing
 Unsatisfactory
Comments: _____

Speech/Language Pathologist – Self-Assessment Form [EPCSA/QPSA]

Last Name	First Name	Location	Date(s)
SAP ID #	School #	<input type="checkbox"/> Planning <input type="checkbox"/> Interim <input type="checkbox"/> Summary	1 2

Self-Assessment (Employee)	Description	EPC – Priority Expectations	Summary Assessment (Supervisor)
<p>1. Prevention and Identification</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory</p> <p>Comments:</p>	<p>Provides resources and training to educators and parents that will help eliminate or inhibit the onset and development of communication disorders. Provides leadership in the team process of identifying students who may need speech and language assessments and determine a continuum of intervention strategies and/or possible eligibility for special education or related services.</p>		<p>1. Prevention and Identification</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory</p> <p>Comments:</p>
<p>2. Assessment and Evaluation</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory</p> <p>Comments:</p>	<p>Conducts thorough, appropriate, and balanced speech, language, and/or communication assessments using a comprehensive assessment plan. Evaluates and summarizes all relevant results. Contributes to the process of determining eligibility for services and makes appropriate recommendations to the IEP team.</p>		<p>2. Assessment and Evaluation</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory</p> <p>Comments:</p>
<p>3. Service Delivery</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory</p> <p>Comments:</p> <p>Continued On Next Page</p>	<p>Uses service delivery options appropriately, efficiently and effectively. Follows evidence based practices. Meets responsibilities and obligations to students on the caseload. Keeps clear and comprehensive records. Informs parents and teachers of the student's progress.</p>		<p>3. Service Delivery</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory</p> <p>Comments:</p>

<p>4. Managerial Skills</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory</p> <p>Comments:</p>	<p>Manages workload documentation effectively and efficiently. Utilizes time management skills to provide consistent and prompt services during the referral, assessment, and eligibility process and while providing services to students. Maintains compliance with federal, state and district guidelines.</p>		<p>4. Managerial Skills</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory</p> <p>Comments:</p>
<p>5. Interpersonal Skills and Professionalism</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory</p> <p>Comments:</p>	<p>Maintains the highest professional ethics as outlined in the ASHA Code of Ethics. Contributes to a school's positive learning environment. Demonstrates positive interpersonal relationships with colleagues, parents and students. Demonstrates effective communication skills. Actively participates in ongoing professional development.</p>		<p>5. Interpersonal Skills and Professionalism</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory</p> <p>Comments:</p>

Employee Unit/Individual Goal

<p>1.</p>
<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement /Developing <input type="checkbox"/> Unsatisfactory</p>

Employee Comments:

Supervisor Comments:

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Employee Signature		Date	
Supervisor Signature		Date	

**POLK COUNTY PUBLIC SCHOOLS
Speech-Language Pathologist Assessment—Individual Goals Form**

Last Name	First Name	Location	Date(s)
SAP ID #			
<input type="checkbox"/> Category One	<input type="checkbox"/> Planning <input type="checkbox"/> Interim <input type="checkbox"/> Summary		
<input type="checkbox"/> Category Two			
Statement of Individual or Unit Goal	Relationship to Strategic Plan, School Improvement Plan	Evaluation Activity	Timeline & Documentation Method
<input type="checkbox"/> Planning Session	Date:		
<input type="checkbox"/> Interim Review Session	Date:		
<input type="checkbox"/> Summary Review Session	Date:		
Comments	Speech-Language Pathologist	Supervisor Signature	Points Earned
	Goal Evaluation Rating Scale		
	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory		20 <input type="checkbox"/> 14 <input type="checkbox"/> 10 <input type="checkbox"/> 00 <input type="checkbox"/>

Speech-Language Pathologist Overall Annual Performance Evaluation Rating Form ["SLPOAPER"] 2012–2013

Speech-Language Pathologist Last Name	First Name	SAP-ID#	School	ESE Director or Designee	
<input type="checkbox"/> Category I <input type="checkbox"/> Category II			School Year		
Evaluation Process Activity		Date[s]	Date	Date	Date
<input type="checkbox"/> Planning Conference					
<input type="checkbox"/> Interim Conference[s] as Applicable					
<input type="checkbox"/> Overall Annual Performance Evaluation Conference					
Evidence of Student Achievement EPC – 20% of Overall Annual Performance Evaluation					Points Range 0-20
U = Point Range 0-4	NI = Point Range 5-10	E = Point Range 11-16	HE = Point Range 17-20		
Table for Determining Points Values Tied to District-wide Student Learning Gains in Reading or Math					
Reading or Math Learning Gains Percentage Ranges – In the District				Points earned	
65% – 100% of Students in the District made Learning Gains in Reading or Math				20 [HE]	
50% – 64% of Students in the District made Learning Gains in Reading or Math				15 [E]	
40% – 49% of Students in the District made Learning Gains in Reading or Math				11 [E]	
21% – 39% of Students in the District made Learning Gains in Reading or Math				6 [NI]	
0% – 20% of Students in the District made Learning Gains in Reading or Math				0 [U]	
[Student Achievement Points/Rating]	Student Achievement Points		Student Achievement EPC Rating is...		
EPC Indicators Rated by ESE Director or Designee					
Highly Effective [HE], 10 Effective, [E], 7 Needs Improvement/Developing [NI], 5 Unsatisfactory [U], 0 [50% of Overall Annual Performance Evaluation]			ESE Director Rating	Points Range 0-50	Points Earned from ESE Director or Designee
Essential Performance Criteria	Comments				
1. Prevention and Identification – The SLP provides resources and training to educators and parents that will help eliminate or inhibit the onset and development of communication disorders. Provides leadership in the team process of identifying students who may need speech and language assessments and determine a continuum of intervention strategies and/or possible eligibility for special education or related services.				0,5,7,10	
2. Assessment and Evaluation – The SLP conducts thorough, appropriate, and balanced speech, language, and/or communication assessments using a comprehensive assessment plan. Evaluates and summarizes all relevant results. Contributes to the process of determining appropriate tiered interventions and eligibility for services and makes appropriate recommendations to the IEP team.				0,5,7,10	
3. Service Delivery – The SLP uses service delivery options appropriately, efficiently and effectively. Follows evidence-based practices. Meets				0,5,7,10	

responsibilities and obligations to students on the caseload. Keeps clear and comprehensive records. Informs parents and teachers of the student's progress.				
4. Managerial Skills —The SLP manages workload documentation effectively and efficiently. Utilizes time management skills to provide consistent and prompt services during the referral, assessment, and eligibility process and while providing services to students. Maintains compliance with federal, state and district guidelines.			0,5,7,10	
5. Interpersonal Skills and Professionalism —The SLP maintains the highest professional ethics as outlined in the ASHA Code of Ethics. Contributes to a school's positive learning environment. Demonstrates positive interpersonal relationships with colleagues, parents and students. Demonstrates effective communication skills. Actively participates in ongoing professional development.			0,5,7,10	
Annual Priority Job Expectation Goals [30% of Overall Annual Performance Evaluation]			0-20	Points Earned
U = Point Range 0-4	NI= Point Range 5-10	E = Point Range 11-16	HE = Point Range 17-20	
Goal 1 – Statement:		Rating		0,7,14,20
Overall Annual Performance Evaluation Rating & Total Points		Rating is...	0-100	

Table for Determining the Speech Language Pathologist's Overall Annual Performance Evaluation Rating			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
Total Points Range [0-24]	Total Points Range [25-49]	Total Points Range [50-81]	Total Points Range [82-100]
Overall Comments By ESE Director or Designee		Overall Comments By Speech Language Pathologist	

ESE Director or Designee Signature	Speech Language Pathologist Signature	Date
-------------------------------------------	----------------------------------------------	-------------

**POLK COUNTY PUBLIC SCHOOLS
Media Specialist Assessment—Individual Goals Form (Two Goals Required)**

Last Name	First Name	Location	Date(s)
SAP ID #			
<input type="checkbox"/> Category One <input type="checkbox"/> Category Two			
Statement of Individual or Unit Goal	Relationship to Strategic Plan, School Improvement Plan	Evaluation Activity <input type="checkbox"/> Planning <input type="checkbox"/> Interim <input type="checkbox"/> Summary	Timeline & Documentation Method
<input type="checkbox"/> Planning Session	Date:		
<input type="checkbox"/> Interim Review Session	Date:		
<input type="checkbox"/> Summary Review Session	Date:		
Comments	Media Specialist Signature	Supervisor Signature	Points Earned
			<input type="checkbox"/> 10 <input type="checkbox"/> 07 <input type="checkbox"/> 05 <input type="checkbox"/> 00
Goal Evaluation Rating Scale			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory			

Media Specialist Overall Annual Performance Evaluation Rating Form

Last Name		First Name		SAP ID#	School		Principal (Supervisor)		
<input type="checkbox"/> Category I		<input type="checkbox"/> Category II						School Year	
Evaluation Process Activity				Date(s)	Date	Date	Date	Date	
<input type="checkbox"/> Planning Conference									
<input type="checkbox"/> Interim Conference(s) as Applicable									
<input type="checkbox"/> Overall Annual Performance Evaluation Conference									
Evidence of Student Achievement EPC—20% of Overall Annual Performance Evaluation								Points Range 0-20	
U = Point Range 0-4		NI = Point Range 5-10		E = Point Range 11-16		HE = Point Range 17-20			
Table for Determining Points Values Tied to School-wide Student Learning Gains in Reading or Math								Points Earned	
Reading or Math Learning Gains Percentage Ranges—In My School									
65%—100% of Students in the School made Learning Gains in Reading or Math									<input type="checkbox"/> 20 (HE)
50%—64% of Students in the School made Learning Gains in Reading or Math									<input type="checkbox"/> 15 (E)
40%—49% of Students in the School made Learning Gains in Reading or Math									<input type="checkbox"/> 11 (E)
21%—39% of Students in the School made Learning Gains in Reading or Math									<input type="checkbox"/> 6 (NI)
0%—20% of Students in the School made Learning Gains in Reading or Math								<input type="checkbox"/> 0 (U)	
Student Achievement Points/Rating			Student Achievement Rating is...					Student Achievement Points /20	
EPC Indicators Rated by Principal (60% of Overall Annual Performance Evaluation)									
Highly Effective (HE) Effective (E) Needs Improvement/Developing (NI) Unsatisfactory (U)				Principal Rating		Points Range 0-60	Points Earned from Principal		
Essential Performance Criteria			Comments						
<p>Knowledge of Learning and Library Information Science—The library media specialist supports all facets of the instructional program and embraces opportunities to gain personal knowledge of the school library media profession</p>			<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory			0,5,7,10			
<p>Integration of Instruction—The library media program enhances student achievement through a systematic, collaboratively planned instructional program</p>			<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory			0,5,7,10			

Administration of Library Program — Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well-funded library media program.		<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory	0,5,7,10	
Essential Performance Criteria	Comments	Rating	Range	Points
Technology — The library media program utilizes appropriate technology devices to instruct, communicate and manage resources related to the delivery of information and instruction to parents, students, teachers, administrators, and staff.		<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory	0,5,7,10	
Resource Management — The library media program provides appropriate, accurate and current resources in all formats to meet the needs of the learning community.		<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory	0,5,7,10	
Environment — Effective library media programs provide an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community.		<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/ Developing <input type="checkbox"/> Unsatisfactory	0,5,7,10	
Annual Priority Job Expectation Goals (20% of Overall Annual Performance Evaluation)			0-20	Points Earned /20
Goal 1— Statement:		Rating	0,5,7,10	
Goal 1— Statement:		Rating	0,5,7,10	
Overall Annual Performance Evaluation Rating & Total Points			Rating is...	0-100 /100

Table for Determining the Media Specialist's Overall Annual Performance Evaluation Rating			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
Total Points Range (0-24)	Total Points Range (25-49)	Total Points Range (50-81)	Total Points Range (82-100)

Overall Comments By Principal	Overall Comments By Media Specialist

Principal Signature	Media Specialist Signature	Date

Essential Performance Criteria to Be Applied With Non-Classroom Teachers A (NCT A)

(District Level TRSTs (Teacher Resource Trainer Specialists), Nurses (RN) as appropriate, Staffing Specialists and Other Designated ESE-specific Positions as appropriate.)

Commitment pledges to act in accordance with the shared vision, mission and values of the district, to promote a customer focused orientation toward providing service(s) to schools and to be aware of the effects of one's behavior and decisions on all stakeholders in the system.

The designated non-classroom teacher who exhibits Commitment:

establishes a personal vision and a statement of mission for the work unit in collaboration with key stakeholders
personally holds a set of values which are in harmony with the vision and mission of the district
is purposeful about linking the unit's mission to expected behavior and aligns the unit's vision and mission with larger system
identifies, models and reinforces behavior which is congruent with the mission and goals of the district
maintains a safe, orderly and clean work area and expects everyone to assume their responsibility for doing so
builds a culture that provides the best possible work environment
expects the adults in unit to model respect, courtesy and good manners in dealing with one another, as well as with all client groups
considers the overall consequences to the work unit before initiating changes
responds to inquiries and comments about the work unit and its personnel with tact and patience
keeps individuals, both inside and outside the unit, informed when data are relevant to them
considers the position, feelings and/or perspectives of other parts of the organization when planning, deciding and organizing
develops and maintains a climate conducive to learning and is open to discussion and change

Initiative demonstrates the inclination and readiness to take action to improve self and work quality and to take responsibility for leading and enabling others to improve the circumstances being faced or anticipated.

The designated non-classroom teacher with initiative:

takes full responsibility for the work of the unit as applicable
acquires and manages needed resources (time, talent, supplies)
demonstrates a belief that he/she makes a difference
provides support for schools as they take initiative for school improvement
focuses the attention and energy of stakeholders on the tasks to be done
cuts through barriers to school improvement
anticipates new organizational or systems problems and initiates action

Continuous Improvement has strong desire to do things better than before by setting goals that encourage self and others to reach higher standards and holds high expectations for the growth and development of all stakeholders.

The designated non-classroom teacher who demonstrates Continuous Improvement:

sets standards and insists that everyone participate in reaching goals
shows appreciation for individual and group efforts and accomplishments
identifies discrepancies between goals and the current status in order to stimulate achievement
encourages moderate risk taking by making people comfortable with trying new approaches, making mistakes and learning from them

4

looks for new or innovative ideas, methods and programs to meet developmental needs
expects everyone connected with the unit to be engaged in a learning program of some kind
recognizes that most learning occurs in a community of learners, and therefore, encourages communication and sharing of ideas and resources among staff and encourages networking to support and follow up training
participates in professional developmental activities as a learner

Communication— influences and impacts the unit's stakeholders by a variety of means; possess the ability to clearly present one's ideas orally and in writing.

The designated non-classroom teacher demonstrates effective Communication when she/he:

shows and builds enthusiasm for working on agreed upon goals of the unit
builds support for ideas by linking to interests, desires and goals of others
uses personal presence to influence others maintains visibility and accessibility.
communicates in an open, honest and genuine way
shares beliefs, ideas and concepts using relevant descriptive language
checks to see that messages are received, and persists until ideas, beliefs and goals are understood
models effective interpersonal communication skills
uses effective listening skills before responding to questions by others
expresses ideas in writing clearly, simply, and in correct grammatical form
adjusts writing styles and vocabulary to the audience being addressed
checks own written messages for correctness, spelling, punctuation and syntax.

Facilitation— fosters others to work together effectively through the use of group process and facilitator skills; adapts one's own behavior to fit the situation; is able to discover and communicate understanding of the ideas of others and to respond empathetically.

The designated non-classroom teacher practices Facilitation when she/he:

moderates group discussions and encourages consensus where appropriate and facilitates individual and group problem solving
promotes collegial behavior
adopts various roles of listener, facilitator, and creative thinker
understands how own behavior affects others and makes appropriate adjustments
encourages others to describe their perceptions, thoughts, feelings and perspectives
paraphrases, summarizes and checks own perceptions to test the accuracy of messages received

Critical Thinking— gathers and analyzes data from multiple sources before arriving at an understanding of an event or problem; is able to see relationships and identify ideas from the data and develops alternatives when problem solving or making decisions

The designated non-classroom teacher displays the competence of Critical Thinking when she/he:

creates and manages a systemic informational gathering process among the various stakeholders of the work unit
insists that the best available data be analyzed and used in the decision making process
creates and explains the methods or processes used in analyzing data
appreciates different perspectives, and ensures that alternative courses of action and their consequences are considered before decisions are made
makes comparisons and assesses the apparent consequences of adopting options, identifying advantages and disadvantages of each
makes decisions based upon an analysis of options
demonstrates contingency planning skills
balances the search for problem causes by looking at potential people and system variables

Decision-Making—exhibits a readiness and confidence to make or share decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.

The designated non-classroom teacher who practices effective Decision-Making:

determines quickly how and by whom decisions should be made in accordance with the time available and the unit's vision and mission
recognizes the importance of sharing decisions and decision making with stakeholders as integral part of organizational learning and development
confronts issues and disagreements, investigates and defines problems and directs the energies of self and others toward productive solutions
faces personnel problems as they occur, provides feedback on performance, and makes difficult personnel decisions when necessary
decides to let others decide
thinks systemically when making decisions

Planning Ability—demonstrates the "know-how" (knowledge and skill) to design, plan and organize activities to achieve goals, accesses the expertise of others to accomplish tasks, and to establish appropriate processes to receive feedback on the progress of work being done.

The designated non-classroom teacher with Planning Ability:

develops action plans for goal achievement in collaboration with the work team
*schedules and protects time for self and others, keeping deadlines in perspective
keeps self organized, establishes priorities and plans for contingencies
systematizes and schedules actions to avoid undue stress
considers the developmental needs and aspirations of others in relation to the jobs and tasks to be assigned and specifies responsibility and authority for delegated tasks
asks for feedback to see how well self is doing
schedules follow up for all delegated and assigned activities.

Professional/Technical Competence—demonstrates high performance of knowledge, skills, and attitudes associated with a specific set of function, sub-function and task areas in the job role.

The designated non-classroom teacher with Professional/Technical Competence:

performs key job functions and tasks with few mistakes in process and/or outcomes
engages in activities to improve knowledge and skills and thereby keep up to date in the professional/technical area of responsibility
learns from peers and leadership related to key functions and tasks
learns from mistakes in process and outcomes
shares professional/technical expertise with others as appropriate
acts to solve problems of a professional/technical nature

**POLK COUNTY PUBLIC SCHOOLS
Non-Classroom Teachers Group-A Individual Goals Form**

Last Name	First Name	Location	Date(s)
SAP ID #	School #		
Please Identify Non-Classroom Teacher Position Below			
<input type="checkbox"/> Nurse <input type="checkbox"/> District Level TRST <input type="checkbox"/> Staffing Specialist <input type="checkbox"/> Other			
Statement of Individual or Unit Goal	Relationship to Strategic Plan, School Improvement Plan	Strategies	Timeline & Documentation Method
<input type="checkbox"/> Planning Session <input type="checkbox"/> Interim Review Session <input type="checkbox"/> Summary Review Session	Date: Date: Date:	Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/>	
Supervisor Signature _____		Employee Signature _____	
Signature Comments:		Employee Comments:	

POLK COUNTY SCHOOLS

Non-Classroom Teacher Group A

Overall Annual Performance Evaluation Rating Form NCT/A-OAPER 2012-2013

Last Name		First Name		SAP ID#		School		Supervisor	
<input type="checkbox"/> Category I <input type="checkbox"/> Category II <input type="checkbox"/> Nurse <input type="checkbox"/> Staffing Specialist <input type="checkbox"/> District Level TRST <input type="checkbox"/> Other								School Year	
Evaluation Process Activity		Date(s)		Date		Date		Date	
<input type="checkbox"/> Planning Conference									
<input type="checkbox"/> Interim Conference(s) as Applicable									
<input type="checkbox"/> Overall Annual Performance Evaluation Conference									
Evidence of Student Achievement EPC - 20% of Overall Annual Performance Evaluation									
								Points Range 0-36	
Table for Determining Points Values Tied to District wide Student Learning Gains in Reading or Math									
Reading Learning Gains Percentage Ranges - In the District									
65% - 100% of Students in the District made Learning Gains in Reading or Math								Points Earned	
50% - 64% of Students in the District made Learning Gains in Reading or Math								36 (HE)	
40% - 49% of Students in the District made Learning Gains in Reading or Math								27 (E)	
21% - 39% of Students in the District made Learning Gains in Reading or Math								20 (E)	
0% - 20% of Students in the District made Learning Gains in Reading or Math								9 (NI)	
								0 (U)	
Student Achievement Points/Rating					Student Achievement EPC Rating is: ...				
					Student Achievement - Points Earned <u> /36 </u>				
EPC Indicators Rated by Supervisor or Designee (50% of Overall Annual Performance Evaluation)									
Highly Effective (HE) - 10pts								Points Earned from Supervisor	
Effective (E) - 7pts								Points Range 0-90	
Needs Improvement/Developing (NI) - 5pts								Supervisor's Rating	
Unsatisfactory (U) - 0pts								Points Range 0-90	
Essential Performance Criteria (Self Assessment)									
1. Commitment					Specific Focus Indicators				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory					A pledge to act in accordance with the shared vision, mission and values of the district, to promote a customer focused orientation toward providing service(s) to schools and to be aware of the effects of one's behavior and decisions on all stakeholders in the system.				
					0,5,7,10				

<p>2- Initiative</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory</p>	<p>The inclination and readiness to take action to improve self and work quality and to take responsibility for leading and enabling others to improve the circumstances being faced or anticipated.</p>		0,5,7,10	
<p>3- Continuous Improvement</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory</p>	<p>Having to do things better than before by setting goals that encourage self and others to reach higher standards and holding high expectations for the growth and development of all stakeholders.</p>		0,5,7,10	
<p>4- Communication</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory</p>	<p>Effective expression in individual or group situations (includes gestures and nonverbal communication); expresses ideas effectively in writing; prepares appropriate written products to report to and inform as appropriate</p>		0,5,7,10	
<p>5- Facilitation</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory</p>	<p>Getting others to work together effectively through the use of group process and facilitator skills; adapting one's own behavior to fit the situation; being able to discover and communicate understanding of the ideas of others and to respond empathetically.</p>		0,5,7,10	
<p>6- Critical Thinking</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory</p>	<p>The gathering and analysis of data from multiple sources before arriving at an understanding of an event or problem; being able to see relationships and identify ideas from the data and developing alternatives when problem solving or making decisions.</p>		0,5,7,10	

7. Decision-Making <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory	The readiness and confidence to make or share decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.		0,5,7,10	
8. Planning Ability <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory	The "know-how" (knowledge and skill) to design, plan and organize activities to achieve goals, to access the expertise of others to accomplish tasks, and to establish appropriate processes to receive feedback on the progress of work being done.		0,5,7,10	
9. Professional Technical Competence <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory	Demonstrating high performance of knowledge, skills, and attitudes associated with a specific set of function, sub-function and task areas in the job role.		0,5,7,10	
Total Points from Supervisor on Evidence-Based Practice				
Annual Priority Job Expectation Goals (30% of Overall Annual Performance Evaluation) 54 pts should be awarded if the goal was successfully achieved				
Goal 1 Statement:				
Overall Annual Performance Rating and Total Points				
			Rating is...	0-180
Table for Determining the Non-Classroom Teacher A Overall Annual Performance Evaluation Rating				
Unsatisfactory	Needs Improvement	Effective	Highly Effective	
Total Points Range (0-43)	Total Points Range (44-86)	Total Points Range (87-146)	Total Points Range (147-180)	
Overall Comments by Supervisor or Designee				
Supervisor or Designee Signature			Teacher Signature	
			Date	

**POLK COUNTY PUBLIC SCHOOLS
Non-Classroom Teachers Group-B Individual Goals Form**

Last Name	First Name	Location	Date(s)
SAP ID #	School	School #	
<p>Please Identify Non-Classroom Teacher Position Below</p> <p> <input type="checkbox"/> Dean <input type="checkbox"/> Reading/Mentor Coach <input type="checkbox"/> ESE Facilitator <input type="checkbox"/> Lead Teacher <input type="checkbox"/> Resource Teacher <input type="checkbox"/> Network Manager <input type="checkbox"/> Other </p>			
Statement of Individual or Unit Goal	Relationship to Strategic Plan, School Improvement Plan	Strategies	Timeline & Documentation Method
<input type="checkbox"/> Planning Session	Date:		
<input type="checkbox"/> Interim Review Session	Date:		
<input type="checkbox"/> Summary Review Session	Date:	Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/>	
Supervisor Signature _____		Employee Signature _____	
Supervisor Comments:		Employee Comments:	

POLK COUNTY SCHOOLS

Non-Classroom Teacher Group B

Overall Annual Performance Evaluation Rating Form NCT-B-OAPER-2012-2013

Last Name		First Name		SAP ID#		School		Supervisor	
<input type="checkbox"/> Category I <input type="checkbox"/> Dean <input type="checkbox"/> Reading/Mentor Coach <input type="checkbox"/> ESE Facilitator <input type="checkbox"/> Lead Teacher <input type="checkbox"/> Resource Teacher <input type="checkbox"/> Network Manager <input type="checkbox"/> ESE Consult & Support Facilitation		Category II		School Year					
Evaluation Process Activity <input type="checkbox"/> Planning Conference <input type="checkbox"/> Interim Conference(s) as Applicable <input type="checkbox"/> Overall Annual Performance Evaluation Conference									
Date		Date		Date		Date		Date	
Evidence of Student Achievement EPC - 20% of Overall Annual Performance Evaluation Table for Determining Points Values Tied to School-wide Student Learning Gains in Reading Reading Learning Gains Percentage Ranges - In the School 65% - 100% of Students in the School made Learning Gains in Reading or Math Points Earned 50% - 64% of Students in the School made Learning Gains in Reading or Math <input type="checkbox"/> 40 (HE) 40% - 49% of Students in the School made Learning Gains in Reading or Math <input type="checkbox"/> 30 (E) 21% - 39% of Students in the School made Learning Gains in Reading or Math <input type="checkbox"/> 22 (E) 0% - 20% of Students in the School made Learning Gains in Reading or Math <input type="checkbox"/> 10 (NI) <input type="checkbox"/> 0 (U)									
Student Achievement EPC Rating is: _____		Student Achievement EPC Rating is: _____		Student Achievement EPC Rating is: _____		Student Achievement EPC Rating is: _____		Student Achievement EPC Rating is: _____	
EPC Indicators Rated by Supervisor (50% of Overall Annual Performance Evaluation) Highly Effective (HE) - 10pts Effective (E) - 7pts Needs Improvement/Developing (NI) - 5pts Unsatisfactory (U) - 0pts									
Essential Performance Criteria		Comments		Points Range		Points Earned		Points Earned from Supervisor	
1- Planning & Organizing <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory		Establishing a course of action for self and others to accomplish a specific goal; planning proper assignments and appropriate allocation or use of resources.		0,5,7,10		/40			
2- Organizational/Individual Sensitivity <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory		Actions that indicate a consideration for the feelings and needs of others; awareness of impact of decisions on key shareholders of school and/or district		0,5,7,10		/40			

<p>3- Decisiveness</p> <p><input type="checkbox"/> Highly Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Needs Improvement/Developing</p> <p><input type="checkbox"/> Unsatisfactory</p>	<p>Readiness to make decisions, render judgments, or commit oneself to action; willingness to involve others in decision-making process appropriately</p>	<p><input type="checkbox"/> Acts to solve problems in area of responsibility</p> <p><input type="checkbox"/> Involves others in decision-making as appropriate</p>	<p>0,5,7,10</p>	
<p>4- Analysis</p> <p><input type="checkbox"/> Highly Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Needs Improvement/Developing</p> <p><input type="checkbox"/> Unsatisfactory</p>	<p>Relating or comparing data from different sources, identifying issues, securing relevant information, and identifying relationships; using data to develop improvement initiative alternatives; making decisions based on an analysis of options/implications</p>	<p><input type="checkbox"/> Contributes trend of improved school-wide student achievement (learning gains)</p> <p><input type="checkbox"/> Analyzes student performance data</p> <p><input type="checkbox"/> Accomplishes tasks appropriate to school improvement plan goals and strategies</p>	<p>0,5,7,10</p>	
<p>5- Judgment</p> <p><input type="checkbox"/> Highly Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Needs Improvement/Developing</p> <p><input type="checkbox"/> Unsatisfactory</p>	<p>Developing alternative courses of actions and decisions which are based on logical assumptions and which reflect factual information</p>	<p><input type="checkbox"/> Demonstrates effective communication skills with parents, staff and students</p> <p><input type="checkbox"/> Makes good choices related to job role</p>	<p>0,5,7,10</p>	
<p>6- Leadership</p> <p><input type="checkbox"/> Highly Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Needs Improvement/Developing</p> <p><input type="checkbox"/> Unsatisfactory</p>	<p>Using appropriate interpersonal styles and methods in guiding individuals and groups toward task accomplishments.</p>	<p><input type="checkbox"/> Contributes to the development of high staff morale</p> <p><input type="checkbox"/> Mentors others as appropriate to job role</p>	<p>0,5,7,10</p>	
<p>7- Directing/Monitoring</p> <p><input type="checkbox"/> Highly Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Needs Improvement/Developing</p> <p><input type="checkbox"/> Unsatisfactory</p>	<p>Establishing procedures to monitor and/or direct processes, tasks or activities of others and personal job activities and responsibilities</p>	<p><input type="checkbox"/> Follows up on all aspects of assigned responsibility</p> <p><input type="checkbox"/> Applies monitoring systems effectively</p>	<p>0,5,7,10</p>	
<p>8- Initiative</p> <p><input type="checkbox"/> Highly Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Needs Improvement/Developing</p> <p><input type="checkbox"/> Unsatisfactory</p>	<p>Active attempts to influence events to achieve goals; self-starting rather than passive acceptance; taking action to achieve goals beyond what is necessarily called for; originating action.</p>	<p><input type="checkbox"/> Recognizes significant issues/problems in area of responsibility and acts to address them</p> <p><input type="checkbox"/> Strives for continuous improvement</p>	<p>0,5,7,10</p>	
<p>9- Communication</p> <p><input type="checkbox"/> Highly Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Needs Improvement/Developing</p> <p><input type="checkbox"/> Unsatisfactory</p>	<p>Effective expression in individual or group situations (includes gestures and nonverbal communication); expresses ideas effectively in writing; prepares appropriate written products to report to and inform as appropriate</p>	<p><input type="checkbox"/> Demonstrates high level of visibility to staff, parents, students and community</p> <p><input type="checkbox"/> Models ethical behavior</p> <p><input type="checkbox"/> Completes reports accurately and in a timely manner</p>	<p>0,5,7,10</p>	

10. Adaptability <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory	Maintaining effectiveness in varying environments, tasks, responsibilities or people, maintaining stability of performance under pressure or opposition.	<input type="checkbox"/> Handles people issues positively by demonstrating a people-oriented demeanor <input type="checkbox"/> Interacts appropriately with varied groups <input type="checkbox"/> Accomplishes multiple tasks with quality <input type="checkbox"/> Maintains focus & balance	0,5,7,10
Total Points from Supervisor on Evidence-Based Practice			0-100
Annual Priority Job Expectation Goals (20% of Overall Annual Performance Evaluation) 60pts should be awarded if the goal was successfully achieved			0 or 60
Goal 1 Statement:			

Overall Annual Performance Evaluation Rating and Total Points	Rating is...	_____ /200
Table for Determining the Non-Classroom Teacher B Overall Annual Performance Evaluation Rating		
Unsatisfactory	Needs Improvement	Highly Effective
Total Points Range (0-48)	Total Points Range (49-96)	Total Points Range (97-162)
Total Points Range (163-200)		

Overall Comments by Supervisor or Designee

Overall Comments from NCT-B

Supervisor or Designee Signature	Teacher Signature
	Date

Appendix F – Non-Classroom Teachers Evaluation Systems

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F-2 Library/Media Specialist Evaluation System

F-47 Non-Classroom Teacher Evaluation System

F-88 School Counselor Evaluation System

F-133 School Psychologist Evaluation System

F-164 School Social Worker Evaluation System

F-199 Speech Language Pathologist Evaluation System

Library/Media Specialist Evaluation System



Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Learning Environment			
<p>1a. Fostering a culture of inquiry, independent reading, and lifelong learning</p>	<p>Little or no evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS lacks positive interactions with or does not interact with media patrons.</p>	<p>Partial evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS inconsistently interacts with media patrons and seldom conveys a sense of inquiry and lifelong learning.</p>	<p>Adequate evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS frequently interacts with media patrons and conveys a sense of inquiry and lifelong learning.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: Observation, library website, open houses, newsletters, bulletin boards, displays, promotion calendar, reading lists, book clubs, book talks, teacher/L/MS collaborative promotions...</p>		
<p>Relationship to Excel Rubric for Library Program Evaluation:</p> <p>Component: Climate</p> <p>Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Learning Environment			
<p>1b. Providing an inviting and accessible environment</p>	<p>Partial evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS seldomly uses physical space that is organized, attractive, or inviting.</p>	<p>Adequate evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS appropriately uses physical space that is organized, attractive, and inviting.</p>	<p>Significant and varied evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS maximizes the purposeful use of physical space that is organized, attractive and inviting.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment <p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Facility, Furniture</p> <p>Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Learning Environment			
<p>1c. Creating an environment of respect and rapport</p> <p>Little or no evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions exhibit a lack of sensitivity, responsiveness regard, and consideration.</p>	<p>Partial evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions seldom exhibit sensitivity, responsiveness, regard, and consideration.</p>	<p>Adequate evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions often exhibit sensitivity, responsiveness, regard, and consideration between L/MS and patrons.</p>	<p>Significant and varied evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions exhibits embedded sensitivity, responsiveness, regard, and consideration between L/MS and patrons.</p> <p>Interactions among patrons are characteristically considerate.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● The Learning Environment ● Foundational Principle 1 <p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Climate</p> <p>Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Domain 1: Learning Environment				
1d. Managing student behavior	<p>Little or no evidence exists that the L/MS has established standards expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are not defined or are poorly defined; monitoring of student behavior is inconsistent and/or ineffective.</p> <p>Responses to student misbehaviors are inappropriate.</p>	<p>Partial evidence exists that the L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies may be defined; monitoring of student behavior is inconsistent and/or ineffective.</p> <p>Positive behavior is seldom encouraged or reinforced.</p>	<p>Adequate evidence exists that the media specialist L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is consistent.</p> <p>Responses to student misbehaviors are appropriate.</p> <p>Positive behavior is often encouraged and reinforced.</p>	<p>Significant and varied evidence exists that the L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are clearly defined; monitoring of student behavior is consistent and preventative.</p> <p>Responses to student misbehaviors are appropriate and subtle.</p> <p>Positive behavior is pervasively encouraged and reinforced.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 				
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Not Addressed</p>				

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Learning Environment			
<p>1e. Establishing library procedures</p> <p>Little or no evidence exists that the L/MS has established procedures and routines for managing the media center. Lack of routines and procedures result in patron confusion.</p>	<p>Partial evidence exists that the L/MS has established procedures and routines for managing the media center. Routines and procedures are poorly managed and inconsistent.</p>	<p>Adequate evidence exists that the L/MS has established procedures and routines for managing the media center. Routines and procedures are well managed and function smoothly.</p>	<p>Significant and varied evidence exists that the L/MS has established procedures and routines for managing the media center. Routines and procedures are pervasive in the media environment and result in independent patron usage.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 			
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Not Addressed</p>			

Library/Media Specialist EPC Rating Rubrics

2a. Demonstrating knowledge of the curriculum	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect a lack of knowledge of national and state standards.</p> <p>The L/MS rarely incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Partial evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect an inconsistent knowledge of national and state standards.</p> <p>The L/MS infrequently incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Adequate evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect knowledge of national and state standards.</p> <p>The L/MS often incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Significant and varied evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect extensive knowledge of national and state standards.</p> <p>The L/MS consistently incorporates emerging trends, research, and new methods into curriculum practices.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning <p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Information Literacy and Inquiry-Based Instruction, Trans-literacy Instruction, Instructional Partnership</p> <p>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
<p>Little or no evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS does not embed instruction into the media program. Students are not engaged in instruction.</p>	<p>Partial evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS partially embeds instruction into the media program.</p> <p>The L/MS' instruction infrequently facilitates student learning, including communication and collaboration across multiple platforms. Student engagement is inconsistent.</p>	<p>Adequate evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS embeds instruction into the media program.</p> <p>The L/MS' instruction facilitates student learning, including communication and collaboration across multiple platforms. Student engagement is often evident.</p>	<p>Significant and varied evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS embeds instruction systematically into the media program.</p> <p>The L/MS' instruction maximizes student learning, including communication and collaboration across multiple platforms. Student engagement is pervasive.</p>
<p>2b. Providing instruction to engage students in learning</p>	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Instructional Design and Lesson Planning ● Instructional Delivery and Facilitation <p>Relationship to Exc3el Rubric for Library Program Evaluation: Components: Information literacy and Inquiry-Based Instruction, Trans-literacy Skills Instruction, Literature Appreciation and Literature-Based Instruction The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</p>		

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
<p>Little or no evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS lacks an approach to literacy instruction.</p> <p>The L/MS does not provide school-wide reading motivation programming.</p>	<p>Partial evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS inconsistently executes an approach to literacy instruction.</p> <p>The L/MS provides limited school-wide reading motivation programming.</p>	<p>Adequate evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS consistently executes a unified approach to literacy and reinforces reading strategies and skills, including reading promotion activities that support and encourage academic, informational, and recreational reading.</p> <p>The L/MS facilitates school-wide reading motivation programming.</p>	<p>Significant and varied evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS systematically executes a unified approach to literacy and reinforces reading strategies and skills, including reading promotion activities that support and encourage academic, informational, and recreational reading.</p> <p>The L/MS, supported by collaboration with stakeholders, facilitates highly effective school-wide reading motivation programming.</p>
<p>2c. Incorporating literacy Instruction</p>			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Instructional Design and Lesson Planning ● Instructional Delivery and Facilitation 			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Components: Reading promotion and guidance</p> <p>The library media program enhances student achievement by supporting all facets of the instructional program.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
<p>2d. Supporting the instructional program</p> <p>Little or no evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS does not support the curriculum.</p>	<p>Partial evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS inconsistently supports the curriculum.</p>	<p>Adequate evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.</p>	<p>Significant and varied evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS extensively supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Instructional Design and Lesson Planning ● Lesson Delivery and Facilitation <p>Relationship to Exc3el Rubric for Library Program Evaluation: Components: Reading promotion and guidance, Professional Development The library media program enhances student achievement by supporting all facets of the instructional program.</p>			

Library/Media Specialist EPC Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2e. Using data to enhance learning	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS fails to use data to enhance learning.</p>	<p>Partial evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS inconsistently uses data to enhance learning.</p>	<p>Adequate evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS frequently uses data to develop programs, assist in instructional design, and enhance learning.</p>	<p>Significant and varied evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS maximizes use of data to develop programming, assist in instructional design, and enhance learning.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Instructional Design and Lesson Planning ● Lesson Delivery and Facilitation <p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Components: Program Evaluation</p> <p>Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well-funded library media program.</p>				
<p>Possible evidence may include sources such as: program evaluation, needs surveys, usage statistics, state and local assessment data, formative and summative rubrics, student portfolios...</p>				

Library/Media Specialist EPC Rating Rubrics

Needs Improvement or Developing	Unsatisfactory	Effective	Highly Effective
Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
2f. Providing professional development based upon school data	<p>Little or no evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS fails to develop and provide professional learning opportunities based upon school data.</p>	<p>Partial evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS occasionally develops and provides professional learning opportunities based upon school data.</p>	<p>Adequate evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS frequently develops and provides professional learning opportunities based upon school data.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Instructional Design and Lesson Planning ● Lesson Delivery and Facilitation <p>Relationship to Exc3el Rubric for Library Program Evaluation: Component: Professional development The library media program enhances student achievement by supporting all facets of the instructional program.</p>			

Library/Media Specialist EPC Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a. Managing the library collection	<p>Little or no evidence exists that the L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials not in accordance with district and professional guidelines. The collection is unbalanced and outdated materials are not purged periodically.</p>	<p>Partial evidence exists that the L/MS attempts to adhere to district or professional guidelines in selecting materials.</p> <p>The L/MS selects materials for the media collection. The collection is seldom weeded and balance has been inconsistently established in the collection. Limited attempt has been made to update the collection.</p>	<p>Adequate evidence exists that L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials in accordance with district and professional guidelines. The collection is periodically purged of outdated material. Collection is balanced and updated within budgetary limits.</p>	<p>Significant and varied evidence exists that L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials for the collection thoughtfully and in consultation with teaching colleagues and according to district and professional guidelines. The L/MS frequently purges the collection of outdated material and extends the library collection in accordance with the school's needs and within budget limitations.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment & Assessment 	<p>Possible evidence may include sources such as: annual budget report, Destiny Collection Summary Report, Dewey Shelf List, District Selection Policy and Procedure Manual, strategic plan, faculty requests, student wish lists, professional selection aids, order consideration file, Library Media Materials guidelines (LMM), collection evaluation reports, weeding reports...</p>		
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Resource Management</p> <p>The library media program provides appropriate, accurate, and current resources in all formats to meet the needs of the learning community.</p>				

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Administration of Service			
<p>Little or no evidence exists that the L/MS has used knowledge of collection development to enhance the media collection. The L/MS lacks knowledge of collection development practices.</p> <p>The L/MS does not use professional resources in library science to update the collection.</p>	<p>Partial evidence exists that the L/MS has knowledge of collection development to enhance the media collection. The L/MS inconsistently uses knowledge of collection development practices. The L/MS limitedly uses review resources, collection consideration files, or standards to update the collection.</p>	<p>Adequate evidence exists that the L/MS has used appropriate knowledge of collection development practices to enhance the media collection. The L/MS consistently uses review resources and collection consideration files, and other professional resources to incorporate current trends in library science and information technology to update the collection. The collection development has been appropriately applied to achieve alignment with current standards.</p>	<p>Significant and varied evidence exists that the L/MS has used extensive knowledge of collection development practices to enhance the media collection. The L/MS explicitly and pervasively uses review resources and collection consideration files, and other professional resources to incorporate current trends in library science and information technology to update the collection. The collection development has been extensively applied to achieve alignment with current standards.</p>
<p>3b. Demonstrating knowledge of collection development</p>	<p>Possible evidence may include sources such as: needs survey, collection development plan, program evaluation, circulation reports, consideration file; review materials (e.g. <i>VOYA</i>, <i>Library Journal</i>, <i>The Horn Book</i>, <i>School Library Journal</i>, <i>Library Media Connection</i>), websites (e.g. American Library Association, YALSA and AASL), professional development, FAME, wish lists, collection policies, curriculum standards...</p>		
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● The Learning Environment 	<p>Relationship to Exc3el Rubric for Library Program Evaluation: Component: Resource Management The library media program provides appropriate, accurate, and current resources in all formats to meet the needs of the learning community.</p>		

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Administration of Service			
<p>3c. Establishing media programming</p> <p>Little or no evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS lacks flexibility and responsiveness; media programming does not reflect SIP goals or respond to the needs of the learning community.</p> <p>Lack of themes and displays. Few curricular connections.</p>	<p>Partial evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS limitedly uses flexibility and responsiveness; media programming seldom reflects SIP goals or addresses the curriculum and literacy needs of the learning community.</p> <p>Limited use of themes and displays, inconsistent curricular connections.</p>	<p>Adequate evidence exists that L/MS establishes media programming that supports the learning community.</p> <p>The L/MS uses flexibility and responsiveness that reflects SIP goals and addresses the curriculum and literacy needs of the learning community.</p> <p>Appropriate use of themes, high-interest displays, and curricular connections.</p>	<p>Significant and varied evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS uses extensive flexibility and responsiveness that reflects SIP goals and addresses the curriculum and literacy needs of the learning community.</p> <p>Pervasive use of well-developed themes, high-interest displays, and authentic curricular connections.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● The Learning Environment ● Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as: open houses, surveys, calendars, schedules, program requests, lesson plans, curriculum guides, photographs, locally created posters, bulletin boards, book marks, program evaluation, collaboration logs, newsletters, theme calendars from <i>School Librarian's Workshop</i>, <i>School Library Monthly</i>, <i>Library Sparks...</i></p>		
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Instruction</p> <p>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Administration of Service			
<p>Little or no evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS inaccurately uses the library management system. New resources are rarely cataloged.</p> <p>Little or no applicable knowledge of information databases, software, and web tools.</p>	<p>Partial evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS ineffectively uses the library management system to provide media services to the learning community. Delays cataloging of new resources into the library management system.</p> <p>Limited knowledge of information databases, software, and web tools.</p>	<p>Adequate evidence exists that L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS effectively uses the library management system to provide media services to the learning community. Catalogs new resources in a timely manner into the library management system.</p> <p>Adequately uses information databases, software and web tools, and serves as a technological resource specialist for the learning community.</p>	<p>Significant and varied evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS is pervasively knowledgeable and accurately uses the library management system to provide seamless media services to the learning community. Efficiently catalogs new resources in a timely manner into the library management system.</p> <p>The L/MS demonstrates mastery of information databases, software, and web tools and recognized as a technological resource specialist for the learning community.</p>
<p>3d. Demonstrating knowledge of technological processes and resources</p>	<p>Possible evidence may include sources such as: library management system reports, lesson plans, professional development, sign-in sheets, observations, student products, ITV productions, photographs, Shining Star, communication logs, parent technology night, Home Connect, Destiny Quest, school website...</p>		
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● The Learning Environment 			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>ISTE NETS-T</p> <p>Component: Resource Management</p> <p>The library media program provides appropriate, accurate, and current resources in all formats to meet the needs of the learning community.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct			
<p>4a. Promoting the library/media program throughout both the learning community and the public</p>	<p>Little or no evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS makes no outreach efforts.</p>	<p>Partial evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS seldomly engages in outreach efforts throughout the learning community.</p>	<p>Adequate evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS engages in outreach efforts throughout the learning community and maintains contacts with outside libraries.</p>
Florida Educator Accomplished Practices:			
<ul style="list-style-type: none"> ● Continuous Professional Improvement ● Professional Responsibility and Ethical Conduct 			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Advocacy</p> <p>The library media program and its initiatives are promoted throughout the learning community.</p>			
<p>Possible evidence may include sources such as: school and media newsletters, collaboration logs, emails, newspaper articles, flyers...</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct			
<p>4b. Extracting, interpreting, and sharing data relevant to the media program</p> <p>Little or no evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS extracts little or no data from the library management systems and other data sources.</p> <p>The L/MS does not interpret nor share data.</p>	<p>Partial evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS infrequently extracts data from library management systems and other data sources.</p> <p>The L/MS seldomly interprets data.</p> <p>Data is rarely shared with administration and/or the learning community.</p>	<p>Adequate evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS often extracts data from library management systems and other data sources.</p> <p>The L/MS interprets data for needs assessment, programming, collection development, and curriculum connections.</p> <p>Data analyses are shared with administration and/or the learning community.</p>	<p>Significant and varied evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS consistently extracts data from library management systems and other data sources.</p> <p>The L/MS interprets data for needs assessment, programming, collection development, and curriculum connections.</p> <p>Data analyses are shared with administration and/or the learning community on a regular basis.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Professional Responsibility and Ethical Conduct <p>Relationship to Exc3el Rubric for Library Program Evaluation: Component: Advocacy The library media program and its initiatives are promoted throughout the learning community.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct			
<p>4c. Participating in professional learning</p> <p>Little or no evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS rarely attends professional learning opportunities and seldomly applies professional learning within the media program.</p>	<p>Partial evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS attends mandated professional learning opportunities and inconsistently applies professional learning within the media program.</p>	<p>Adequate evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS pursues professional learning opportunities, participates in county and school initiatives, and applies professional learning within the media program.</p>	<p>Significant and varied evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS pursues professional learning opportunities based upon the L/MS's professional needs and/or interests, participates in county and school initiatives, and consistently applies professional learning within the media program.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Continuous Professional Improvement • Professional Responsibility and Ethical Conduct 			
<p>Relationship to Excel Rubric for Library Program Evaluation: Component: Advocacy</p> <p>The library media program and its initiatives are promoted throughout the learning community.</p>			

Library/Media Specialist EPC Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct			
<p>4d. Attending to equity and diversity</p> <p>Little or no evidence exist that the L/MS demonstrates attention to equity and diversity. Learning opportunities for student management actions are not equitably distributed. Interactions between students and the L/MS are insensitive and/or lacking. An absence of understanding or awareness of cultural differences exists.</p>	<p>Partial evidence exists that the L/MS demonstrates attention to equity and diversity. Learning opportunities or student management actions are somewhat equitably distributed. Interactions between students and the L/MS may sometimes be insensitive. An absence of understanding or awareness of cultural differences may exist.</p>	<p>Adequate evidence exists that the L/MS demonstrates attention to equity and diversity. Learning opportunities and student management actions are equitably distributed in a learning environment where most students are treated equitably. Positive interactions between most students and the L/MS are evident. Cultural differences are recognized and respected.</p>	<p>Significant and varied evidence exists that the L/MS demonstrates attention to equity and diversity. Learning opportunities and student management actions are equitably distributed and student interactions reflect respect for cultural differences. Positive interactions between all students and the L/MS are evident. Cultural differences are recognized, respected, and used to enrich instruction.</p>
Florida Educator Accomplished Practices:			
<ul style="list-style-type: none"> Professional Responsibility and Ethical Conduct 			
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Not referenced</p>			

Library/Media Specialist EPC Rating Rubrics

	Unsatisfactory	Highly Effective
4e. Professional responsibilities	Domain 4: Professional Responsibility and Ethical Conduct	
	<p>Little or no evidence exists that the L/MS meets professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p>Evidence exists that the L/MS meets professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for educators.</p>
Florida Educator Accomplished Practices:	<p>Possible evidence may include sources such as: observations, conversations, “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida,” discourages plagiarism, and promotes adherence to copyright law, logs, communications ...</p>	
<ul style="list-style-type: none"> ● Foundational Principle 3 ● Professional Responsibility and Ethical Conduct 	<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Not referenced</p>	

Completion Directions for Excel Workbook Evaluation Forms

1. **SAVE THIS FILE AS:** LastName FirstName 13-14 Evaluation (EXAMPLE: Doe Jane 13-14 Evaluation)
2. **IMPORTANT:** Fully complete the **“Employee Information”** section of the Self-Evaluation, these fields populate data in the other Tabs
3. **IMPORTANT:** Remember to **“SAVE”** the evaluation workbook after entering any data and prior to closing the file

4. Evaluation Components and Values

Evaluation Component	Percent of Annual Evaluation	Maximum Point Value	Rating Calculated During
Self-Evaluation	3%	5	Stage 1
Library/Media Specialist Absolutes	10%	16	Stage 1
Essential Performance Criteria (EPCs)	37%	60	Stage 1
Student Learning Growth	50%	65	Stage 2

5. Overview of Evaluation Forms and Processes

Tab 1 Self-Evaluation (3% of Annual Evaluation Rating) Completed by Employee

This form summarizes an employee’s reflection of his or her current proficiency of practice on the Essential Performance Criteria (EPCs) and Domains.

1. Review the EPC rating rubrics located in the **“Worksheet”** Tab
2. Based upon self-reflection of professional practice, select a rating for each EPC from the drop-down list
3. When all EPCs have been rated, **“SAVE”** the evaluation workbook

The Self-Evaluation points earned for each Domain calculate automatically based upon the selected EPC ratings and result in a “raw” point value (Total Points), which is converted to “evaluation” points and transferred to the **“Interim”**, **“Stage I”**, and **“Stage II”** evaluation forms (Tabs 4 – 6). The Table below explains how the ‘raw’ points from the **“Self-Evaluation”** are converted to “evaluation” points:

Point Type	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Raw Points	60 - 50	49 - 29	28 - 16	15 - 0
Evaluation Points	3	2	1	0

Tab 2 Library/Media Specialist Absolutes (10% of Annual Evaluation Rating) Completed by the Administrator/Supervisor with data provided by the Senior Coordinator of Library/Media Services

This form summarizes an employee’s annual progress in meeting the benchmarks established by the Library/Media Specialist Absolutes.

- The points earned for each Absolute calculate automatically and transfer to the **“Interim,” “Stage I,”** and **“Stage II”** evaluation forms
- The Senior Coordinator of Library/Media Services will:
 - Email an employee’s benchmark data to the employee and his or her Administrator/Supervisor prior to the Interim and Stage I Evaluation Conferences
- The Administrator/Supervisor will:
 - Enter and/or update the L/MS data in the **“L/MS Absolutes”** form prior to the Interim and Stage I Evaluation Conferences
 - After entering in data in the **“L/MS Absolutes”** form:
 - **“SAVE”** the evaluation workbook
 - Print the **“L/MS Absolutes”** form

- Meet with the employee to discuss the data provided
- Sign and date the “**L/MS Absolutes**” form *(Employee receives signed copy)*

Tab 3 Worksheet Completed by Administrator/Supervisor

The “**Worksheet**” serves as the Administrator/Supervisor’s data collection tool. The Administrator/Supervisor gathers evidence throughout the school year and enters the evidence, specific and actionable feedback, other data sources, and rating rationales in the “**Worksheet.**”

- **Supervisor’s Rationale for EPC Rating Field (Required)**
 - Based upon the evidence collected throughout the annual evaluation cycle, the Administrator/Supervisor enters the evidence collected that justifies the rating he or she assigned the EPC for the Interim and Stage I Evaluations
- **Other Notes Related to this EPC Field (Optional)**
 - This field may be used as additional space for data collection, notes, etc.
- **Specific and Actionable Feedback Field (Required, if performance deficiencies are noted)**
 - If performance deficiencies are noted, the Administrator/Supervisor is required to provide the employee with specific and actionable written feedback within five (5) contract days
 - To generate a **Feedback Summary Report** for an employee, complete the following steps:
 - **Date Field:** *Enter the date feedback is being provided to the employee*
 - **Specific and Actionable Feedback Field:** *Enter a detailed explanation of the noted deficiency, possible action steps for the employee, and intended outcomes*
 - **Status Field:**
 1. **“Initiated”** *if this is the first “Feedback Summary” for a noted deficiency*
 2. **“On-Going”** *if the “Feedback Summary” is a follow-up for previously noted deficiency*
 3. **“Addressed”** *if the performance concern has been corrected*
 - **“SAVE”** the evaluation workbook
 - Click on the “**Feedback Summary**” Tab
 - Print the “**Feedback Summary**” form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the “**Feedback Summary**” form *(Employee receives signed copy)*

- **Supervisor’s Interim Rating Field**
 - Interim EPC ratings automatically populate in the “**Interim Evaluation**” form
 - Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
 - This field is used by the Administrator/Supervisor to assign Interim (Mid-Year) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Supervisor’s Stage 1 Rating Field**
 - Stage 1 EPC ratings automatically populate in the “**Stage 1 and Stage 2 Evaluation**” forms
 - This field is used by the Administrator/Supervisor to assign Stage 1 (Summary) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics

Tab 4 Interim Evaluation Completed by Administrator/Supervisor

- Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
- Prior to the Interim Evaluation Conference:
 - **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Enter the Library/Media Specialist Absolute data received from the Senior Coordinator of Library/Media Services in the “**L/MS Absolutes**” form
 - “**SAVE**” the evaluation workbook
 - **In the “Interim Evaluation” form the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain and the Interim Evaluation Summary
 - “**SAVE**” the evaluation workbook
- **Interim Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Interim Evaluation Conference in the “**Interim Evaluation**” form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement
 - Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
 - Review additional sources of evidence shared by the employee related to the EPCs
 - Adjust any EPC ratings in the “**Worksheet**” based upon evidence shared by the employee
 - “**SAVE**” the evaluation workbook
 - Print the “**Interim Evaluation**” form
 - Sign and date the “**Interim Evaluation**” form (*Employee receives signed copy*)

Tab 5 Stage 1 Evaluation (50% of Annual Performance Evaluation) Completed by Administrator/Supervisor

The Stage 1 Evaluation Conference is only a review of the Instructional Practice Ratings and does not represent an employee's Annual Performance Evaluation Rating.

- **Prior to the Stage 1 Evaluation Conference**
 - **In the "Worksheet" the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Enter the Library/Media Specialist Absolute data received from the Senior Coordinator of Library/Media Services in the "L/MS Absolutes" form
 - "SAVE" the evaluation workbook
 - **In the "Stage 1 Evaluation" the Administrator/Supervisor will:**
 - Enter "Comments" related to each Domain and the Stage 1 Evaluation Summary
 - "SAVE" the evaluation workbook
- **Stage 1 Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Stage 1 Conference in the "Stage 1 Evaluation" form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee's strengths and areas for improvement
 - Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
 - Review additional sources of evidence shared by the employee related to the EPCs
 - Adjust any EPC ratings in the "Worksheet" based upon evidence shared by the employee
 - "SAVE" the evaluation workbook
 - Print the "Stage 1 Evaluation" form
 - Sign and date the "Stage 1 Evaluation" form (*Employee receives signed copy*)

Tab 6 Stage 2 Evaluation Completed by Administrator/Supervisor

The "Stage 2 Evaluation" form is an employee's Summary Evaluation and adds the points earned for Student Learning Growth to the points earned for Instructional Practice during the Stage 1 Evaluation Conference.

- **Prior to the Stage 2 Evaluation Conference, the Administrator/Supervisor:**
 - Enters the Student Learning Growth points earned by the employee
 - Enters "Comments" related to the Stage 2 Evaluation Summary
- **During the Stage 2 Evaluation Conference:**
 - The EPC ratings are reviewed

- The current year’s Self-Evaluation ratings are reviewed
- The Administrator/Supervisor explains how the EPC ratings, L/MS Absolutes, Self-Evaluation, and Student Learning Growth combine to determine the employee’s Annual Performance Evaluation Rating
 - If improvement plans or employment consequences were discussed based on the outcomes of a Stage 1 Evaluation, review the agreed upon action and begin the improvement process in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - If improvement plans or employment consequences were not discussed based on the outcomes of a Stage 1 Evaluation but have arisen based upon the Stage 2 Evaluation, inform the employee of the appropriate performance improvement process that will be undertaken in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
- Print the “**Stage 2 Evaluation**” form
- Sign and date the “**Stage 2 Evaluation**” form (*Employee receives signed copy*)

Tab 7 Feedback Summary (Read Only) Printed by Administrator/Supervisor

- **After completing the “Specific and Actionable Feedback” section in the “Worksheet”**
 - Print the “**Feedback Summary**” form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the “**Feedback Summary**” form (*Employee receives signed copy*)



Library/Media Specialist Self-Evaluation							Year	
First Name		Last Name		SAP#		Category		Pre-K
Primary Location					Primary Supervisor			
Directions								
This form summarizes a Library/Media Specialist's reflection of his or her current proficiency of practice on the Library/Media Specialist Essential Performance Criteria (EPCs) and Domains. After carefully reviewing the EPC rating rubrics located in the "Worksheet" Tab select a rating from the drop-down box for each EPC below based on your current proficiency of practice. The <i>Total Points</i> for each Domain will populate automatically based upon your self-selected EPC ratings.								
Domain 1: LEARNING ENVIRONMENT							Rating	Points
1a. Fostering a culture of inquiry, independent reading, and lifelong learning								0
1b. Providing an inviting and accessible environment								0
1c. Creating an environment of respect and rapport								0
1d. Managing student behavior								0
1e. Establishing library procedures								0
Domain 1: Point Summary								0
Domain 2: INSTRUCTIONAL DESIGN, PLANNING, DELIVERY, AND FACILITATION							Rating	Points
2a. Demonstrating knowledge of the curriculum								0
2b. Providing instruction to engage students in learning								0
2c. Incorporating literacy instruction								0
2d. Supporting the instructional program								0
2e. Using data to enhance learning								0
2f. Providing professional development based upon school data								0
Domain 2: Point Summary								0
Domain 3: ADMINISTRATION OF SERVICE							Rating	Points
3a. Managing the library collection								0
3b. Demonstrating knowledge of collection development								0
3c. Establishing media programming								0
3d. Demonstrating knowledge of technological processes and resources								0
Domain 3: Point Summary								0
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT							Rating	Points
4a. Promoting the library/media program throughout both the learning community and the public								0
4b. Extracting, interpreting, and sharing data relevant to the media program								0
4c. Participating in professional learning								0
4d. Attending to equity and diversity								0
4e. Professional responsibilities								0
Domain 4: Point Summary								0
Total Points								0

Library/Media Specialist Absolutes							
First	0	Last	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
Library/Media Specialist Activity							
1. Attendance at required quarterly L/MS meetings (alternative opportunities: conference attendance, webinars, L/MS share days, Summer L/MS training)							
Attended 1st Quarter Meeting		If NO, did the L/MS attend an alternative opportunity?		Points	0		
Attended 2nd Quarter Meeting		If NO, did the L/MS attend an alternative opportunity?		Points	0		
Attended 3rd Quarter Meeting		If NO, did the L/MS attend an alternative opportunity?		Points	0		
Attended 4th Quarter Meeting		If NO, did the L/MS attend an alternative opportunity?		Points	0		
Activity 1: Point Summary							0
2. Meeting Deadlines (Select "Yes" or "No" as appropriate)							
Media Committee Verification Form completed and submitted on-time				Points	0		
Magazine Orders completed and submitted on-time (As appropriate)				Points	0		
LMM Order completed and submitted on-time				Points	0		
Projected Budget Report completed and submitted on-time				Points	0		
Barcode Range Report completed and submitted on-time				Points	0		
End of Year Inventory Report completed and submitted on-time				Points	0		
Activity 2: Point Summary							0
3. Response to Mandatory Requests (Select "Yes" or "No" as appropriate)							
Online Surveys				Points	0		
Statistics submitted in a timely manner				Points	0		
Activity 3: Point Summary							0
4. Keeping Database up to date in Destiny							
Cataloging kept up to date				Points	0		
Access levels kept up to date				Points	0		
Set-up completed				Points	0		
Activity 4: Point Summary							0
5. In-service of School Media Advisory Committee							
In-service of School Media Advisory Committee conducted (As appropriate)				Points	0		
Activity 5: Point Summary							0
Summary: Library/Media Specialist Absolutes Points Earned							
Absolutes: Point Summary							0

Employee's Signature: _____

Supervisor's Signature: _____

Library/Media Specialist Evaluation Worksheet

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning		Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
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Domain 1: LEARNING ENVIRONMENT

EPC 1a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Fostering a culture of inquiry, independent reading, and lifelong learning	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning. The L/MS lacks positive interactions or does not interact with media patrons.	Partial evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning. The L/MS inconsistently interacts with media patrons and seldom conveys a sense of inquiry and lifelong learning.	Adequate evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning. The L/MS frequently interacts with media patrons and conveys a sense of inquiry and lifelong learning.	Significant and varied evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning. The L/MS extensively interacts with media patrons and conveys a sense of inquiry and lifelong learning beyond the walls of the media center.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 1b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Providing an inviting and accessible environment	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the L/MS has created an inviting and accessible learning environment for individual and group use. The L/MS does not use physical space that is purposeful, organized, attractive, or inviting.	Partial evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use. The L/MS seldomly uses physical space that is organized, attractive, or inviting.	Adequate evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use. The L/MS appropriately uses physical space that is organized, attractive, and inviting.	Significant and varied evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use. The L/MS maximizes the purposeful use of physical space that is organized, attractive and inviting.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 1c.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Creating an environment of respect and rapport	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the L/MS has created a climate of respect and rapport in the media center. Interactions exhibit a lack of sensitivity, responsiveness regard, and consideration.	Partial evidence exists that the L/MS has created a climate of respect and rapport in the media center. Interactions seldom exhibit sensitivity, responsiveness, regard, and consideration.	Adequate evidence exists that the L/MS has created a climate of respect and rapport in the media center. Interactions often exhibit sensitivity, responsiveness, regard, and consideration between L/MS and patrons.	Significant and varied evidence exists that the L/MS has created a climate of respect and rapport in the media center. Interactions exhibits embedded sensitivity, responsiveness, regard, and consideration between L/MS and patrons. Interactions among patrons are characteristically considerate.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Other Notes Related to this EPC		
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Date	Specific & Actionable Feedback	Status

EPC 1d.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Managing student behavior	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS has established standards expectations for managing student behavior. Behavioral expectations and problem-solving strategies are not defined or are poorly defined; monitoring of student behavior is inconsistent and/or ineffective. Responses to student misbehaviors are inappropriate.</p>	<p>Partial evidence exists that the L/MS has established expectations for managing student behavior. Behavioral expectations and problem-solving strategies may be defined; monitoring of student behavior is inconsistent and/or ineffective. Positive behavior is seldom encouraged or reinforced.</p>	<p>Adequate evidence exists that the media specialist L/MS has established expectations for managing student behavior. Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is consistent. Responses to student misbehaviors are appropriate. Positive behavior is often encouraged and reinforced.</p>	<p>Significant and varied evidence exists that the L/MS has established expectations for managing student behavior. Behavioral expectations and problem-solving strategies are clearly defined; monitoring of student behavior is consistent and preventative. Responses to student misbehaviors are appropriate and subtle. Positive behavior is pervasively encouraged and reinforced.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

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Other Notes Related to this EPC

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Date	Specific & Actionable Feedback	Status

EPC 1e.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Establishing library procedures	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS has established procedures and routines for managing the media center. Lack of routines and procedures result in patron confusion.</p>	<p>Partial evidence exists that the L/MS has established procedures and routines for managing the media center. Routines and procedures are poorly managed and inconsistent.</p>	<p>Adequate evidence exists that the L/MS has established procedures and routines for managing the media center. Routines and procedures are well managed and function smoothly.</p>	<p>Significant and varied evidence exists that the L/MS has established procedures and routines for managing the media center. Routines and procedures are pervasive in the media environment result in independent patron usage.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

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Other Notes Related to this EPC

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Date	Specific & Actionable Feedback	Status

Domain 2: INSTRUCTIONAL DESIGN, PLANNING, DELIVERY, AND FACILITATION

EPC 2a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating knowledge of the curriculum	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS demonstrates knowledge of the curriculum. Practices reflect a lack of knowledge of national and state standards. The L/MS rarely incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Partial evidence exists that the L/MS demonstrates knowledge of the curriculum. Practices reflect an inconsistent knowledge of national and state standards. The L/MS infrequently incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Adequate evidence exists that the L/MS demonstrates knowledge of the curriculum. Practices reflect knowledge of national and state standards. The L/MS often incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Significant and varied evidence exists that the L/MS demonstrates knowledge of the curriculum. Practices reflect extensive knowledge of national and state standards. The L/MS consistently incorporates emerging trends, research, and new methods into curriculum practices.</p>

What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
EPC 2b.		Employee's Self-Rating	Supervisor's Interim Rating
Providing instruction to engage students in learning		0	
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS does not embed instruction into the media program. Students are not engaged in instruction.</p>	<p>Partial evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS partially embeds instruction into the media program.</p> <p>The L/MS' instruction infrequently facilitates student learning, including communication and collaboration across multiple platforms. Student engagement is inconsistent.</p>	<p>Adequate evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS embeds instruction into the media program.</p> <p>The L/MS' instruction facilitates student learning, including communication and collaboration across multiple platforms, Student engagement is often evident.</p>	<p>Significant and varied evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS embeds instruction systematically into the media program.</p> <p>The L/MS' instruction maximizes student learning, including communication and collaboration across multiple platforms. Student engagement is pervasive.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
EPC 2c.		Employee's Self-Rating	Supervisor's Interim Rating
Incorporating literacy Instruction		0	
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS lacks an approach to literacy instruction.</p> <p>The L/MS does not provide school-wide reading motivation programming.</p>	<p>Partial evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS inconsistently executes an approach to literacy instruction.</p> <p>The L/MS provides limited school-wide reading motivation programming.</p>	<p>Adequate evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS consistently executes a unified approach to literacy and reinforces reading strategies and skills, including reading promotion activities that support and encourage academic, informational, and recreational reading.</p> <p>The L/MS facilitates school-wide reading motivation programming.</p>	<p>Significant and varied evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS systematically executes a unified approach to literacy and reinforces reading strategies and skills, including reading promotion activities that support and encourage academic, informational, and recreational reading.</p> <p>The L/MS, supported by collaboration with stakeholders, facilitates highly effective school-wide reading motivation programming.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
EPC 2d.		Employee's Self-Rating	Supervisor's Interim Rating
Supporting the instructional program		0	

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the L/MS supports all facets of the instructional program. The L/MS does not support the curriculum.	Partial evidence exists that the L/MS supports all facets of the instructional program. The L/MS inconsistently supports the curriculum.	Adequate evidence exists that the L/MS supports all facets of the instructional program. The L/MS supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.	Significant and varied evidence exists that the L/MS supports all facets of the instructional program. The L/MS extensively supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 2e.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Using data to enhance learning	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the L/MS uses data to support student-learning needs. The L/MS fails to use data to enhance learning.	Partial evidence exists that the L/MS uses data to support student-learning needs. The L/MS inconsistently uses data to enhance learning.	Adequate evidence exists that the L/MS uses data to support student-learning needs. The L/MS frequently uses data to develop programs, assist in instructional design, and enhance learning.	Significant and varied evidence exists that the L/MS uses data to support student-learning needs. The L/MS maximizes use of data to develop programming, assist in instructional design, and enhance learning.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 2f.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Providing professional development based upon school data	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the L/MS contributes to the professional growth of the faculty. The L/MS fails to develop and provide professional learning opportunities based upon school data.	Partial evidence exists that the L/MS contributes to the professional growth of the faculty. The L/MS occasionally develops and provides professional learning opportunities based upon school data.	Adequate evidence exists that the L/MS contributes to the professional growth of the faculty. The L/MS frequently develops and provides professional learning opportunities based upon school data.	Significant and varied evidence exists that the L/MS contributes to the professional growth of the faculty. The L/MS consistently initiates, develops, and provides varied learning opportunities based upon school data.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Domain 3: ADMINISTRATION OF SERVICE

EPC 3a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Managing the library collection	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials not in accordance with district and professional guidelines. The collection is unbalanced and outdated materials are not purged periodically.</p>	<p>Partial evidence exists that the L/MS attempts to adhere to district or professional guidelines in selecting materials.</p> <p>The L/MS selects materials for the media collection. The collection is seldom weeded and balance has been inconsistently established in the collection. Limited attempt has been made to update the collection.</p>	<p>Adequate evidence exists that L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials in accordance with district and professional guidelines. The collection is periodically purged of outdated material. Collection is balanced and updated within budgetary limits.</p>	<p>Significant and varied evidence exists that L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials for the collection thoughtfully and in consultation with teaching colleagues and according to district and professional guidelines. The L/MS frequently purges the collection of outdated material and extends the library collection in accordance with the school's needs and within budget limitations.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 3b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating knowledge of collection development	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS has used knowledge of collection development to enhance the media collection.</p> <p>The L/MS lacks knowledge of collection development practices.</p> <p>The L/MS does not use professional resources in library science to update the collection.</p>	<p>Partial evidence exists that the L/MS has knowledge of collection development to enhance the media collection.</p> <p>The L/MS inconsistently uses knowledge of collection development practices.</p> <p>The L/MS limitedly uses review resources, collection consideration files, or standards to update the collection.</p>	<p>Adequate evidence exists that the L/MS has used appropriate knowledge of collection development practices to enhance the media collection.</p> <p>The L/MS consistently uses review resources and collection consideration files, and other professional resources to incorporate current trends in library science and information technology to update the collection.</p> <p>The collection development has been appropriately applied to achieve alignment with current standards.</p>	<p>Significant and varied evidence exists that the L/MS has used extensive knowledge of collection development practices to enhance the media collection.</p> <p>The L/MS explicitly and pervasively uses review resources and collection consideration files, and other professional resources to incorporate current trends in library science and information technology to update the collection.</p> <p>The collection development has been extensively applied to achieve alignment with current standards.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 3c.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Establishing media programming	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS lacks flexibility and responsiveness; media programming does not reflect SIP goals or respond to the needs of the learning community.</p> <p>Lack of themes and displays. Few curricular connections.</p>	<p>Partial evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS limitedly uses flexibility and responsiveness; media programming seldom reflects SIP goals or addresses the curriculum and literacy needs of the learning community.</p> <p>Limited use of themes and displays, inconsistent curricular connections.</p>	<p>Adequate evidence exists that L/MS establishes media programming that supports the learning community.</p> <p>The L/MS uses flexibility and responsiveness that reflects SIP goals and addresses the curriculum and literacy needs of the learning community.</p> <p>Appropriate use of themes, high-interest displays, and curricular connections.</p>	<p>Significant and varied evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS uses extensive flexibility and responsiveness that reflects SIP goals and addresses the curriculum and literacy needs of the learning community.</p> <p>Pervasive use of well-developed themes, high-interest displays, and authentic curricular connections.</p>

What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
EPC 3d.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating knowledge of technological processes and resources	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS inaccurately uses the library management system. New resources are rarely cataloged.</p> <p>Little or no applicable knowledge of information databases, software, and web tools.</p>	<p>Partial evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS ineffectively uses the library management system to provide media services to the learning community. Delays cataloging of new resources into the library management system.</p> <p>Limited knowledge of information databases, software, and web tools.</p>	<p>Adequate evidence exists that L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS effectively uses the library management system to provide media services to the learning community. Catalogs new resources in a timely manner into the library management system.</p> <p>Adequately uses information databases, software, and web tools, and serves as a technological resource specialist for the learning community.</p>	<p>Significant and varied evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS is pervasively knowledgeable and accurately uses the library management system to provide seamless media services to the learning community. Efficiently catalogs new resources in a timely manner into the library management system.</p> <p>The L/MS demonstrates mastery of information databases, software, and web tools, and is recognized as a technological resource specialist for the learning community.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT			
EPC 4a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Promoting the library/media program throughout both the learning community and the public	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS makes no outreach efforts.</p>	<p>Partial evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS seldomly engages in outreach efforts throughout the learning community.</p>	<p>Adequate evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS engages in outreach efforts throughout the learning community, maintains contacts with outside libraries.</p>	<p>Significant and varied evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS proactively engages in outreach efforts throughout the learning community, establishes contacts with outside libraries, and coordinates efforts for mutual benefit.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status

EPC 4b.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Extracting, interpreting, and sharing data relevant to the media program		0		
Essential Performance Criteria Rating Rubric				
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
<p>Little or no evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS extracts little or no data from the library management systems and other data sources.</p> <p>The L/MS does not interpret nor share data.</p>	<p>Partial evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS infrequently extracts data from library management systems and other data sources.</p> <p>The L/MS seldomly interprets data.</p> <p>Data is rarely shared with administration and/or the learning community.</p>	<p>Adequate evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS often extracts data from library management systems and other data sources.</p> <p>The L/MS interprets data for needs assessment, programming, collection development, and curriculum connections.</p> <p>Data analyses are shared with administration and/or the learning community.</p>	<p>Significant and varied evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS consistently extracts data from library management systems and other data sources.</p> <p>The L/MS interprets data for needs assessment, programming, collection development, and curriculum connections.</p> <p>Data analyses are shared with administration and/or the learning community on a regular basis.</p>	
What has been observed that reflects current proficiency on this EPC?				
Supervisor's Rationale for EPC Rating				
Other Notes Related to this EPC				
Date	Specific & Actionable Feedback			Status
EPC 4c.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Participating in professional learning		0		
Essential Performance Criteria Rating Rubric				
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
<p>Little or no evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS rarely attends professional learning opportunities and seldomly applies professional learning within the media program.</p>	<p>Partial evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS attends mandated professional learning opportunities and inconsistently applies professional learning within the media program.</p>	<p>Adequate evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS pursues professional learning opportunities, participates in county and school initiatives, and applies professional learning within the media program.</p>	<p>Significant and varied evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS pursues professional learning opportunities based upon the L/MS's professional needs and/or interests, participates in county and school initiatives, and consistently applies professional learning within the media program.</p>	
What has been observed that reflects current proficiency on this EPC?				
Supervisor's Rationale for EPC Rating				
Other Notes Related to this EPC				
Date	Specific & Actionable Feedback			Status
EPC 4d.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Attending to equity and diversity		0		
Essential Performance Criteria Rating Rubric				
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
<p>Little or no evidence exist that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities for student management actions are not equitably distributed.</p> <p>Interactions between students and the L/MS are insensitive and/or lacking.</p> <p>An absence of understanding or awareness of cultural differences exists.</p>	<p>Partial evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities or student management actions are somewhat equitably distributed.</p> <p>Interactions between students and the L/MS may sometimes be insensitive.</p> <p>An absence of understanding or awareness of cultural differences may exist.</p>	<p>Adequate evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed in a learning environment where most students are treated equitably.</p> <p>Positive interactions between most students and the L/MS are evident.</p> <p>Cultural differences are recognized and respected.</p>	<p>Significant and varied evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed and student interactions reflect respect for cultural differences.</p> <p>Positive interactions between all students and the L/MS are evident.</p> <p>Cultural differences are recognized, respected, and used to enrich instruction.</p>	
What has been observed that reflects current proficiency on this EPC?				
Supervisor's Rationale for EPC Rating				

Other Notes Related to this EPC			
Date	Specific & Actionable Feedback	Status	
EPC 4e.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Professional responsibilities	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory/Needs Improvement		Effective/Highly Effective	
<p>Little or no evidence exists that the L/MS meets professional responsibilities. There is a lack of adherence to professional standards, ethics, and practices for educators.</p>		<p>Evidence exists that the L/MS meets professional responsibilities. Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for educators.</p>	
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback	Status	

DRAFT

Library/Media Specialist Interim Evaluation									
First Name	0		Last Name	0		SAP#	0	School Year	0
Category	0	Pre-K	0	Location	0		Supervisor	0	
Evaluation Conference Dates									
Planning	1/0/1900		Interim			Stage 1	1/0/1900	Stage 2	1/0/1900
Student Learning Growth Rating									
<i>(50% of Interim Performance Evaluation Rating)</i>									
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points		
						Unsatisfactory			
Student Learning Growth Rating Conversion Table									
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory			
81 - 67		66 - 40		39 - 21		20 - 0			
Instructional Practice									
<i>(50% of Interim Performance Evaluation Rating)</i>									
Domain 1: LEARNING ENVIRONMENT						Rating	Points		
1a. Fostering a culture of inquiry, independent reading, and lifelong learning						0	0		
1b. Providing an inviting and accessible environment						0	0		
1c. Creating an environment of respect and rapport						0	0		
1d. Managing student behavior						0	0		
1e. Establishing library procedures						0	0		
Domain 1: Point Summary						0			
Comments									
Domain 2: INSTRUCTIONAL DESIGN, PLANNING, DELIVERY, AND FACILITATION						Rating	Points		
2a. Demonstrating knowledge of the curriculum						0	0		
2b. Providing instruction to engage students in learning						0	0		
2c. Incorporating literacy instruction						0	0		
2d. Supporting the instructional program						0	0		
2e. Using data to enhance learning						0	0		
2f. Providing professional development based upon school data						0	0		
Domain 2: Point Summary						0			
Comments									
Domain 3: ADMINISTRATION OF SERVICE						Rating	Points		
3a. Managing the library collection						0	0		
3b. Demonstrating knowledge of collection development						0	0		
3c. Establishing media programming						0	0		
3d. Demonstrating knowledge of technological processes and resources						0	0		
Domain 3: Point Summary						0			
Comments									
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT						Rating	Points		
4a. Promoting the library/media program throughout both the learning community and the public						0	0		
4b. Extracting, interpreting, and sharing data relevant to the media program						0	0		
4c. Participating in professional learning						0	0		
4d. Attending to equity and diversity						0	0		
4e. Professional responsibilities						0	0		
Domain 4: Point Summary						0			
Comments									
Library/Media Specialist Absolutes Point Summary							Points		
Library/Media Specialist Absolutes							0		
Comments									

Self-Evaluation Point Summary		Points
		0
Interim Performance Evaluation Rating and Point Summary		Points
Student Learning Growth		0
Instructional Practice		0
Interim: Rating and Point Summary		0
Interim Evaluation Rating Table		
Highly Effective	Effective	Needs Improvement/Developing
162 - 134	133 - 79	78 - 42
Unsatisfactory		
41 - 0		
Comments		

Employee's Signature: _____

Supervisor's Signature: _____

DRAFT

Library/Media Specialist Stage 1 Evaluation										
First Name	0			Last Name	0			SAP#	0	
Year	0									
Category	0	Pre-K	0	Location	0			Supervisor	0	
Evaluation Conference Dates										
Planning	1/0/1900		Interim	1/0/1900		Stage 1	Stage 2		1/0/1900	
Student Learning Growth										
<i>(50% of Annual Performance Evaluation Rating)</i>										
Student Learning Growth Rating (Not Applicable for Stage 1)							Overall SLG Rating	Total SLG Points		
							N/A	N/A		
Student Learning Growth Rating Table										
Highly Effective		Effective			Needs Improvement/Developing			Unsatisfactory		
81 - 67		66 - 40			39 - 21			20 - 0		
Instructional Practice										
<i>(50% of Annual Performance Evaluation Rating)</i>										
Domain 1: LEARNING ENVIRONMENT							Rating	Points		
1a. Fostering a culture of inquiry, independent reading, and lifelong learning							0	0		
1b. Providing an inviting and accessible environment							0	0		
1c. Creating an environment of respect and rapport							0	0		
1d. Managing student behavior							0	0		
1e. Establishing library procedures							0	0		
							Domain 1: Point Summary		0	
Comments										
Domain 2: INSTRUCTIONAL DESIGN, PLANNING, DELIVERY, AND FACILITATION							Rating	Points		
2a. Demonstrating knowledge of the curriculum							0	0		
2b. Providing instruction to engage students in learning							0	0		
2c. Incorporating literacy instruction							0	0		
2d. Supporting the instructional program							0	0		
2e. Using data to enhance learning							0	0		
2f. Providing professional development based upon school data							0	0		
							Domain 2: Point Summary		0	
Comments										
Domain 3: ADMINISTRATION OF SERVICE							Rating	Points		
3a. Managing the library collection							0	0		
3b. Demonstrating knowledge of collection development							0	0		
3c. Establishing media programming							0	0		
3d. Demonstrating knowledge of technological processes and resources							0	0		
							Domain 3: Point Summary		0	
Comments										
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT							Rating	Points		
4a. Promoting the library/media program throughout both the learning community and the public							0	0		
4b. Extracting, interpreting, and sharing data relevant to the media program							0	0		
4c. Participating in professional learning							0	0		
4d. Attending to equity and diversity							0	0		
4e. Professional responsibilities							0	0		
							Domain 4: Point Summary		0	
Comments										
Library/Media Specialist Absolutes Point Summary								Points		
								Library/Media Specialist Absolutes		0
Comments										

Self-Evaluation Point Summary		Self-Evaluation	Points
			0
Annual Performance Evaluation Rating and Point Summary		Rating	Points
Student Learning Growth		N/A	N/A
Instructional Practice		Unsatisfactory	0
Stage 1: Point Summary			0
Annual Performance Evaluation Rating Table (Stage 2)			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
162 - 134	133 - 79	78 - 42	41 - 0
Comments			

Employee's Signature: _____

Supervisor's Signature: _____

DRAFT

Library/Media Specialist Stage 2 Evaluation

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	
Student Learning Growth							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Student Learning Growth Rating					Overall SLG Rating		Total SLG Points
					Unsatisfactory		
Student Learning Growth Rating Table							
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory	
81 - 67		66 - 40		39 - 21		20 - 0	
Instructional Practice							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Domain 1: LEARNING ENVIRONMENT					Rating		Points
1a. Fostering a culture of inquiry, independent reading, and lifelong learning					0	0	
1b. Providing an inviting and accessible environment					0	0	
1c. Creating an environment of respect and rapport					0	0	
1d. Managing student behavior					0	0	
1e. Establishing library procedures					0	0	
Domain 1: Point Summary						0	
Comments							
0							
Domain 2: INSTRUCTIONAL DESIGN, PLANNING, DELIVERY, AND FACILITATION					Rating		Points
2a. Demonstrating knowledge of the curriculum					0	0	
2b. Providing instruction to engage students in learning					0	0	
2c. Incorporating literacy instruction					0	0	
2d. Supporting the instructional program					0	0	
2e. Using data to enhance learning					0	0	
2f. Providing professional development based upon school data					0	0	
Domain 2: Point Summary						0	
Comments							
0							
Domain 3: ADMINISTRATION OF SERVICE					Rating		Points
3a. Managing the library collection					0	0	
3b. Demonstrating knowledge of collection development					0	0	
3c. Establishing media programming					0	0	
3d. Demonstrating knowledge of technological processes and resources					0	0	
Domain 3: Point Summary						0	
Comments							
0							
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT					Rating		Points
4a. Promoting the library/media program throughout both the learning community and the public					0	0	
4b. Extracting, interpreting, and sharing data relevant to the media program					0	0	
4c. Participating in professional learning					0	0	
4d. Attending to equity and diversity					0	0	
4e. Professional responsibilities					0	0	
Domain 4: Rating and Point Summary						0	
Comments							
0							
Library/Media Specialist Absolutes Point Summary						Points	
						Library/Media Specialist Absolutes	
						0	
Comments							

Self-Evaluation Point Summary		Points	
Self-Evaluation		0	
Annual Performance Evaluation Rating and Point Summary		Points	
Rating		Points	
Student Learning Growth		0	
Instructional Practice		0	
Stage 2: Rating and Point Summary		0	
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
162 - 134	133 - 79	78 - 42	41 - 0
Comments			

Employee's Signature: _____

Supervisor's Signature: _____

Library/Media Specialist Feedback Summary							
First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
Domain 1: LEARNING ENVIRONMENT							
1a. Fostering a culture of inquiry, independent reading, and lifelong learning							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
1b. Providing an inviting and accessible environment							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
1c. Creating an environment of respect and rapport							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
1d. Managing student behavior							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
1e. Establishing library procedures							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
Domain 2: INSTRUCTIONAL DESIGN, PLANNING, DELIVERY, AND FACILITATION							
2a. Demonstrating knowledge of the curriculum							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
2b. Providing instruction to engage students in learning							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
2c. Incorporating literacy instruction							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0

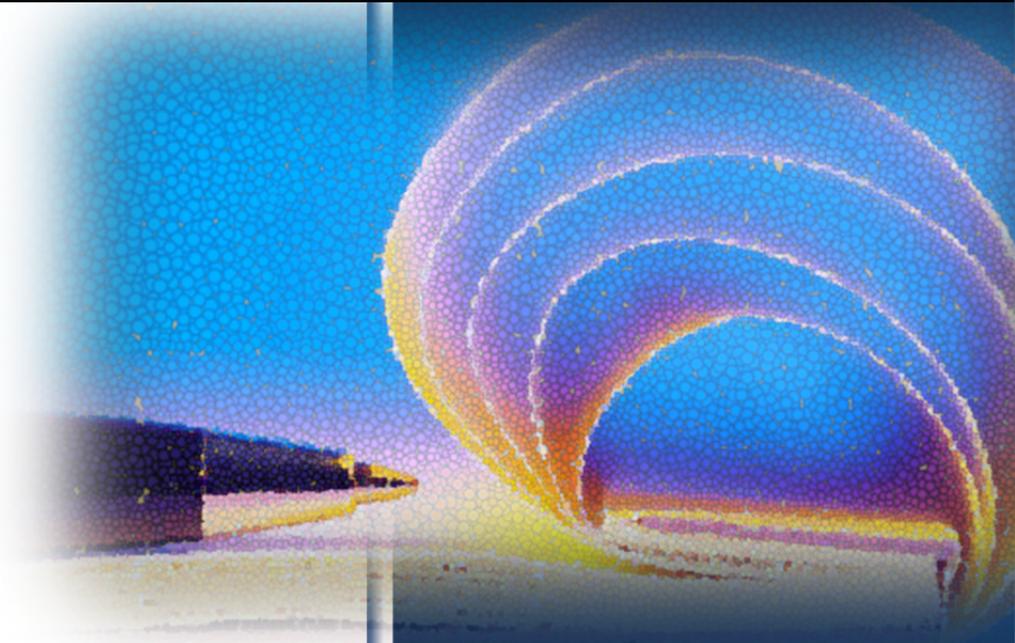
2d. Supporting the instructional program		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
2e. Using data to enhance learning		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
2f. Providing professional development based upon school data		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
Domain 3: ADMINISTRATION OF SERVICE		
3a. Managing the library collection		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3b. Demonstrating knowledge of collection development		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3c. Establishing media programming		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3d. Demonstrating knowledge of technological processes and resources		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT		
4a. Promoting the library/media program throughout both the learning community and the public		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4b. Extracting, interpreting, and sharing data relevant to the media program		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4c. Participating in professional learning		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4d. Attending to equity and diversity		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4e. Professional responsibilities		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Employee's Signature: _____ Supervisor's Signature: _____

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Non-Classroom Teacher Evaluation System



NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>Little or no evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect a lack of application of current trends in specialty area and research based protocols for professional development.</p>	<p>Partial evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect inconsistent application of current trends in specialty area and research based protocols for professional development.</p>	<p>Adequate evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect frequent application of current trends in specialty area and research based protocols for professional development.</p> <p>The NCT is aware of contemporary research and often incorporates research-based practices into adult education.</p>	<p>Significant and varied evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect embedded application of current trends in specialty area and research based protocols for professional development.</p> <p>The NCT is aware of contemporary research and consistently incorporates research-based practices into adult education.</p>
<p>1a. Demonstrating knowledge of current trends in specialty area and professional development</p>			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 	<p>Possible Evidence:</p> <p>Professional development plans, Professional development agendas, Professional development evaluations, administrative conversations with the NCT, implementation of Professional development, observation of Professional development, PLCs...</p>		

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Domain 1: Planning and Preparation				
<p>1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program</p>	<p>Little or no evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs. Time allocation reflects a lack of familiarity with the school's/district's programs and priorities. Schedule rarely reflects flexibility in response to changing priorities.</p> <p>The NCT does not seek to understand the skills required in implementing the school's/district's priorities.</p>	<p>Adequate evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs. Time allocation reflects familiarity with the school's/district's programs and priorities. Schedule reflects frequent flexibility in response to changing priorities.</p> <p>The NCT consistently works to influence the implementation of the school/district programs and seeks to understand the skills required in implementing the school's/district's priorities.</p>	<p>Significant and varied evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs. Time allocation reflects extensive familiarity with the school's/district's programs and priorities. Schedule reflects purposeful flexibility in response to changing priorities.</p> <p>The NCT maximizes opportunities to influence the future direction of the school /district programs and intentionally seeks to understand the skills required in implementing the school's/district's priorities.</p>	
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 			
	<p>Possible Evidence:</p> <p>Mentoring log, coach's log, daily calendar, evidence of data analysis, data chat records, administrative conversation with NCT, School Improvement Plan, District Strategic Plan...</p>			

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>Little or no evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect a lack of alignment to the needs of the situation and/or the teachers/stakeholders served.</p> <p>The NCT does not consult with administrators and colleagues in the development of instructional support goals.</p>	<p>Partial evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect limited alignment to the needs of both the situation and the teachers/stakeholders served.</p> <p>The NCT seldom consults with administrators and colleagues in the development of instructional support goals.</p>	<p>Adequate evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect intentional alignment to the needs of both the situation and the teachers/stakeholders served.</p> <p>The NCT consults with administrators and colleagues in the development of instructional support goals.</p>	<p>Significant and varied evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect extensive alignment to the needs of both the situation and the teachers/stakeholders served.</p> <p>The NCT purposefully consults with administrators and colleagues in the development of instructional support goals.</p>
<p>1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served</p>			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Continuous Professional Improvement 			
<p>Possible Evidence: NCT goal form, administrative conversation with NCT, School Improvement Plan, District Strategic Plan...</p>			

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>1d. Demonstrating knowledge and application of resources</p> <p>Little or no evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support lacks use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.</p> <p>The NCT does not seek out resources based on the applicability to a need.</p>	<p>Partial evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes limited use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.</p> <p>The NCT misses opportunities to provide resources based on the applicability to a need.</p>	<p>Adequate evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes appropriate use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.</p> <p>The NCT frequently seeks out resources based on the applicability to a need.</p>	<p>Significant and varied evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes purposeful use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.</p> <p>The NCT strategically seeks out resources based on the applicability to a need.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principal 2 			
<p>Possible Evidence:</p> <p>NCT goal form, Use of current technology, administrative conversation with NCT, oral/written communication, coach's log, training materials...</p>			

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>1e. Planning and integrating the instructional support program with the overall school/district priorities</p> <p>Little or no evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program lacks integration between school/district priorities and changing circumstances.</p>	<p>Partial evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program exhibits limited integration between school/district priorities and changing circumstances.</p>	<p>Adequate evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program exhibits integration between school/district priorities and changing circumstances.</p> <p>The NCT consults with appropriate stakeholders in order to reprioritize the support plan based on shifting needs.</p>	<p>Significant and varied evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program exhibits purposeful integration between school/district priorities and changing circumstances.</p> <p>The NCT consults with appropriate stakeholders in order to strategically reprioritize the support plan based on shifting needs.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible Evidence:</p> <p>NCT goal form, School Improvement Plan, District Strategic Plan, administrative conversation with NCT, written/oral communications, calendar, coach's log...</p>		

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>1f. Developing a plan to evaluate the instructional support program</p> <p>Little or no evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes. Evaluation plan for the instructional support program lacks sources of evidence.</p>	<p>Partial evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes. Evaluation plan for the instructional support program has insufficient sources of evidence.</p>	<p>Adequate evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes. Evaluation plan for the instructional support program has sources of evidence. The NCT has periodic progress checks in order to initiate support program adjustments.</p>	<p>Significant and varied evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes. Evaluation plan for the instructional support program has multiple and defined sources of evidence. The NCT has strategically planned for periodic progress checks in order to initiate support program adjustments.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 			
<p>Possible Evidence: NCT goal form, District Strategic Plan, School Improvement Plan, administrative conversation with NCT, administrator/NCT data chat, reflection journal...</p>			

NCT Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: The Learning Environment			
2a. Creating an environment of trust, respect, and rapport	<p>Little or no evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions lack sensitivity, responsiveness, regard, and consideration of others.</p>	<p>Partial evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions inconsistently model sensitivity, responsiveness, regard, and consideration of others.</p>	<p>Adequate evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions consistently model sensitivity, responsiveness, regard, and consideration of others.</p>	<p>Significant and varied evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions consistently model sensitivity, responsiveness, regard, and consideration of others.</p> <p>The NCT actively promotes a positive workplace environment.</p>
Florida Educator Accomplished Practices:	<p>Possible Evidence: Administrative conversations with the NCT, observation, feedback forms, oral/written communication, NCT goal form...</p>			
<ul style="list-style-type: none"> ● The Learning Environment ● Foundational Principle 1 				

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: The Learning Environment			
2b. Promoting a culture for continuous professional learning	<p>Little or no evidence exists that the NCT provides support for promoting a culture for continuous professional learning. Professional learning is rarely encouraged.</p>	<p>Partial evidence exists that the NCT provides support for promoting a culture for continuous professional learning. Professional learning is occasionally encouraged. The NCT seldom engages in professional learning and inconsistently communicates professional learning opportunities for others.</p>	<p>Adequate evidence exists that the NCT provides support for promoting a culture for continuous professional learning. Professional learning is consistently encouraged. The NCT engages in professional learning, identifies and communicates professional learning opportunities for others, and recognizes accomplishments.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation • Foundational Principle 1 	<p>Possible Evidence: Observations, administrative conversations with the NCT, oral/written procedures as related to the job, feedback forms, training logs, NCT goal form ...</p>		
<p>Significant and varied evidence exists that the NCT provides support for promoting a culture for continuous professional learning. Professional learning is consistently encouraged. The NCT actively seeks and engages in professional learning, identifies and communicates professional learning opportunities for others, and celebrates accomplishments.</p>			

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: The Learning Environment			
2c. Managing procedures and routines in the job related environment	<p>Little or no evidence exists that the NCTs has established procedures and routines for managing the job related environment.</p> <p>Productivity in the workplace is lost due to the lack of procedures and routines needed to complete job related tasks properly.</p>	<p>Partial evidence exists that the NCT has established procedures and routines for managing the job related environment.</p> <p>Productivity in the workplace is often lost due to inconsistent use of procedures and routines needed to complete job related tasks properly.</p>	<p>Adequate evidence exists that the NCT has established procedures and routines for managing the job related environment.</p> <p>Productivity in the workplace is managed due to the use of procedures and routines needed to complete job related tasks properly.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation • Foundational Principle 1 	<p>Possible Evidence: Observations, administrative conversations with the NCT, oral/written procedures as related to the job, feedback forms, training logs, NCT goal form ...</p>		

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: The Learning Environment			
<p>2d. Organizing and managing physical space</p> <p>Little or no evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space impedes the learning process or activity.</p>	<p>Partial evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space does little to facilitate the learning process or activity.</p>	<p>Adequate evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space is accessible and inclusive for the learning process.</p> <p>The physical space is organized to facilitate the learning process or activity.</p>	<p>Significant and varied evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space is accessible and inclusive for all participants involved in the learning process or activity.</p> <p>The physical space is organized in a purposeful, flexible manner to maximize the learning process or activity and accommodate a variety of needs.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Foundational Principle 1 	<p>Possible Evidence:</p> <p>Observations, administrative conversations with the NCT, oral/written procedures as related to the job, feedback forms, training logs, NCT goal form...</p>		

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Delivery of Service			
<p>3a. Collaborating with the purpose of improving student, school, or district performance</p> <p>Little or no evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is lacking for the purpose of improving performance.</p>	<p>Partial evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is occasionally used for the purpose of improving performance.</p>	<p>Adequate evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is frequently used for the purpose of improving performance.</p>	<p>Significant and varied evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is varied and consistent with the purpose of improving performance.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 			
<p>Possible Evidence: Observation, administrative conversations with the NCT, oral/written communication, applicable programmatic data, mentoring logs, coaching logs, feedback forms....</p>			

NCT Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Delivery of Service				
3b. Locating resources for others to enhance the instructional support program	<p>Little or no evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources are not sought to meet the needs of the stakeholders.</p>	<p>Partial evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources to meet the needs of stakeholders are inconsistently sought.</p>	<p>Adequate evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources are sought to meet the needs of stakeholders.</p> <p>The NCT provides resources upon request.</p>	<p>Significant and varied evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>A wide variety of resources are sought to anticipate the needs of stakeholders.</p> <p>The NCT uses evidence to support differentiated needs.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 				
<p>Possible Evidence: Observation, administrative conversations with the NCT, oral/written communication, applicable programmatic data, mentoring logs, coaching logs, feedback forms...</p>				

NCT Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Delivery of Service				
3c. Demonstrating flexibility and responsiveness	<p>Little or no evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders lack flexibility and responsiveness and do not improve the efficacy of the support program.</p>	<p>Partial evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are inconsistently flexible and responsive and may not improve the efficacy of the support program.</p>	<p>Adequate evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are flexible and responsive to improve the efficacy of the support program.</p> <p>The NCT revises support for stakeholders as needed.</p>	<p>Significant and varied evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are flexible and responsive to improve the efficacy of the support program.</p> <p>The NCT intentionally seeks information and purposefully monitors data to revise support for stakeholders.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 				
<p>Possible Evidence: Observation, administrative conversations with the NCT, oral/written communication, applicable programmatic data, mentoring logs, coaching logs, feedback forms...</p>				

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibilities and Ethical Conduct			
<p>4a. Generating and submitting reports following established procedures</p> <p>Little or no evidence exists that the NCT generates and submits reports following established procedures. Required School/District/State/Federal reports are rarely submitted on time. Data is not maintained accurately.</p>	<p>Partial evidence exists that the NCT generates and submits reports following established procedures. Required School/District/State/Federal reports are infrequently submitted in a timely manner. Data is maintained with some degree of accuracy.</p>	<p>Adequate evidence exists that the NCT generates and submits reports following established procedures. Required School/District/State/Federal reports are submitted in a timely manner. Data is maintained accurately.</p>	<p>Significant and varied evidence exists that the NCT generates and submits reports following established procedures. Required School/District/State/Federal reports are submitted in a timely manner. Data is maintained accurately. Initiates data analysis for the purpose of continuous school/district improvement.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 3 • Continuous Professional Improvement 			
<p>Possible Evidence: Job appropriate reports, assessment data, applicable logs, School Improvement Plan, narrative reports, surveys, administrative conversations with the NCT and applicable meeting notes...</p>			

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Domain 4: Professional Responsibilities and Ethical Conduct				
4b. Collaborating work with external stakeholders to improve student, school, or district performance	<p>Little or no evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration rarely results in improved efficacy of the instructional support program or process.</p>	<p>Partial evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration seldom results in improved efficacy of the instructional support program or process.</p>	<p>Adequate evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration results in improved efficacy of the instructional support program or process and sustained relationships with external stakeholders.</p>	<p>Significant and varied evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration results in improved efficacy of the instructional support program or process and initiate and sustain relationships with external stakeholders.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Instructional Delivery and Facilitation 				
<p>Possible Evidence: Appropriate logs, oral/written communication, administrative conversations with the NCT, applicable programmatic data, observations, and meeting minutes...</p>				

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibilities and Ethical Conduct			
<p>4c. Communicating clearly and accurately with internal and external stakeholders</p> <p>Little or no evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are rarely adapted to the needs of stakeholders.</p> <p>Communications often reflect insufficient or inaccurate information.</p>	<p>Partial evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are inconsistently adapted to the needs of stakeholders.</p> <p>Communications reflect insufficient or inaccurate information.</p>	<p>Adequate evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are consistently adapted to a variety of stakeholders.</p> <p>The NCT adapts style and content of communication by avoiding jargon when appropriate, using technology, establishing rapport, writing/speaking clearly and professionally, and being receptive and responsive to feedback.</p> <p>Communications reflect accurate information.</p>	<p>Significant and varied evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are initiated and consistently adapted to a variety of stakeholders.</p> <p>The NCT adapts style and content of communication by avoiding jargon when appropriate, using technology, establishing rapport, writing/speaking clearly and professionally, and being receptive and responsive to feedback.</p> <p>Communications reflect accurate information.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 3 • Continuous Professional Improvement 	<p>Possible Evidence:</p> <p>Stakeholder feedback forms, appropriate logs, oral/written communication, observations, administrative conversations with the NCT, meeting minutes, and presentation materials...</p>		

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibilities and Ethical Conduct			
<p>4d. Individual continuous professional improvement</p> <p>Little or no evidence exists that the non-classroom teacher keeps current in area of specialty. Professional learning opportunities are rarely taken advantage of. Completion or implementation of professional learning is lacking.</p>	<p>Partial evidence exists that the non-classroom teacher keeps current in area of specialty. Professional learning opportunities are participated in when directed. Completion or implementation of professional learning is inconsistent.</p>	<p>Adequate evidence exists that the non-classroom teacher keeps current in area of specialty. Professional learning opportunities are sought in order to stay current with related content and pedagogy. Completion and implementation of professional learning with fidelity and quality is consistent.</p>	<p>Significant and varied evidence exists that the non-classroom teacher keeps current in area of specialty. Professional learning opportunities are independently sought in order to stay current with related content and pedagogy. Completion and implementation of professional learning with fidelity and quality is consistent. The NCT initiates activities that contribute to the learning of peers.</p>
Florida Educator Accomplished Practices:			
<p>Foundational Principle 3</p> <ul style="list-style-type: none"> Continuous Professional Improvement 			
<p>Possible Evidence:</p> <p>Appropriate logs, documentation of Professional development, oral/written communication, observations, applicable programmatic data, administrative conversations with the NCT, meeting minutes, certificates of completion and presentation materials...</p>			

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory/Needs Improvement	Effective/Highly Effective
Domain 4: Professional Responsibilities and Ethical Conduct	
<p>4e. Professional responsibilities</p> <p>Little or no evidence exists that the non-classroom teacher meets professional responsibilities as related to “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.”</p> <p>Conduct reflects a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p>Evidence exists that the non-classroom teacher meets professional responsibilities as related to “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.”</p> <p>Conduct reflects consistent adherence to professional standards, ethics, and practices for educators.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Foundational Principle 3 ● Professional Responsibility and Ethical Conduct 	<p>Possible Evidence:</p> <p>Observation, conversation with teachers, “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida” ...</p>

NCT Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Individual Goal			
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year. The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year. The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal. The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal. Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Continuous Professional Improvement <p>Possible Evidence: Appropriate logs, documentation of Professional development, oral/written communication, observations, applicable programmatic data, administrative conversations with the NCT, meeting minutes, certificates of completion and presentation materials...</p>			

Completion Directions for Excel Workbook Evaluation Forms

1. **SAVE THIS FILE AS:** LastName FirstName 13-14 Evaluation (EXAMPLE: Doe Jane 13-14 Evaluation)
2. **IMPORTANT:** Fully complete the **“Employee Information”** section of the Self-Evaluation, these fields populate data in the other Tabs
3. **IMPORTANT:** Remember to **“SAVE”** the evaluation workbook after entering any data and prior to closing the file
4. **Evaluation Components and Values**

Evaluation Component	Percent of Annual Evaluation	Maximum Point Value	Rating Calculated During
Self-Evaluation	3%	3	Stage 1
Individual Goal	7%	8	Stage 1
Essential Performance Criteria (EPCs)	40%	54	Stage 1
Student Learning Growth	50%	65	Stage 2

5. Overview of Evaluation Forms and Processes

Tab 1 Self-Evaluation (3% of Annual Evaluation Rating) Completed by Employee

This form summarizes an employee’s reflection of his or her current proficiency of practice on the Non-Classroom Teacher Essential Performance Criteria (EPCs) and Domains.

1. Review the EPC rating rubrics located in the **“Worksheet”** Tab
2. Based upon self-reflection of professional practice, select a rating for each EPC from the drop-down list
3. When all EPCs have been rated, **“SAVE”** the evaluation workbook

The Self-Evaluation points earned for each Domain calculate automatically based upon the selected EPC ratings and result in a “raw” point value (Total Points), which is converted to “evaluation” points and transferred to the **“Interim”**, **“Stage I”**, and **“Stage II”** evaluation forms (Tabs 4 – 6). The Table below explains how the ‘raw’ points from the **“Self-Evaluation”** are converted to “evaluation” points:

Point Type	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Raw Points	54 - 45	44 - 26	25 - 14	13 - 0
Evaluation Points	3	2	1	0

Tab 2 Individual Goal (7% of Annual Evaluation Rating) Completed by Employee and Administrator/Supervisor

The **“Individual Goal Form”** is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

- **Goal Planning and Completion of the Individual Goal Form**
 - **Prior to the Planning Conference:**
 - The Employee will:
 - Identify an EPC or Domain for his or her Individual Goal Focus Area
 - Supplementary EPCs or Domains for a Focus Area may be selected **(Optional)**
 - Select the identified EPC or Domain from the drop-down list in the **“Individual Goal Form”**
 - Develop a measureable (SMART) goal for each identified Focus Area(s)
 - Enter the SMART goal(s) in the space provided in the **“Individual Goal Form”**
 - **“SAVE”** the evaluation workbook
 - Email the document to his or her Administrator/Supervisor

- **During the Planning Conference the Administrator/Supervisor will:**
 - Enter the date of the Planning Conference in the space provided in the **“Individual Goal Form”**
 - Review the employee’s identified focus area(s) and Individual Goal(s)
 - Approve the employee’s Individual Goal and/or assist the employee in making mutually agreed upon adjustments to the goal(s)
 - Collaboratively develop an Individual Goal Action Plan with the employee
 - Enter the agreed upon Strategies
 - Documentation Methods
 - Timelines
 - **“SAVE”** the evaluation workbook
 - Print and Sign the completed **“Individual Goal Form”** (*Employee receives signed copy*)

The Table below outlines the Evaluation Points for each Rating Label:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
8	6	4	2

Tab 3 Worksheet Completed by Administrator/Supervisor

The **“Worksheet”** serves as the Administrator/Supervisor’s data collection tool. The Administrator/Supervisor gathers evidence throughout the school year and enters the evidence, specific and actionable feedback, other data sources, and rating rationales in the **“Worksheet.”**

- **Supervisor’s Rationale for EPC Rating Field (Required)**
 - Based upon the evidence collected throughout the annual evaluation cycle, the Administrator/Supervisor enters the evidence collected that justifies the rating he or she assigned the EPC for the Interim and Stage I Evaluations
- **Other Notes Related to this EPC Field (Optional)**
 - This field may be used as additional space for data collection, notes, etc.
- **Specific and Actionable Feedback Field (Required, if performance deficiencies are noted)**
 - If performance deficiencies are noted, the Administrator/Supervisor is required to provide the employee with specific and actionable written feedback within five (5) contract days
 - To generate a **Feedback Summary Report** for an employee, complete the following steps:
 - **Date Field:** *Enter the date feedback is being provided to the employee*
 - **Specific and Actionable Feedback Field:** *Enter a detailed explanation of the noted deficiency, possible action steps for the employee, and intended outcomes*
 - **Status Field:**
 1. **“Initiated”** if this is the first **“Feedback Summary”** for a noted deficiency
 2. **“On-Going”** if the **“Feedback Summary”** is a follow-up for previously noted deficiency
 3. **“Addressed”** if the performance concern has been corrected
 - **“SAVE”** the evaluation workbook
 - Click on the **“Feedback Summary”** Tab
 - Print the **“Feedback Summary”** form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the **“Feedback Summary”** form (*Employee receives signed copy*)

- **Supervisor’s Interim Rating Field**
 - Interim EPC and Individual Goal ratings automatically populate in the “**Interim Evaluation**” form
 - Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
 - This field is used by the Administrator/Supervisor to assign Interim (Mid-Year) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Interim Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Interim Review* section of the “**Worksheet**” (Rows 369 – 389)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric
- **Supervisor’s Stage 1 Rating Field**
 - Stage 1 EPC and Individual Goal ratings automatically populate in the “**Stage 1 Evaluation**” form
 - This field is used by the Administrator/Supervisor to assign Stage 1 (Summary) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Stage 1 Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Stage 1 Review* section of the “**Worksheet**” (Rows 390 – 409)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric

Tab 4 Interim Evaluation Completed by Administrator/Supervisor

An Interim Evaluation is required for all Category I employees. Additionally, a Mid-Year Review of an employee’s progress toward his or her Individual Goal(s) is required for all employees.

- Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
- Interim review of Individual Goal progress is **required** for Category I and Category II employees
- **Prior to the Interim Evaluation Conference:**
 - **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
 - The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
 - **In the “Interim Evaluation” form the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain, the Individual Goal, and the Interim Evaluation Summary
 - “**SAVE**” the evaluation workbook
- **Interim Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Interim Evaluation Conference in the “**Interim Evaluation**” form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement

- Individual Goal Progress
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Modify the Individual Goal Action Plan on the **“Individual Goal Form”** as appropriate
- Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
- Additional sources of evidence shared by the employee related to the EPCs
- Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee
- **“SAVE”** the evaluation workbook
- Print the **“Interim Evaluation”** form
- Sign and date the **“Interim Evaluation”** form (*Employee receives signed copy*)

Tab 5 Stage 1 Evaluation (50% of Annual Performance Evaluation) Completed by Administrator/Supervisor

The Stage 1 Evaluation Conference is only a review of the Instructional Practice Ratings and does not represent an employee’s Annual Performance Evaluation Rating.

- **Prior to the Stage 1 Evaluation Conference**
 - **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
 - The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
 - **“SAVE”** the evaluation workbook
 - **In the “Stage 1 Evaluation” the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain, the Individual Goal, and the Stage 1 Evaluation Summary
 - **“SAVE”** the evaluation workbook
- **Stage 1 Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Stage 1 Conference in the **“Stage 1 Evaluation”** form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement
 - The employee’s Individual Goal outcomes
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
 - Review additional sources of evidence shared by the employee related to the EPCs
 - Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee

- “SAVE” the evaluation workbook
- Print the “**Stage 1 Evaluation**” form
- Sign and date the “**Stage 1 Evaluation**” form (*Employee receives signed copy*)

Tab 6 Stage 2 Evaluation Completed by Administrator/Supervisor

The “**Stage 2 Evaluation**” form is an employee’s Summary Evaluation and adds the points earned for Student Learning Growth to the points earned for Instructional Practice during the Stage 1 Evaluation Conference.

- **Prior to the Stage 2 Evaluation Conference, the Administrator/Supervisor:**
 - Enters the Student Learning Growth points earned by the employee
 - Enters “Comments” related to the Stage 2 Evaluation Summary
- **During the Stage 2 Evaluation Conference:**
 - The EPC ratings are reviewed
 - The performance on the Job Function Goal is reviewed
 - The current year’s Self-Evaluation ratings are reviewed
 - The Administrator/Supervisor explains how the EPC ratings, Individual Goal, Self-Evaluation, and Student Learning Growth combine to determine the employee’s Annual Performance Evaluation Rating
 - If improvement plans or employment consequences were discussed based on the outcomes of a Stage 1 Evaluation, review the agreed upon action and begin the improvement process in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - If improvement plans or employment consequences were not discussed based on the outcomes of a Stage 1 Evaluation but have arisen based upon the Stage 2 Evaluation, inform the employee of the appropriate performance improvement process that will be undertaken in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - Print the “**Stage 2 Evaluation**” form
 - Sign and date the “**Stage 2 Evaluation**” form (*Employee receives signed copy*)

Tab 7 Feedback Summary (Read Only) Printed by Administrator/Supervisor

- **After completing the “Specific and Actionable Feedback” section in the “Worksheet”**
 - Print the “**Feedback Summary**” form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the “**Feedback Summary**” form (*Employee receives signed copy*)

Non-Classroom Teacher Self-Evaluation								Year	
First Name		Last Name		SAP#		Category		Pre-K	
Primary Location					Primary Supervisor				
Directions									
This form summarizes a Non-Classroom Teacher's reflection of his or her current proficiency of practice on the Non-Classroom Teacher Essential Performance Criteria (EPCs) and Domains. After carefully reviewing the EPC rating rubrics located in the "Worksheet" Tab select a rating from the drop-down box for each EPC below based on your current proficiency of practice. The <i>Total Points</i> for each Domain will populate automatically based upon your self-selected EPC ratings.									
Domain 1: PLANNING AND PREPARATION								Rating	Points
1a. Demonstrating knowledge of current trends in specialty area and professional development									0
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program									0
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served									0
1d. Demonstrating knowledge and application of resources									0
1e. Planning and integrating the instructional support program with the overall school/district priorities									0
1f. Developing a plan to evaluate the instructional support program									0
Domain 1: Point Summary									0
Domain 2: THE LEARNING ENVIRONMENT								Rating	Points
2a. Creating an environment of trust, respect, and rapport									0
2b. Promoting a culture for continuous professional learning									0
2c. Managing procedures and routines in the job related environment									0
2d. Organizing and managing physical space									0
Domain 2: Point Summary									0
Domain 3: DELIVERY OF SERVICE								Rating	Points
3a. Collaborating with the purpose of improving student, school, or district performance									0
3b. Locating resources for others to enhance the instructional support program									0
3c. Demonstrating flexibility and responsiveness									0
Domain 3: Point Summary									0
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT								Rating	Points
4a. Generating and submitting reports following established procedures									0
4b. Collaborating work with external stakeholders to improve student, school, or district performance									0
4c. Communicating clearly and accurately with internal and external stakeholders									0
4d. Individual continuous professional improvement									0
4e. Professional responsibilities									0
Domain 4: Point Summary									0
Total Points									0

Non-Classroom Teacher Individual Goal

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
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Identified Focus Area(s)

Identified EPC or Domain for Focus Area	
Supplementary EPC or Domain identified for Focus Area	
Supplementary EPC or Domain identified for Focus Area	
Supplementary EPC or Domain identified for Focus Area	

Goal Statement

Individual/Unit Goal:	nc
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Action Plan

Strategies (Select up to five)	Documentation Method	Timeline
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	

Employee's Signature: _____

Supervisor's Signature: _____

Non-Classroom Teacher Evaluation Worksheet

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
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Domain 1: PLANNING AND PREPARATION

EPC 1a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating knowledge of current trends in specialty area and professional development	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development. Professional development plans and practice reflect a lack of application of current trends in specialty area and research based protocols for professional development.	Partial evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development. Professional development plans and practice reflect inconsistent application of current trends in specialty area and research based protocols for professional development.	Adequate evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development. Professional development plans and practice reflect frequent application of current trends in specialty area and research based protocols for professional development. The NCT is aware of contemporary research and often incorporates research-based practices into adult education.	Significant and varied evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development. Professional development plans and practice reflect embedded application of current trends in specialty area and research based protocols for professional development. The NCT is aware of contemporary research and consistently incorporates research-based practices into adult education.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 1b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs. Time allocation reflects a lack of familiarity with the school's/district's programs and priorities. Schedule rarely reflects flexibility in response to changing priorities. The NCT does not seek to understand the skills required in implementing the school's/district's priorities.	Partial evidence exists that the NCT demonstrates knowledge to implement of the school's/district's programs. Time allocation reflects inconsistent familiarity with the school's/district's programs and priorities. Schedule reflects insufficient flexibility in response to changing priorities. The NCT seldom seeks to understand the skills required in implementing the school's/district's priorities.	Adequate evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs. Time allocation reflects familiarity with the school's/district's programs and priorities. Schedule reflects frequent flexibility in response to changing priorities. The NCT consistently works to influence the implementation of the school /district programs and seeks to understand the skills required in implementing the school's/district's priorities.	Significant and varied evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs. Time allocation reflects extensive familiarity with the school's/district's programs and priorities. Schedule reflects purposeful flexibility in response to changing priorities. The NCT maximizes their opportunity to influence the future direction of the school /district programs and intentionally seeks to understand the skills required in implementing the school's/district's priorities.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 1c.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the NCT sets appropriate goals for instructional support. Instructional support goals reflect a lack of alignment to the needs of the situation and/or the teachers/stakeholders served. The NCT does not consult with administrators and colleagues in the development of instructional support goals.	Partial evidence exists that the NCT sets appropriate goals for instructional support. Instructional support goals reflect limited alignment to the needs of both the situation and the teachers/stakeholders served. The NCT seldom consults with administrators and colleagues in the development of instructional support goals.	Adequate evidence exists that the NCT sets appropriate goals for instructional support. Instructional support goals reflect intentional alignment to the needs of both the situation and the teachers/stakeholders served. The NCT consults with administrators and colleagues in the development of instructional support goals.	Significant and varied evidence exists that the NCT sets appropriate goals for instructional support. Instructional support goals reflect extensive alignment to the needs of both the situation and the teachers/stakeholders served. The NCT purposefully consults with administrators and colleagues in the development of instructional support goals.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status		
EPC 1d.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating knowledge and application of resources		0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the NCT demonstrates knowledge and application of resources.	Partial evidence exists that the NCT demonstrates knowledge and application of resources.	Adequate evidence exists that the NCT demonstrates knowledge and application of resources.	Significant and varied evidence exists that the NCT demonstrates knowledge and application of resources.
Support lacks use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.	Support includes limited use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.	Support includes appropriate use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.	Support includes purposeful use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs.
The NCT does not seek out resources based on the applicability to a need.	The NCT misses opportunities to provide resources based on the applicability to a need.	The NCT frequently seeks out resources based on the applicability to a need.	The NCT strategically seeks out resources based on the applicability to a need.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status		
EPC 1e.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Planning and integrating the instructional support program with the overall school/district priorities		0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the NCT demonstrates coherent planning to achieve the support goals.	Partial evidence exists that the NCT demonstrates coherent planning to achieve the support goals.	Adequate evidence exists that the NCT demonstrates coherent planning to achieve the support goals.	Significant and varied evidence exists that the NCT demonstrates coherent planning to achieve the support goals.
The instructional support program lacks integration between school/district priorities and changing circumstances.	The instructional support program exhibits limited integration between school/district priorities and changing circumstances.	The instructional support program exhibits integration between school/district priorities and changing circumstances.	The instructional support program exhibits purposeful integration between school/district priorities and changing circumstances.
		The NCT consults with appropriate stakeholders in order to reprioritize the support plan based on shifting needs.	The NCT consults with appropriate stakeholders in order to strategically reprioritize the support plan based on shifting needs.

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status		
EPC 1f.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Developing a plan to evaluate the instructional support program		0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program lacks sources of evidence.</p>	<p>Partial evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program has insufficient sources of evidence.</p>	<p>Adequate evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program has sources of evidence.</p> <p>The NCT has periodic progress checks in order to initiate support program adjustments.</p>	<p>Significant and varied evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program has multiple and defined sources of evidence.</p> <p>The NCT has strategically planned for periodic progress checks in order to initiate support program adjustments.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Domain 2: THE LEARNING ENVIRONMENT

EPC 2a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Creating an environment of trust, respect, and rapport	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions lack sensitivity, responsiveness, regard, and consideration of others.</p>	<p>Partial evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions inconsistently model sensitivity, responsiveness, regard, and consideration of others.</p>	<p>Adequate evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions consistently model sensitivity, responsiveness, regard, and consideration of others.</p>	<p>Significant and varied evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions consistently model sensitivity, responsiveness, regard, and consideration of others.</p> <p>The NCT actively promotes a positive workplace environment.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 2b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Promoting a culture for continuous professional learning	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is rarely encouraged.</p>	<p>Partial evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is occasionally encouraged.</p> <p>The NCT seldom engages in professional learning and inconsistently communicates professional learning opportunities for others.</p>	<p>Adequate evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is consistently encouraged.</p> <p>The NCT engages in professional learning, identifies and communicates professional learning opportunities for others, and recognizes accomplishments.</p>	<p>Significant and varied evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is consistently encouraged.</p> <p>The NCT actively seeks and engages in professional learning, identifies and communicates professional learning opportunities for others, and celebrates accomplishments.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback			Status
EPC 2c.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Managing procedures and routines in the job related environment		0		
Essential Performance Criteria Rating Rubric				
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Little or no evidence exists that the NCTs has established procedures and routines for managing the job related environment. Productivity in the workplace is lost due to the lack of procedures and routines needed to complete job related tasks properly.	Partial evidence exists that the NCT has established procedures and routines for managing the job related environment. Productivity in the workplace is often lost due to inconsistent use of procedures and routines needed to complete job related tasks properly.	Adequate evidence exists that the NCT has established procedures and routines for managing the job related environment. Productivity in the workplace is managed due to the use of procedures and routines needed to complete job related tasks properly.	Significant and varied evidence exists that the NCT has established procedures and routines for managing the job related environment. Productivity is maximized due to the consistent use of procedures and routines needed to complete job related tasks properly.	
What has been observed that reflects current proficiency on this EPC?				
Supervisor's Rationale for EPC Rating				
Other Notes Related to this EPC				
Date	Specific & Actionable Feedback			Status
EPC 2d.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Organizing and managing physical space		0		
Essential Performance Criteria Rating Rubric				
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Little or no evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event. The organization of the physical space impedes the learning process or activity.	Partial evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event. The organization of the physical space does little to facilitate the learning process or activity.	Adequate evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event. The organization of the physical space is accessible and inclusive for the learning process. The physical space is organized to facilitate the learning process or activity.	Significant and varied evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event. The organization of the physical space is accessible and inclusive for all participants involved in the learning process or activity. The physical space is organized in a purposeful, flexible manner to maximize the learning process or activity to accommodate a variety of needs.	
What has been observed that reflects current proficiency on this EPC?				
Supervisor's Rationale for EPC Rating				
Other Notes Related to this EPC				
Date	Specific & Actionable Feedback			Status
Domain 3: DELIVERY OF SERVICE				
EPC 3a.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Collaborating with the purpose of improving student, school, or district performance		0		
Essential Performance Criteria Rating Rubric				
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
Little or no evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance. Collaboration is lacking for the purpose of improving performance.	Partial evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance. Collaboration is occasionally used for the purpose of improving performance.	Adequate evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance. Collaboration is frequently used for the purpose of improving performance.	Significant and varied evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance. Collaboration is varied and consistent with the purpose of improving performance.	
What has been observed that reflects current proficiency on this EPC?				
Supervisor's Rationale for EPC Rating				

Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
EPC 3b.		Employee's Self-Rating	Supervisor's Interim Rating
Locating resources for others to enhance the instructional support program		0	
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources are not sought to meet the needs of the stakeholders.</p>	<p>Partial evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources to meet the needs of stakeholders are inconsistently sought.</p>	<p>Adequate evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources are sought to meet the needs of stakeholders.</p> <p>The NCT provides resources upon request.</p>	<p>Significant and varied evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>A wide variety of resources are sought to anticipate the needs of stakeholders.</p> <p>The NCT uses evidence to support differentiated needs.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			

Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status

EPC 3c.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating flexibility and responsiveness		0		
Essential Performance Criteria Rating Rubric				
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective	
<p>Little or no evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders lack flexibility and responsiveness and do not improve the efficacy of the support program.</p>	<p>Partial evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are inconsistently flexible and responsive and may not improve the efficacy of the support program.</p>	<p>Adequate evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are flexible and responsive to improve the efficacy of the support program.</p> <p>The NCT revises support for stakeholders as needed.</p>	<p>Significant and varied evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are flexible and responsive to improve the efficacy of the support program.</p> <p>The NCT intentionally seeks information and purposefully monitors data to revise support for stakeholders.</p>	
What has been observed that reflects current proficiency on this EPC?				
Supervisor's Rationale for EPC Rating				

Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status

Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT

EPC 4a.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Generating and submitting reports following established procedures		0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are rarely submitted on time.</p> <p>Data is not maintained accurately.</p>	<p>Partial evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal ...aining logs, DNCT goal form ...reports are infrequently submitted in a timely manner.</p> <p>Data is maintained with some degree of accuracy.</p>	<p>Adequate evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are submitted in a timely manner.</p> <p>Data is maintained accurately.</p>	<p>Significant and varied evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are submitted in a timely manner.</p> <p>Data is maintained accurately. Initiates data analysis for the purpose of continuous school/district improvement.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status		
EPC 4b.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Collaborating work with external stakeholders to improve student, school, or district performance		0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration rarely results in improved efficacy of the instructional support program or process.</p>	<p>Partial evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration seldom results in improved efficacy of the instructional support program or process.</p>	<p>Adequate evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration results in improved efficacy of the instructional support program or process and sustained relationships with external stakeholders.</p>	<p>Significant and varied evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration results in improved efficacy of the instructional support program or process and initiate and sustain relationships with external stakeholders.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status		
EPC 4c.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Communicating clearly and accurately with internal and external stakeholders		0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are rarely adapted to the needs of stakeholders.</p> <p>Communications often reflect insufficient or inaccurate information.</p>	<p>Partial evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are inconsistently adapted to the needs of stakeholders.</p> <p>Communications reflect insufficient or inaccurate information.</p>	<p>Adequate evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are consistently adapted to a variety of stakeholders.</p> <p>The NCT adapts style and content of communication by avoiding jargon when appropriate, using technology, establishing rapport, writing/speaking clearly and professionally, and being receptive and responsive to feedback.</p> <p>Communications reflect accurate information.</p>	<p>Significant and varied evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are initiated and consistently adapted to a variety of stakeholders.</p> <p>The NCT adapts style and content of communication by avoiding jargon when appropriate, using technology, establishing rapport, writing/speaking clearly and professionally, and being receptive and responsive to feedback.</p> <p>Communications reflect accurate information.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status		
EPC 4d.		Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Individual continuous professional improvement		0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are rarely taken advantage of.</p> <p>Completion or implementation of professional learning is lacking.</p>	<p>Partial evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are participated in when directed.</p> <p>Completion or implementation of professional learning is inconsistent.</p>	<p>Adequate evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are sought in order to stay current with related content and pedagogy.</p> <p>Completion and implementation of professional learning with fidelity and quality is consistent.</p>	<p>Significant and varied evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are independently sought in order to stay current with related content and pedagogy.</p> <p>Completion and implementation of professional learning with fidelity and quality is consistent.</p> <p>The NCT initiates activities that contribute to the learning of peers.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

EPC 4e.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Professional responsibilities	0		

Essential Performance Criteria Rating Rubric	
Unsatisfactory/Needs Improvement	Effective/Highly Effective
<p>Little or no evidence exists that the designated non-classroom teacher meets professional responsibilities as related to "The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida."</p> <p>Conduct reflects a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p>Evidence exists that the designated non-classroom teacher meets professional responsibilities as related to "The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida."</p> <p>Conduct reflects consistent adherence to professional standards, ethics, and practices for educators.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

INDIVIDUAL GOAL

INTERIM REVIEW

Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Interim Rating
Identified EPC or Domain for Focus Area		0			
Supplementary EPC or Domain for Focus Area		0			
Supplementary EPC or Domain for Focus Area		0			
Supplementary EPC or Domain for Focus Area		0			

Goal Statement

Individual/Unit Goal	nc
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Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Date	Specific & Actionable Feedback	Status

STAGE I REVIEW

Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Stage 1 Rating

Identified EPC or Domain for Focus Area	0
Supplementary EPC or Domain for Focus Area	0
Supplementary EPC or Domain for Focus Area	0
Supplementary EPC or Domain for Focus Area	0

Goal Statement

Individual/Unit Goal	nc
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Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Date	Specific & Actionable Feedback	Status

Non-Classroom Teacher Interim Evaluation							
First Name	0	Last Name	0	SAP#	0	School Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim		Stage 1	1/0/1900	Stage 2	1/0/1900
Student Learning Growth Rating							
<i>(50% of Interim Performance Evaluation Rating)</i>							
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points
						Unsatisfactory	
Student Learning Growth Rating Conversion Table							
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory	
66 - 55		54 - 32		31 - 17		16 - 0	
Instructional Practice							
<i>(50% of Interim Performance Evaluation Rating)</i>							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a. Demonstrating knowledge of current trends in specialty area and professional development						0	0
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program						0	0
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served						0	0
1d. Demonstrating knowledge and application of resources						0	0
1e. Planning and integrating the instructional support program with the overall school/district priorities						0	0
1f. Developing a plan to evaluate the instructional support program						0	0
Domain 1: Point Summary							0
Comments							
Domain 2: THE LEARNING ENVIRONMENT						Rating	Points
2a. Creating an environment of trust, respect, and rapport						0	0
2b. Promoting a culture for continuous professional learning						0	0
2c. Managing procedures and routines in the job related environment						0	0
2d. Organizing and managing physical space						0	0
Domain 2: Point Summary							0
Comments							
Domain 3: DELIVERY OF SERVICE						Rating	Points
3a. Collaborating with the purpose of improving student, school, or district performance						0	0
3b. Locating resources for others to enhance the instructional support program						0	0
3c. Demonstrating flexibility and responsiveness						0	0
Domain 3: Point Summary							0
Comments							
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT						Rating	Points
4a. Generating and submitting reports following established procedures						0	0
4b. Collaborating work with external stakeholders to improve student, school, or district performance						0	0
4c. Communicating clearly and accurately with internal and external stakeholders						0	0
4d. Individual continuous professional improvement						0	0
4e. Professional responsibilities						0	0
Domain 4: Point Summary							0
Comments							
Interim Individual Goal Rating and Point Summary						Rating	Points
Individual Goal						0	0
Comments							
Self-Evaluation Point Summary						Points	
Self-Evaluation						0	
Interim Performance Evaluation Rating and Point Summary						Rating	Points
Student Learning Growth						Unsatisfactory	0
Instructional Practice						Unsatisfactory	0
Interim: Rating and Point Summary						Unsatisfactory	0
Interim Evaluation Rating Table							
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory	
132 - 110		109 - 65		64 - 34		33 - 0	
Comments							

Employee's Signature: _____

Supervisor's Signature: _____

Non-Classroom Teacher Stage 1 Evaluation							
First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1		Stage 2	1/0/1900
Student Learning Growth							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Student Learning Growth Rating (Not Applicable for Stage 1)						Overall SLG Rating	Total SLG Points
						N/A	N/A
Student Learning Growth Rating Table							
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory	
66 - 55		54 - 32		31 - 17		16 - 0	
Instructional Practice							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a. Demonstrating knowledge of current trends in specialty area and professional development						0	0
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program						0	0
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served						0	0
1d. Demonstrating knowledge and application of resources						0	0
1e. Planning and integrating the instructional support program with the overall school/district priorities						0	0
1f. Developing a plan to evaluate the instructional support program						0	0
Domain 1: Point Summary							0
Comments							
Domain 2: THE LEARNING ENVIRONMENT						Rating	Points
2a. Creating an environment of trust, respect, and rapport						0	0
2b. Promoting a culture for continuous professional learning						0	0
2c. Managing procedures and routines in the job related environment						0	0
2d. Organizing and managing physical space						0	0
Domain 2: Point Summary							0
Comments							
Domain 3: DELIVERY OF SERVICE						Rating	Points
3a. Collaborating with the purpose of improving student, school, or district performance						0	0
3b. Locating resources for others to enhance the instructional support program						0	0
3c. Demonstrating flexibility and responsiveness						0	0
Domain 3: Point Summary							0
Comments							
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT						Rating	Points
4a. Generating and submitting reports following established procedures						0	0
4b. Collaborating work with external stakeholders to improve student, school, or district performance						0	0
4c. Communicating clearly and accurately with internal and external stakeholders						0	0
4d. Individual continuous professional improvement						0	0
4e. Professional responsibilities						0	0
Domain 4: Point Summary							0
Comments							
Individual Goal Rating and Point Summary				Rating	Points		
				Individual Goal	0	0	
Comments							
Self-Evaluation Point Summary						Points	
						Self-Evaluation	0
Annual Performance Evaluation Rating and Point Summary				Rating	Points		
				Student Learning Growth	N/A	N/A	
				Instructional Practice	Unsatisfactory	0	
				Stage 1: Point Summary		0	
Annual Performance Evaluation Rating Table (Stage 2)							
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory	
132 - 110		109 - 65		64 - 34		33 - 0	
Comments							

Employee's Signature: _____

Supervisor's Signature: _____

Non-Classroom Teacher Stage 2 Evaluation							
First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	
Student Learning Growth							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points
						Unsatisfactory	
Student Learning Growth Rating Table							
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory	
66 - 55		54 - 32		31 - 17		16 - 0	
Instructional Practice							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a. Demonstrating knowledge of current trends in specialty area and professional development						0	0
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program						0	0
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served						0	0
1d. Demonstrating knowledge and application of resources						0	0
1e. Planning and integrating the instructional support program with the overall school/district priorities						0	0
1f. Developing a plan to evaluate the instructional support program						0	0
Domain 1: Point Summary							0
Comments							
0							
Domain 2: THE LEARNING ENVIRONMENT						Rating	Points
2a. Creating an environment of trust, respect, and rapport						0	0
2b. Promoting a culture for continuous professional learning						0	0
2c. Managing procedures and routines in the job related environment						0	0
2d. Organizing and managing physical space						0	0
Domain 2: Point Summary							0
Comments							
0							
Domain 3: DELIVERY OF SERVICE						Rating	Points
3a. Collaborating with the purpose of improving student, school, or district performance						0	0
3b. Locating resources for others to enhance the instructional support program						0	0
3c. Demonstrating flexibility and responsiveness						0	0
Domain 3: Point Summary							0
Comments							
0							
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT						Rating	Points
4a. Generating and submitting reports following established procedures						0	0
4b. Collaborating work with external stakeholders to improve student, school, or district performance						0	0
4c. Communicating clearly and accurately with internal and external stakeholders						0	0
4d. Individual continuous professional improvement						0	0
4e. Professional responsibilities						0	0
Domain 4: Rating and Point Summary							0
Comments							
0							
Individual Goal Rating and Point Summary						Rating	Points
Individual Goal						0	0
Comments							
0							
Self-Evaluation Point Summary						Points	
Self-Evaluation						0	
Annual Performance Evaluation Rating and Point Summary						Rating	Points
Student Learning Growth						Unsatisfactory	0
Instructional Practice						Unsatisfactory	0
Stage 2: Rating and Point Summary						Unsatisfactory	0
Highly Effective		Effective		Needs Improvement/Developing		Unsatisfactory	
132 - 110		109 - 65		64 - 34		33 - 0	
Comments							

Employee's Signature: _____

Supervisor's Signature: _____

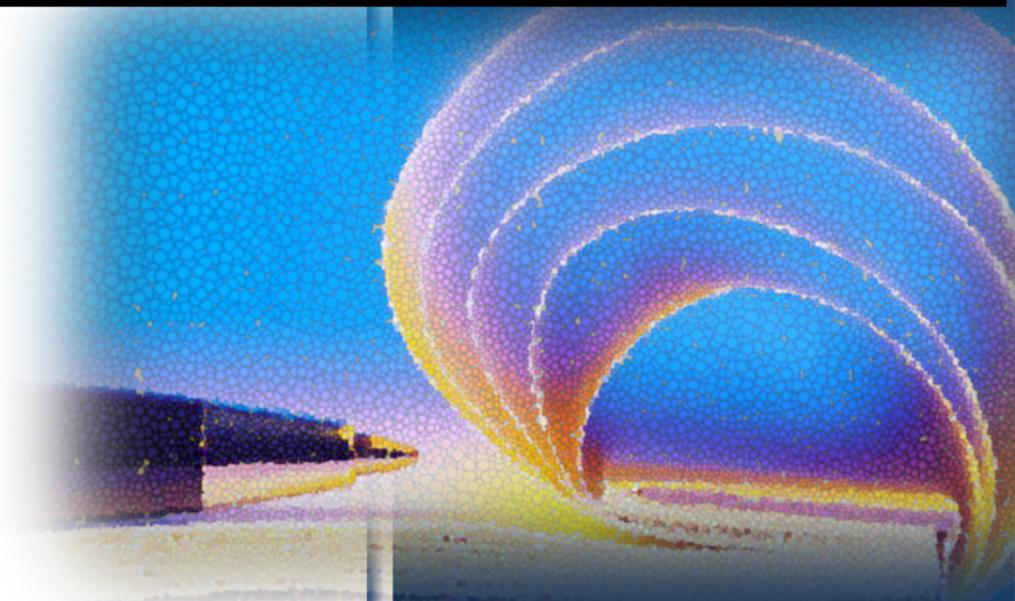
Non-Classroom Teacher Feedback Summary									
First Name	0	Last Name	0	SAP#	0	Year	0	Category	0
	0	Pre-K	0	Location	0	Supervisor	0		
Evaluation Conference Dates									
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900		
Domain 1: PLANNING AND PREPARATION									
1a. Demonstrating knowledge of current trends in specialty area and professional development									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
1d. Demonstrating knowledge and application of resources									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
1e. Planning and integrating the instructional support program with the overall school/district priorities									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
1f. Developing a plan to evaluate the instructional support program									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
Domain 2: THE LEARNING ENVIRONMENT									
2a. Creating an environment of trust, respect, and rapport									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0

2b. Promoting a culture for continuous professional learning		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
2c. Managing procedures and routines in the job related environment		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
2d. Organizing and managing physical space		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
Domain 3: DELIVERY OF SERVICE		
3a. Collaborating with the purpose of improving student, school, or district performance		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3b. Locating resources for others to enhance the instructional support program		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3c. Demonstrating flexibility and responsiveness		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT		
4a. Generating and submitting reports following established procedures		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4b. Collaborating work with external stakeholders to improve student, school, or district performance		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4c. Communicating clearly and accurately with internal and external stakeholders		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4d. Individual continuous professional improvement		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4e. Professional responsibilities		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Employee's Signature: _____ Supervisor's Signature: _____

School Counselor Evaluation System



School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
1a. Demonstrating knowledge of theory, techniques, and child and adolescent development	<p>Little or no evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor exhibits lack of understanding of counseling theory and techniques, demonstrates little or no awareness of research-based practices, and does not seek to improve the guidance program and services.</p> <p>The school counselor rarely uses knowledge or skill application to meet the needs of students, school staff, and the community.</p>	<p>Adequate evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor applies a solid understanding of counseling theory and techniques by applying skills and knowledge to meet the needs of students, school staff, and the community.</p> <p>The school counselor has an awareness of current research and strives to improve the guidance program and services.</p>	<p>Significant and varied evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor consistently applies a thorough understanding of counseling theory and techniques by demonstrating the ability to continuously utilize skills and knowledge to meet the needs of students, school staff, and the community.</p> <p>The school counselor consistently applies research-based practices to enhance or improve the guidance program and services.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Foundation Principle 2 ● Instructional Design & Lesson Planning 			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ● Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 141, 1a ● American School Counseling Association (ASCA) Competencies: I-A-8; I-B-1; III-A-2 ● Polk County Developmental Guidance Plan-PSD-5 			
<p>Possible evidence may include sources such as: Informal observations, conversations between administrator and counselor, department/leadership team meetings, review of documents, feedback from stakeholders...</p>			
<p>EPC Questions:</p> <ul style="list-style-type: none"> ● What counseling practices have you applied to enhance your comprehensive guidance program? ● Are there any evidenced-based practices that you are utilizing in your developmental guidance program? ● Describe a situation in your guidance program where you applied a targeted theory or approach (academic or behavioral) to assist a student or staff member. 			

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>1b. Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component</p>	<p>Little or no evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor exhibits little or no evidence of developing and/or implementing a guidance plan that has appropriate goals for the academic setting.</p> <p>The school counselor fails to meet the needs of the students.</p> <p>No utilization of comprehensive evaluative process is evident.</p>	<p>Partial evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor inconsistently develops and/or implements a guidance plan that has achievable goals for the guidance program and services that are appropriate to the academic setting.</p> <p>The school counselor infrequently meets student needs.</p> <p>Limited utilization of comprehensive evaluative process.</p>	<p>Adequate evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor develops and implements annual goals for the guidance program and services that are appropriate to the academic setting and student needs.</p> <p>The school counselor utilizes data for a comprehensive evaluation.</p>	<p>Significant and varied evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor consistently develops and implements clear goals for the guidance program and services that are appropriate to the academic setting, student needs, and the school improvement plan.</p> <p>The school counselor creates and utilizes an ongoing evaluation component and uses data to revise the guidance program.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design & Lesson Planning Foundation Principle 1 <p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 141, 1c ASCA Competencies: III-B-1; III-B-1b; III-B-4b; IV-C-2; V-A-1; V-B-1; V-B-1b; V-B-1b ASCA National Model -Standard 10 Florida's School Counseling Framework-Florida Department of Education (DOE)-2010, Chapter 2, p. 13-15 	<p>Possible evidence may include sources such as:</p> <p>Resource files/directories, referral records, informal observations, evaluative instrument, feedback from families/students/school staff, conversations between administrator and counselor...</p> <p>EPC Questions:</p> <ul style="list-style-type: none"> What strategies have you developed for implementation of the District Developmental Guidance Plan? How did you evaluate the outcome of your counseling services and/or program? 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 1: Planning and Preparation			
1c. Demonstrating knowledge of resources	<p><u>Little or no</u> evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor demonstrates little or no knowledge of available resources for students and families.</p>	<p><u>Partial</u> evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor rarely researches resources based on specific student, family, and/or school needs and occasionally assists students, families, and school staff to access and use these resources.</p>	<p><u>Adequate</u> evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor often researches resources based on specific student, family, and/or school needs and empowers students, families, and school staff to access and effectively use these resources.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school, district, and in the community.</p> <p>The school counselor collaborates with community agencies and actively participates in helping students, parents, and school staff access relevant community resources/services.</p>
Florida Educator Accomplished Practices	<p>Possible evidence may include sources such as:</p> <p>Resource files/directories, referral records, informal observations, feedback from families/students/school staff, conversations between administrator and counselor...</p>			
<ul style="list-style-type: none"> Foundation Principle 2 Instructional Design & Lesson Planning Instructional Delivery & Facilitation 	<p>EPC Questions:</p> <ul style="list-style-type: none"> What resources and/or research-based interventions have you used to meet the needs of students, staff members, and families? Describe a situation in which you collaborated or linked a family or student with community resources. 			
Evidence Based Professional Standards	<ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p.142, 1d ASCA Competencies: III-B-3; III-B-3a; III-3-3b; III-B-3c; III-B-3f; III-B-3h; III-B-3i Polk Developmental Guidance Plan--PSD-9 Florida's School Counseling Framework- Standard 4 			

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: Environment			
2a. Creating a student services environment of respect and rapport that establishes a climate that enhances learning	<p><u>Little or no</u> evidence exists that the school counselor creates an environment of respect and rapport.</p> <p>The school counselor demonstrates behaviors that create a negative climate.</p>	<p><u>Partial</u> evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor demonstrates positive and negative interactions and displays limited accessibility to students and/or parents, school staff, administration, and the community.</p>	<p><u>Adequate</u> evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor models positive interactions and is responsive, open, and respectful of varying opinions and perspectives.</p> <p>The school counselor is accessible to students, parents, school staff, administration, and the community.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor consistently models positive interactions and is responsive, open, and respectful of varying opinions and perspectives.</p> <p>The school counselor promotes accessibility to students, parents, school staff, administration, and the community.</p>
Florida Educator Accomplished Practices:	<p>Possible evidence may include sources such as:</p> <p>The counselor’s calendar, a communication notebook, formal/informal observations, sign-in sheets for teachers and students, email to school staff and/or parents regarding meetings, notes in student agendas or folders, telephone log sheets...</p>			
Evidence-Based Professional Standards:	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe the ways you support the faculty, staff, and students that helps to facilitate a positive climate that enhances student learning. 			
<ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 143 ASCA National Competencies 1.A.6 ASCA National Polk Developmental Guidance Plan-AD-1, PSD-4 Florida’s School Counseling Framework- Standard 1 				

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: Environment			
2b. Managing procedures: record keeping, time management, organization, following district policies	<p><u>Little or no</u> evidence exists of that the school counselor utilizes management skills in the fulfillment of the guidance functions...</p> <p>The school counselor lacks basic organization, time management skills, and knowledge of district procedures. The school counselor's reports, records, and documentation are consistently missing, late, or inaccurate.</p>	<p><u>Partial</u> evidence that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor displays limited understanding of district procedures and exhibits inconsistent organizational and time management skills.</p>	<p><u>Adequate</u> evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor maintains accurate records, reports, and documentation in a timely manner. The school counselor is aware of reporting and documenting, and applying district procedures consistently.</p> <p>The school counselor displays adequate time management within the school day.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor maintains exemplary records (as related to district procedures), reports, and documentation in a timely manner and develops and maintains a highly systematic management system that serves as a model for colleagues.</p> <p>The school counselor displays flexible time management that is seamless within the school day.</p>
Florida Educator Accomplished Practices:	<p>Possible evidence may include sources such as: Calendar, email, informal observations, records, participation in district committees and training...</p>			
Evidence-Based Professional Standards:	<p>EPC Questions:</p> <ul style="list-style-type: none"> • What strategies have you used to effectively manage time? • How do you prepare for each day? Do you feel you are punctual for meetings and with accountability paperwork? 			

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: Environment			
<p>Little or no evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor does not establish standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor displays little or no awareness of developmental characteristics of students.</p>	<p>Partial evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor inconsistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor inconsistently applies appropriate knowledge of developmental techniques.</p>	<p>Adequate evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor consistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor has an essential level of knowledge of developmental characteristics of students.</p>	<p>Significant and varied evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor consistently establishes effective standards of conduct for counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor has an essential level of knowledge of developmental characteristics of students and seeks new knowledge pertaining to behavioral research and techniques.</p> <p>The school counselor is a collaborative partner and provides resources for colleagues.</p>
<p>2c. Managing behavior and compliance</p>	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>Professional development on behavior management, faculty presentations, informal observation, crisis intervention logs, group expectations, social skills groups/training, participation in groups, {i.e. District Crisis Team, Problem Solving/Response to Intervention (PS/Rtl), Positive Behavior Support (PBS)}...</p>	
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Standards 7.2.1 D, Polk Developmental Guidance Plan-PSD-5 Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 144 Florida's School Counseling Framework, Standard 8 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe a situation in which you used a technique(s) to address a behavioral issue. What was the outcome? How have you used techniques from professional development to enhance your comprehensive guidance program? 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: Environment			
2d. Organizing work environment and resources	<p><u>Little or no</u> evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits little to no organization and time management when conducting activities.</p> <p>The school counselor displays little to no understanding of available resources or suitable practices.</p>	<p><u>Adequate</u> evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits skills in organization and time management when conducting effectively planned and documented activities.</p> <p>The school counselor displays an understanding of available resources and models suitable practices.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits exemplary skills in organization and time management when conducting effectively planned and documented activities.</p> <p>The school counselor displays an expert understanding of available resources and models suitable practices.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment Instructional Design and Lesson Planning 	<p>Possible evidence may include sources such as: Informal observations by administrators, conversations with administrators, in-service agendas, professional development, local resource guides/files, community feedback, Outlook calendar notices...</p>		
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Competencies IVA-4, IV B-1 Florida's School Counseling Framework, Standard 1, 5, 9 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe your organizational mechanisms/techniques that relate to the school's counseling program. 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>3a. Demonstrating flexibility and responsibility</p>	<p><u>Little or no</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor shows little or no recognition of the needs of students, parents, and staff members and does not modify the counseling program to work toward success for all students.</p>	<p><u>Partial</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor shows limited recognition of the needs of students, parents, and staff members and may modify the counseling program to work toward success for all students.</p>	<p><u>Adequate</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor recognizes the needs of students, parents, and staff members and modifies the counseling program to work toward success for all students.</p> <p>The school counselor seeks changes to the comprehensive school counseling program to improve its effectiveness when necessary.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor consistently recognizes the needs of students, parents, and staff members and actively modifies the counseling program to work toward success for all students.</p> <p>The school counselor actively seeks ways to make changes to the comprehensive school counseling program to improve its effectiveness.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundation Principle 3 The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>Pre/post surveys, Informal observations, conversations, student data records, staff surveys and consultations, Comprehensive Guidance Plan...</p>		
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 146, 3 e ASCA Competencies: 1-B-1, 1-B-1d Florida School Counseling Framework: Standard 2 		<p>EPC Questions:</p> <ul style="list-style-type: none"> How do you use your needs assessment data to improve your school counseling program? 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Service Delivery and Instruction			
<p>3b. Needs assessment gathering information to develop a school counseling program</p> <p><u>Little or no</u> evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor does not review data or seek input from students, parents, or staff members, and/or assess needs to develop and implement a school counseling program.</p>	<p><u>Partial</u> evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor may not review data or seek input from students, parents, or staff members, and/or thoroughly assess needs to develop and implement a school counseling program.</p>	<p><u>Adequate</u> evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive school counseling program.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor continually reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive, adaptive school counseling program.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Assessment ● Instructional Design and Lesson Planning 			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ● Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 145, 3 a ● ASCA Competencies: V-B-1 through V-B-1i ● Florida School Counseling Framework: Standard 7 ● Gysbers, Norman C. & Henderson, Patricia, <i>Developing and Managing Your School Guidance Program</i>. 			
<p>Possible evidence may include sources such as:</p> <p>Needs assessment sample, needs assessment data, pre/post surveys, informal observations, conversations, student data records, staff surveys and consultations...</p>			
<p>EPC Questions:</p> <ul style="list-style-type: none"> ● Describe how you have used data (generated from a school wide needs assessment) to develop and assess your school counseling program. 			

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 3: Service Delivery and Instruction			
3c. Utilizing data to develop, implement, monitor, and evaluate student intervention plans and/or progress toward student goal attainment	<p><u>Little or no</u> evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor rarely analyzes or disaggregates data to develop, implement, or evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor does not make recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p><u>Partial</u> evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor inconsistently analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor may make recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p><u>Adequate</u> evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor makes recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor continually analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor makes appropriate and timely recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>
Florida Educator Accomplished Practices:	<p>Possible evidence may include sources such as: Needs assessment sample, needs assessment data, Comprehensive Guidance Plan, pre/post surveys, observations, conversations, student data records, staff surveys, consultations, counselor internal records, counselor calendar, student sign-in sheet, parent phone log, "Mission, Elements, Analyze, Stakeholders-Unite, Educate" (MEASURE)...</p>			
<ul style="list-style-type: none"> Assessment 	<p>EPC Questions:</p> <ul style="list-style-type: none"> How do you use data to evaluate the outcome of your school counseling program and services? 			
Evidence-Based Professional Standards:	<ul style="list-style-type: none"> ASCA Competencies: V-B-1 through V-B-1i Florida School Counseling Framework: Standard 7 Mission, Elements, Analyze, Stakeholders-Unite, Educate (MEASURE)-Dahir, C. & Stone, C., <i>School Counselor Accountability: A MEASURE of Success.</i> 			

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Service Delivery and Instruction				
3d. Assisting students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs	<p>Little or no evidence exists that the school counselor assists students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor does not assist students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Partial evidence exists that the school counselor assists students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor inconsistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Adequate evidence exists that the school counselor assists students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Significant and varied evidence exists that the school counselor assists students are assisted in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor consistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p> <p>The school counselor recognizes and seeks out students who are in need of additional services.</p>
Florida Educator Accomplished Practices:	<ul style="list-style-type: none"> • Instructional Delivery and Facilitation • Foundation Principle 3 	<p>Possible evidence may include sources such as:</p> <p>Informal observations, conversations, student data records, staff surveys and consultations, e-PEP 4-year plans, choices, registration information and handouts, counselor logs, newsletter, website, Great American Teach-In, career exploration programs...</p>		
Evidence-Based Professional Standards:	<ul style="list-style-type: none"> • Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 145 • ASCA competencies IV-B – 3 • Florida School Counseling Framework, Standard 2 & 3 • Polk Developmental Guidance Plan-CD-3 	<p>EPC Questions:</p> <ul style="list-style-type: none"> • Describe a situation / example in which you facilitated the age-appropriate services (1. Academic, 2. Personal/Social, 3. Career) for students based upon their learning style, needs, and developmental levels. • What type of management tools do you utilize in your guidance program? • What procedures and/or methods do you use to customize plans/awareness for the needs of students? 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>4a. Growing and developing professionally</p>	<p><u>Little or no</u> evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor rarely learns about innovations and trends in the profession of school counseling as well as in the field of education and does not apply new knowledge.</p>	<p><u>Partial</u> evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor occasionally learns about innovations and trends in the profession of school counseling as well as in the field of education and rarely applies new knowledge.</p>	<p><u>Adequate</u> evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor maintains competence by learning about innovations and trends in the profession of school counseling as well as in the field of education and frequently applies new knowledge.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor maintains competence and seeks to grow professionally by learning about innovations and trends in the profession of school counseling as well as in the field of education and seeks opportunities to apply new knowledge.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundation Principle 3 • Continuous Professional Improvement 	<p>Possible evidence may include sources such as:</p> <p>Workshop/seminar registrations, certificates of completion of coursework, advanced certifications/licenses, webinars, sign-in sheets from workshop presentations, professional readings, proof of membership in professional organizations (e.g., American Counselor Association (ACA), American School Counselor Association (ASCA), Florida School Counselor Association (FSCA), Polk County Counselor Association (PCCA), informal observations in applying new skills...</p>	<p>EPC Questions:</p> <ul style="list-style-type: none"> • Share personal and/or professional growth activities you have been involved with this year. How have you applied the content in your position? 	
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> • ASCA competencies IIIIB1a, IIIB1g, V-B • Florida School Counseling Framework, Standard 7 & 13 • Polk Developmental Guidance Plan-p. 103, 104 				

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct			
<p>Little or no evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor does not establish rapport with stakeholders nor provide information about counseling programs and services.</p> <p>The school counselor does not make appropriate referrals.</p> <p>4b. Knowledge, application, and sharing of resources to meet student needs</p>	<p>Partial evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor establishes rapport with stakeholders on a limited basis.</p> <p>The school counselor occasionally responds to feedback on needs of students and does not always make referrals and/or provide accurate information when making referrals.</p> <p>The school counselor provides limited information to stakeholders about counseling programs and services.</p>	<p>Adequate evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor consistently establishes rapport with stakeholders.</p> <p>The school counselor responds to feedback on pertinent and emerging needs of students and provides accurate information when making referrals.</p> <p>The school counselor provides thorough and accurate information to stakeholders about counseling programs and services.</p>	<p>Significant and varied evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor consistently establishes rapport with stakeholders.</p> <p>The school counselor encourages and responds to feedback on pertinent and emerging needs of students and is a knowledgeable resource; sharing appropriate information when making referrals.</p> <p>The school counselor is proactive in providing thorough and accurate information to stakeholders about counseling programs and services.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> • Continuous Professional Improvement • Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as:</p> <p>Observations, written and/or electronic artifacts/agendas, administrator conversations with counselor, oral communication, work samples, calendars and graphic organizers, documentation logs (quarterly guidance logs, etc.), emails, parent conference documentation, interviews with stakeholders, leadership roles in school and/or district, facilitation of problem solving team, brokering community resources to assist students...</p>		
<p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> • ASCA competencies I-A-6; I-B-1e; I-B-4; III-C-2; III-C-4 	<p>EPC Questions</p> <ul style="list-style-type: none"> • Describe some ways you have shared your guidance services knowledge with others. • How do you use problem solving to address student or school issues? • What procedures and/or methods do you use to customize plans/awareness for the needs of students 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct			
<p>Little or no evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor does not participate in school and/or district committees.</p> <p>The school counselor does not participate in joint projects and programs with colleagues and other professionals.</p>	<p>Partial evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor rarely participates in school and/or district committees.</p> <p>The school counselor rarely participates in joint projects and programs with colleagues and other professionals.</p>	<p>Adequate evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor participates in school and/or district committees.</p> <p>The school counselor is professional, constructive, and knowledgeable about issues affecting the school and/or district, and seeks opportunities to establish professional relationships and to collaborate with colleagues.</p>	<p>Significant and varied evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor advocates for the implementation of school and/or district projects and initiatives.</p> <p>The school counselor is professional, constructive, and knowledgeable about complex issues affecting the school and/or district, and seeks opportunities to work in collaboration with other professionals and continues to promote initiatives.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible evidence may include sources such as:</p> <p>Communication logs, parent conference logs, attending professional conferences, presentations at professional conferences or meetings, holding an elective office in a professional group, counselor's calendar, information observations...</p>		
<p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> ASCA National Standards, I-A-6; I-B-2; I-B-4; I-C-5; IIB-4, IIB-4a, I1-B4c, I1-B4e, IIB-4f; IV-B-1d 	<p>EPC Questions</p> <ul style="list-style-type: none"> Please share about the personal and/or professional growth activities you have been involved with this year. Describe your role in district, professional community, and community initiatives and how this has impacted student achievement. 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory/Needs Improvement or Developing		Effective/Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct		
<p>4d. Demonstrating adherence to ethical standards</p>	<p>Little or no evidence exists that the school counselor meets ethical standards.</p> <p>The school counselor does not adhere to professional standards, ethics and practices for school counselors. The school counselor does not maintain accurate records, fails to comply appropriately with situations governed by the law, and does not adhere to standards of confidentiality.</p>	<p>Significant and varied evidence exists that the school counselor meets ethical standards.</p> <p>The school counselor adheres to professional standards, ethics and practices for school counselors. The school counselor maintains accurate records, complies appropriately with situations governed by the law, and adheres to standards of confidentiality.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> • Foundation Principle 3 • Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as:</p> <p>Observations, conversations with teachers and/or students, electronic transmissions to parents, staff, administration and/or students, counseling notes, student cumulative folders (release of information forms), group work documentation, research and/or presentations within the profession, notes of consultation with interested parties or service providers...</p>	<p>EPC Questions</p> <ul style="list-style-type: none"> • As determined by code of ethics, this dimension is necessary and non-negotiable in application.
<p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> • ASCA Ethical Standards for School Counselors, revised 2010 (Subsections of ASCA Ethical Standards: B. Responsibilities to Parents/Guardians; C. Responsibilities to Colleagues and Professional Associates; D. Responsibilities to School, Communities and Families; F. Responsibilities to the Profession; G. Maintenance of Standards) • ACA Code of Ethics, revised 2005. • ASCA National Model, I.A.7; II.A.7; II-B-4a; II-B-4f; II-B-4g; II-B-4j; II-B-4k; II-C-4 • 6B-1.001 <i>Code of Ethics of the Education Profession in Florida</i>. 6B-1.006 Principles of Professional Conduct for the Education Profession in Florida. • Florida's School Counseling Framework-(DOE), Appendix D, p. 85-93 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 5: Communication			
<p>5a. Facilitating productive verbal and nonverbal communication</p> <p><u>Little or no</u> evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor does not effectively use communication styles and techniques to facilitate collaboration.</p> <p>The school counselor does not effectively listen, communicate, or provide feedback to others to elicit dialogue between parties.</p>	<p><u>Partial</u> evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor inconsistently uses communication styles and techniques to facilitate collaboration.</p> <p>The school counselor listens, communicates, and provides feedback to others to elicit dialogue between parties.</p>	<p><u>Adequate</u> evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor uses communication styles and techniques to facilitate productive collaboration.</p> <p>The school counselor uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor consistently uses varied communication styles and techniques to facilitate productive collaboration.</p> <p>The school counselor consistently uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as:</p> <p>Informal observations of interaction with others, demonstrating effective leadership ability, feedback from community, parents, and staff members, positive meeting outcomes...</p>		
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> • ASCA National Standards – I.B-4d, I.B- 4e, I.B- 5 • Florida’s School Counseling Framework-DOE, Standard 2, 3, 4, & 13 	<p>EPC Questions:</p> <ul style="list-style-type: none"> • What are some specific, effective communication techniques you have applied this year with students, parents, or staff? • Tell me about a time when you effectively communicated with a student, parent, or staff member to ensure student needs were addressed promptly. • Describe an example of how you have invited stakeholder involvement with students. 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 5: Communication			
<p>Little or no evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor rarely uses written and verbal communication with families, students, school staff, and stakeholders.</p>	<p>Partial evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor inconsistently uses written and verbal communication with families, students, school staff, and stakeholders.</p> <p>The school counselor inconsistently provides communication to keep families, students, and stakeholders informed of student progress as outlined in the school counseling plan.</p>	<p>Adequate evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor uses written and verbal communication with families, students, school staff, and appropriate stakeholders.</p> <p>The school counselor provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan.</p> <p>The school counselor's communications may invite stakeholder involvement.</p>	<p>Significant and varied evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor consistently uses written and verbal communication with families, students, school staff, and appropriate stakeholders.</p> <p>The school counselor actively provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan.</p> <p>The school counselor's communications encourage active stakeholder involvement.</p>
<p>5b. Communicating with stakeholders</p>	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as: As newsletters, <i>connect ed. telephone messaging</i>, emails, phone log, student folder/agendas, parent conference notes, informal observations, website...</p>	
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> NBCT – Standard 7 ASCA National Standards: I.B.3, I.B.3c, I.B.4 Florida's School Counseling Frameworks-DOE: Standards 3, 4, 9, 12, 13 	<p>EPC Questions:</p> <ul style="list-style-type: none"> What are some communication techniques (written and/or verbal) you have used this year with students, parents, and/or staff? Describe an example of how you have invited stakeholder involvement with students, parents, and/or staff. 		

School Guidance Counselor Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Individual Goal			
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Continuous Professional Improvement 			
<p>ASCA National Model</p> <ul style="list-style-type: none"> School Counselor Program Scoring Rubric 			
<p>Possible Evidence: Observations, conversations with teachers and/or students, electronic transmissions to parents, staff, administration and/or students, counseling notes, group work documentation, research and/or presentations within the profession, notes of consultation with interested parties or service providers, SIP, data analysis, spreadsheets, graphs, logs, agendas, communications...</p> <p>EPC Questions: Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?</p>			

Completion Directions for Excel Workbook Evaluation Forms

1. **SAVE THIS FILE AS:** LastName FirstName 13-14 Evaluation (EXAMPLE: Doe Jane 13-14 Evaluation)
2. **IMPORTANT:** Fully complete the **“Employee Information”** section of the Self-Evaluation, these fields populate data in the other Tabs
3. **IMPORTANT:** Remember to **“SAVE”** the evaluation workbook after entering any data and prior to closing the file

4. Evaluation Components and Values

Evaluation Component	Percent of Annual Evaluation	Maximum Point Value	Rating Calculated During
Self-Evaluation	3%	3	Stage 1
Individual Goal	7%	8	Stage 1
Essential Performance Criteria (EPCs)	40%	51	Stage 1
Student Learning Growth	50%	62	Stage 2

5. Overview of Evaluation Forms and Processes

Tab 1 Self-Evaluation (3% of Annual Evaluation Rating) Completed by Employee

This form summarizes an employee’s reflection of his or her current proficiency of practice on the Essential Performance Criteria (EPCs) and Domains.

1. Review the EPC rating rubrics located in the **“Worksheet”** Tab
2. Based upon self-reflection of professional practice, select a rating for each EPC from the drop-down list
3. When all EPCs have been rated, **“SAVE”** the evaluation workbook

The Self-Evaluation points earned for each Domain calculate automatically based upon the selected EPC ratings and result in a “raw” point value (Total Points), which is converted to “evaluation” points and transferred to the **“Interim”**, **“Stage I”**, and **“Stage II”** evaluation forms (Tabs 4 – 6). The Table below explains how the ‘raw’ points from the **“Self-Evaluation”** are converted to “evaluation” points:

Point Type	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Raw Points	51 - 42	41 - 25	24 - 13	12 - 0
Evaluation Points	3	2	1	0

Tab 2 Individual Goal (7% of Annual Evaluation Rating) Completed by Employee and Administrator/Supervisor

The **“Individual Goal Form”** is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

- **Goal Planning and Completion of the Individual Goal Form**
 - **Prior to the Planning Conference:**
 - The Employee will:
 - Identify an EPC or Domain for his or her Individual Goal Focus Area
 - Supplementary EPCs or Domains for a Focus Area may be selected **(Optional)**
 - Select the identified EPC or Domain from the drop-down list in the **“Individual Goal Form”**
 - Develop a measureable (SMART) goal for each identified Focus Area(s)
 - Enter the SMART goal(s) in the space provided in the **“Individual Goal Form”**
 - **“SAVE”** the evaluation workbook
 - Email the document to his or her Administrator/Supervisor

- **During the Planning Conference the Administrator/Supervisor will:**
 - Enter the date of the Planning Conference in the space provided in the **“Individual Goal Form”**
 - Review the employee’s identified focus area(s) and Individual Goal(s)
 - Approve the employee’s Individual Goal and/or assist the employee in making mutually agreed upon adjustments to the goal(s)
 - Collaboratively develop an Individual Goal Action Plan with the employee
 - Enter the agreed upon Strategies
 - Documentation Methods
 - Timelines
 - **“SAVE”** the evaluation workbook
 - Print and Sign the completed **“Individual Goal Form”** (*Employee receives signed copy*)

The Table below outlines the Evaluation Points for each Rating Label:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
8	6	4	2

Tab 3 Worksheet Completed by Administrator/Supervisor

The **“Worksheet”** serves as the Administrator/Supervisor’s data collection tool. The Administrator/Supervisor gathers evidence throughout the school year and enters the evidence, specific and actionable feedback, other data sources, and rating rationales in the **“Worksheet.”**

- **Supervisor’s Rationale for EPC Rating Field (Required)**
 - Based upon the evidence collected throughout the annual evaluation cycle, the Administrator/Supervisor enters the evidence collected that justifies the rating he or she assigned the EPC for the Interim and Stage I Evaluations
- **Other Notes Related to this EPC Field (Optional)**
 - This field may be used as additional space for data collection, notes, etc.
- **Specific and Actionable Feedback Field (Required, if performance deficiencies are noted)**
 - If performance deficiencies are noted, the Administrator/Supervisor is required to provide the employee with specific and actionable written feedback within five (5) contract days
 - To generate a **Feedback Summary Report** for an employee, complete the following steps:
 - **Date Field:** *Enter the date feedback is being provided to the employee*
 - **Specific and Actionable Feedback Field:** *Enter a detailed explanation of the noted deficiency, possible action steps for the employee, and intended outcomes*
 - **Status Field:**
 1. **“Initiated”** *if this is the first “Feedback Summary” for a noted deficiency*
 2. **“On-Going”** *if the “Feedback Summary” is a follow-up for previously noted deficiency*
 3. **“Addressed”** *if the performance concern has been corrected*
 - **“SAVE”** the evaluation workbook
 - Click on the **“Feedback Summary”** Tab
 - Print the **“Feedback Summary”** form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the **“Feedback Summary”** form (*Employee receives signed copy*)

- **Supervisor’s Interim Rating Field**
 - Interim EPC and Individual Goal ratings automatically populate in the “**Interim Evaluation**” form
 - Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
 - This field is used by the Administrator/Supervisor to assign Interim (Mid-Year) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Interim Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Interim Review* section of the “**Worksheet**” (Rows 369 – 389)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric
- **Supervisor’s Stage 1 Rating Field**
 - Stage 1 EPC and Individual Goal ratings automatically populate in the “**Stage 1 Evaluation**” form
 - This field is used by the Administrator/Supervisor to assign Stage 1 (Summary) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Stage 1 Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Stage 1 Review* section of the “**Worksheet**” (Rows 390 – 409)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric

Tab 4 Interim Evaluation Completed by Administrator/Supervisor

An Interim Evaluation is required for all Category I employees. Additionally, a Mid-Year Review of an employee’s progress toward his or her Individual Goal(s) is required for all employees.

- Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
- Interim review of Individual Goal progress is **required** for Category I and Category II employees
- **Prior to the Interim Evaluation Conference:**
 - **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
 - The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
 - **In the “Interim Evaluation” form the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain, the Individual Goal, and the Interim Evaluation Summary
 - “**SAVE**” the evaluation workbook
- **Interim Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Interim Evaluation Conference in the “**Interim Evaluation**” form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement

- Individual Goal Progress
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Modify the Individual Goal Action Plan on the “**Individual Goal Form**” as appropriate
- Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
- Additional sources of evidence shared by the employee related to the EPCs
 - Adjust any EPC ratings in the “**Worksheet**” based upon evidence shared by the employee
 - “**SAVE**” the evaluation workbook
 - Print the “**Interim Evaluation**” form
 - Sign and date the “**Interim Evaluation**” form (*Employee receives signed copy*)

Tab 5 Stage 1 Evaluation (50% of Annual Performance Evaluation) Completed by Administrator/Supervisor

The Stage 1 Evaluation Conference is only a review of the Instructional Practice Ratings and does not represent an employee’s Annual Performance Evaluation Rating.

- **Prior to the Stage 1 Evaluation Conference**

- **In the “Worksheet” the Administrator/Supervisor will:**

- Evaluate the evidence accumulated for each EPC
- Select an appropriate rating for each EPC using the Rating Rubrics
- Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
- The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
- “**SAVE**” the evaluation workbook

- **In the “Stage 1 Evaluation” the Administrator/Supervisor will:**

- Enter “Comments” related to each Domain, the Individual Goal, and the Stage 1 Evaluation Summary
- “**SAVE**” the evaluation workbook

- **Stage 1 Evaluation Conference**

- The Administrator/Supervisor will:

- Enter the date of the Stage 1 Conference in the “**Stage 1 Evaluation**” form
- Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement
 - The employee’s Individual Goal outcomes
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
- Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
- Review additional sources of evidence shared by the employee related to the EPCs
- Adjust any EPC ratings in the “**Worksheet**” based upon evidence shared by the employee

- **“SAVE”** the evaluation workbook
- Print the **“Stage 1 Evaluation”** form
- Sign and date the **“Stage 1 Evaluation”** form (*Employee receives signed copy*)

Tab 6 Stage 2 Evaluation Completed by Administrator/Supervisor

The **“Stage 2 Evaluation”** form is an employee’s Summary Evaluation and adds the points earned for Student Learning Growth to the points earned for Instructional Practice during the Stage 1 Evaluation Conference.

- **Prior to the Stage 2 Evaluation Conference, the Administrator/Supervisor:**
 - Enters the Student Learning Growth points earned by the employee
 - Enters “Comments” related to the Stage 2 Evaluation Summary
- **During the Stage 2 Evaluation Conference:**
 - The EPC ratings are reviewed
 - The performance on the Job Function Goal is reviewed
 - The current year’s Self-Evaluation ratings are reviewed
 - The Administrator/Supervisor explains how the EPC ratings, Individual Goal, Self-Evaluation, and Student Learning Growth combine to determine the employee’s Annual Performance Evaluation Rating
 - If improvement plans or employment consequences were discussed based on the outcomes of a Stage 1 Evaluation, review the agreed upon action and begin the improvement process in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - If improvement plans or employment consequences were not discussed based on the outcomes of a Stage 1 Evaluation but have arisen based upon the Stage 2 Evaluation, inform the employee of the appropriate performance improvement process that will be undertaken in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - Print the **“Stage 2 Evaluation”** form
 - Sign and date the **“Stage 2 Evaluation”** form (*Employee receives signed copy*)

Tab 7 Feedback Summary (Read Only) Printed by Administrator/Supervisor

- **After completing the “Specific and Actionable Feedback” section in the “Worksheet”**
 - Print the **“Feedback Summary”** form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the **“Feedback Summary”** form (*Employee receives signed copy*)

School Counselor Self-Evaluation							Year	
First Name		Last Name		SAP#		Category		Pre-K
Primary Location				Primary Supervisor				
Directions								
This form summarizes a School Counselor's reflection of his or her current proficiency of practice on the School Counselor Essential Performance Criteria (EPCs) and Domains. After carefully reviewing the EPC rating rubrics located in the "Worksheet" Tab select a rating from the drop-down box for each EPC below based on your current proficiency of practice. The <i>Total Points</i> for each Domain will populate automatically based upon your self-selected EPC ratings.								
Domain 1: PLANNING AND PREPARATION							Rating	Points
1a. Demonstrating knowledge of theory, techniques, and child and adolescent development								0
1b. Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component								0
1c. Demonstrating knowledge of resources								0
Domain 1: Point Summary								0
Domain 2: ENVIRONMENT							Rating	Points
2a. Creating a student services environment of respect and rapport that establishes a climate that enhances learning								0
2b. Managing procedures: record keeping, time management, organization, following district policies								0
2c. Managing behavior and compliance								0
2d. Organizing work environment and resources								0
Domain 2: Point Summary								0
Domain 3: SERVICE DELIVERY AND INSTRUCTION							Rating	Points
3a. Demonstrating flexibility and responsibility								0
3b. Needs assessment gathering information to develop a school counseling program								0
3c. Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment								0
3d. Assisting students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs								0
Domain 3: Point Summary								0
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT							Rating	Points
4a. Growing and developing professionally								0
4b. Knowledge, application, and sharing of resources to meet student needs								0
4c. Contributing and participating in school, district, professional community, and community initiatives								0
4d. Demonstrating adherence to ethical standards								0
Domain 4: Point Summary								0
Domain 5: COMMUNICATION							Rating	Points
5a. Facilitating productive verbal and nonverbal communication								0
5b. Communicating with stakeholders								0
Domain 5: Point Summary								0
Total Points								0

School Counselor Individual Performance Plan

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	10/13/2014
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Identified Focus Area(s)

Identified EPC or Domain for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	

Goal Statement

Individual/Unit Goal:	
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Action Plan

Strategies (Select up to five)	Documentation Method	Timeline
Strategies (Select up to five)	Other:	
Strategies (Select up to five)	Other:	
Strategies (Select up to five)	Other:	
Strategies (Select up to five)	Other:	
Strategies (Select up to five)	Other:	

School Counselor's Signature: _____

Supervisor's Signature: _____

School Counselor Evaluation Worksheet										
First Name	0		Last Name	0		SAP#	0	Year	0	
Category	0	Pre-K	0	Location	0		Supervisor	0		
Evaluation Conference Dates										
Planning	1/0/1900		Interim	1/0/1900		Stage 1	1/0/1900		Stage 2	10/13/2014
Domain 1: PLANNING AND PREPARATION										
EPC 1a.				Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating				
Demonstrating knowledge of theory, techniques, child and adolescent development				0						
Essential Performance Criteria Rating Rubric										
Unsatisfactory	Needs Improvement or Developing			Effective		Highly Effective				
<p>Little or no evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/ adolescent development.</p> <p>The school counselor exhibits lack of understanding of counseling theory and techniques, demonstrates little or no awareness of research-based practices, and does not seek to improve guidance program and services.</p> <p>The school counselor rarely uses knowledge or skill application to meet the needs of students, school staff, and the community.</p>	<p>Partial evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/ adolescent development.</p> <p>The school counselor sporadically displays limited knowledge of counseling theory and techniques. The school counselor rarely utilizes research- based practices to improve the guidance program and services.</p> <p>The school counselor exhibits little knowledge in the application of skills to meet the needs of students, school staff, and the community.</p>			<p>Adequate evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/ adolescent development.</p> <p>The school counselor applies a solid understanding of counseling theory and techniques by applying skills and knowledge to meet the needs of students, school staff, and the community.</p> <p>The school counselor has an awareness of current research and strives to improve the guidance program and services.</p>		<p>Significant and varied evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor consistently applies a thorough understanding of counseling theory and techniques by demonstrating the ability to continuously utilize skills and knowledge to meet the needs of students, school staff, and the community.</p> <p>The school counselor consistently applies research-based practices to enhance or improve guidance program and services.</p>				
What has been observed that reflects current proficiency on this EPC?										
Supervisor's Rationale for EPC Rating										
Other Notes Related to this EPC										
Date	Specific & Actionable Feedback						Status			
Reflection Questions										
What counseling practices have you applied to enhance your comprehensive guidance program?										
Are there any evidenced-based practices that you are utilizing in your developmental guidance program?										
Describe a situation in your guidance program where you applied a targeted theory or approach (academic or behavioral) to assist a student or staff member.										
EPC 1b.				Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating				
Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component				0						
Essential Performance Criteria Rating Rubric										
Unsatisfactory	Needs Improvement or Developing			Effective		Highly Effective				
<p>Little or no evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor exhibits little or no evidence of developing and/or implementing a guidance plan that has appropriate goals for the academic setting.</p> <p>The school counselor fails to meet the needs of the students.</p> <p>No utilization of comprehensive evaluative process is evident.</p>	<p>Partial evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor inconsistently develops and/or implements a guidance plan that has achievable goals for guidance program and services that are appropriate to the academic setting.</p> <p>The school counselor infrequently meets student needs.</p> <p>Limited utilization of comprehensive evaluative process.</p>			<p>Adequate evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor develops and implements annual goals for guidance program and services that are appropriate to the academic setting and student needs.</p> <p>The school counselor utilizes data for a comprehensive evaluation.</p>		<p>Significant and varied evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor consistently develops and implements clear goals for guidance program and services that are appropriate to the academic setting, student needs, and the school improvement plan.</p> <p>The school counselor creates and utilizes an ongoing evaluation component and uses data to revise the guidance program.</p>				

What has been observed that reflects current proficiency on this EPC?		
Supervisor's Rationale for EPC Rating		
Other Notes Related to this EPC		
Date	Specific & Actionable Feedback	Status
Reflection Questions		
What strategies have you developed for implementation of the District Developmental Guidance Plan?		
How did you evaluate the outcome of your counseling services and/or program?		
EPC 1c.	Counselor's Self-Rating	Supervisor's Interim Rating
Demonstrating knowledge of resources	0	

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor demonstrates little or no knowledge of available resources for students and families.</p>	<p>Partial evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor rarely researches resources based on specific student, family, school needs and occasionally assists students, families, and school staff to access and use these resources.</p>	<p>Adequate evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor often researches resources based on specific student, family, school needs and empowers students, families, and school staff to access and effectively use these resources.</p>	<p>Significant and varied evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.</p> <p>The school counselor collaborates with community agencies and actively participates in helping students, parents and school staff access relevant community resources/services.</p>

What has been observed that reflects current proficiency on this EPC?		
Supervisor's Rationale for EPC Rating		
Other Notes Related to this EPC		
Date	Specific & Actionable Feedback	Status
Reflection Questions		
What resources and/or research-based interventions have you used to meet the needs of students, staff members, and families?		
Describe a situation in which you collaborated or linked a family or student with community resources.		
Domain 2: ENVIRONMENT		
EPC 2a.	Counselor's Self-Rating	Supervisor's Interim Rating
Creating a student services environment of respect and rapport that establishes a climate that enhances learning	0	

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor demonstrates behaviors that create a negative climate.</p>	<p>Partial evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor demonstrates positive and negative interactions and displays limited accessibility to students and/or parents, school staff, administration, and the community.</p>	<p>Adequate evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor models positive interactions and is responsive, open, and respectful of varying opinions and perspectives.</p> <p>The school counselor is accessible to students, parents, school staff, administration, and the community.</p>	<p>Significant and varied evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor consistently models positive interactions and is responsive, open, and respectful of varying opinions and perspectives.</p> <p>The school counselor promotes accessibility to students, parents, school staff, administration, and the community.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe the ways you support the faculty, staff, and students that helps to facilitate a positive climate that enhances student learning			
EPC 2b.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Managing procedures: record keeping, time management, organization, and following district policies	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists of that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor lacks basic organization, time management skills, and knowledge of district procedures. The school counselor's reports, records, and documentation are consistently missing, late, or inaccurate.</p>	<p>Partial evidence that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor displays limited understanding of district procedures and exhibits inconsistent organizational and time management skills.</p>	<p>Adequate evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor maintains accurate records, reports, and documentation in a timely manner. The school counselor is aware of reporting and documenting, applying district procedures consistently.</p> <p>The school counselor displays adequate time management within the school day.</p>	<p>Significant and varied evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor maintains exemplary records (as related to district procedures), reports, and documentation in a timely manner and develops and maintains a highly systematic management system that serves as a model for colleagues.</p> <p>The school counselor displays flexible time management that is seamless within the school day.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status

Reflection Questions			
What strategies have you used to manage time effectively? How do you prepare for each day?			
Do you feel you are punctual for meetings and with accountability paperwork?			
EPC 2c.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Managing behavior and compliance	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor does not establish standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor displays little or no awareness of developmental characteristics of students.</p>	<p>Partial evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor inconsistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor inconsistently applies appropriate knowledge of developmental techniques.</p>	<p>Adequate evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor consistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor has an essential level of knowledge of developmental characteristics of students.</p>	<p>Significant and varied evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor consistently establishes effective standards of conduct for counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor has an essential level of knowledge of developmental characteristics of students and seeks new knowledge pertaining to behavioral research and techniques.</p> <p>The school counselor is a collaborative partner and provides resources for colleagues.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe a situation in which you used a technique(s) to address a behavioral issue. What was the outcome?			
How have you used techniques from professional development to enhance your comprehensive guidance program?			
EPC 2d.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Organizing work environment and resources	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits little to no organization and time management when conducting activities.</p> <p>The school counselor displays little to no understanding of available resources or suitable practices.</p>	<p>Partial evidence that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits limited skills in organization and time management when conducting planned and documented activities.</p> <p>The school counselor has a limited understanding of available resources or suitable practices.</p>	<p>Adequate evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits skills in organization and time management when conducting effectively planned and documented activities.</p> <p>The school counselor displays an understanding of available resources and models suitable practice.</p>	<p>Significant and varied evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits exemplary skills in organization and time management when conducting effectively planned and documented activities.</p> <p>The school counselor displays an expert understanding of available resources and models suitable practice.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			

Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe your organizational mechanisms/techniques that relate to the school's counseling program.			
Domain 3: SERVICE DELIVERY AND INSTRUCTION			
EPC 3a.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating flexibility and responsibility	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor shows little or no recognition of the needs of students, parents, and staff members and does not modify the counseling program to work toward success for all students.</p>	<p>Partial evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor shows limited recognition of the needs of students, parents, and staff members and may modify the counseling program to work toward success for all students.</p>	<p>Adequate evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor recognizes the needs of students, parents, and staff members and modifies the counseling program to work toward success for all students.</p> <p>The school counselor seeks changes to the comprehensive school counseling program to improve its effectiveness when necessary.</p>	<p>Significant and varied evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor consistently recognizes the needs of students, parents, and staff members and actively modifies counseling program to work toward success for all students.</p> <p>The school counselor actively seeks ways to make changes to the comprehensive school counseling program to improve its effectiveness.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
How do you use your needs assessment data to improve your guidance program?			
EPC 3b.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Needs assessment gathering information to develop a school counseling program	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor does not review data, or seek input from students, parents, or staff members, and/or assess needs to develop and implement a school counseling program.</p>	<p>Partial evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor may not review data, or seek input from students, parents, or staff members, and/or thoroughly assess needs to develop and implement a school counseling program.</p>	<p>Adequate evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive school counseling program.</p>	<p>Significant and varied evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor continually reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive adaptive school counseling program.</p>

What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe how you have used data (generated from a school wide needs assessment) to develop and assess your guidance program.			
EPC 3c.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor rarely analyzes or disaggregates data to develop, implement, or evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor does not make recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p>Partial evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor inconsistently analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor may make recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p>Adequate evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor makes recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p>Significant and varied evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor continually analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor makes appropriate and timely recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
How do you use data to evaluate the outcome of your school counseling program and services?			
EPC 3d.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Assisting students in the formulation of age-appropriate academic, personal/ social, and career plans/ awareness based on knowledge of student needs	0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor assists students are assisted in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor does not assist students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Partial evidence exists that the school counselor assists students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor inconsistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Adequate evidence exists that the school counselor assists students are assisted in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Significant and varied evidence exists that the school counselor assists students are assisted in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor consistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness. The school counselor recognizes and seeks out students who are in need of additional services.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

Describe a situation or a time in which you facilitated the age-appropriate services (1. Academic, two. Personal/Social, 3. Career) for students based upon their learning style, needs, and developmental levels.

What type of management tools do you utilize in your guidance program?

What procedures and/or methods do you use to customize plans/awareness for the needs of students?

Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT

EPC 4a.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Growing and developing professionally	0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor rarely learns about innovations and trends in the profession of school counseling as well as in the field of education and does not apply new knowledge.</p>	<p>Partial evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor occasionally learns about innovations and trends in the profession of school counseling as well as in the field of education and rarely applies new knowledge.</p>	<p>Adequate evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor maintains competence by learning about innovations and trends in the profession of school counseling as well as in the field of education and frequently applies new knowledge.</p>	<p>Significant and varied evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor maintains competence and seeks to grow professionally by learning about innovations and trends in the profession of school counseling as well as in the field of education and seeks opportunities to apply new knowledge.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions			
Share personal and/or professional growth activities you have been involved with this year.			
How have you applied the content in your position?			
EPC 4b.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Knowledge, application, and sharing of resources to meet student needs	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor does not establish rapport with stakeholders nor provide information about counseling programs and services.</p> <p>The school counselor does not make appropriate referrals.</p>	<p>Partial evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor establishes rapport with stakeholders on a limited basis.</p> <p>The school counselor occasionally responds to feedback on needs of students and does not always make referrals and/or provide accurate information when making referrals.</p> <p>The school counselor provides limited information to stakeholders about counseling programs and services.</p>	<p>Adequate evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor establishes rapport with stakeholders.</p> <p>The school counselor responds to feedback on pertinent and emerging needs of students and provides accurate information when making referrals.</p> <p>The school counselor provides thorough and accurate information to stakeholders about counseling programs and services.</p>	<p>Significant and varied evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor consistently establishes rapport with stakeholders.</p> <p>The school counselor encourages and responds to feedback on pertinent and emerging needs of students and is a knowledgeable resource, sharing appropriate information when making referrals.</p> <p>The school counselor is proactive in providing thorough and accurate information to stakeholders about counseling programs and services.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe some ways you have shared your guidance services knowledge with others.			
How do you use problem solving to address student or school issues?			
What procedures and/or methods do you use to customize plans/awareness for the needs of students?			
EPC 4c.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Contributing and participating in school, district, professional community, and community initiatives	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor does not participate in school and/or district committees.</p> <p>The school counselor does not participate in joint projects and programs with colleagues and other professionals.</p>	<p>Partial evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor rarely participates in school and/or district committees.</p> <p>The school counselor rarely participates in joint projects and programs with colleagues and other professionals.</p>	<p>Adequate evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor participates in school and/or district committees.</p> <p>The school counselor is professional, constructive, and knowledgeable about issues affecting the school and/or district, and seeks opportunities to establish professional relationships and to collaborate with colleagues.</p>	<p>Significant and varied evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor advocates for the implementation of school and/or district projects and initiatives.</p> <p>The school counselor is professional, constructive, and knowledgeable about complex issues affecting the school and/or district, and seeks opportunities to work in collaboration with other professionals and continues to promote initiatives.</p>

What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback	Status	
Reflection Questions			
Please share the personal and/or professional growth activities you have been involved with this year.			
Describe your role in district, professional community, and community initiatives and how this has affected student achievement.			
EPC 4d.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating adherence to ethical standards	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory/Needs Improvement or Developing		Effective/Highly Effective	
Little or no evidence exists that the school counselor meets ethical standards.		Significant and varied evidence exists that the school counselor meets ethical standards.	
The school counselor does not adhere to professional standards, ethics and practices for school counselors. The school counselor does not maintain accurate records, fails to comply appropriately with situations governed by the law, and does not adhere to standards of confidentiality.		The school counselor adheres to professional standards, ethics and practices for school counselors. The school counselor maintains accurate records, complies appropriately with situations governed by the law, and adheres to standards of confidentiality.	
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback	Status	
Reflection Questions			
As determined by code of ethics, this dimension is necessary and non-negotiable in application.			
Domain 5: COMMUNICATION			
EPC 5a.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Facilitating productive verbal and nonverbal communication	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Little or no evidence exists that the school counselor facilitates productive verbal and nonverbal communication. The school counselor does not effectively use communication styles and techniques to facilitate collaboration. The school counselor does not effectively listen, communicate, or provide feedback to others to elicit dialogue between parties.	Partial evidence exists that the school counselor facilitates productive verbal and nonverbal communication. The school counselor inconsistently uses communication styles and techniques to facilitate collaboration. The school counselor listens, communicates, and provides feedback to others to elicit dialogue between parties.	Adequate evidence exists that the school counselor facilitates productive verbal and nonverbal communication. The school counselor uses communication styles and techniques to facilitate productive collaboration. The school counselor uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.	Significant and varied evidence exists that the school counselor facilitates productive verbal and nonverbal communication. The school counselor consistently uses varied communication styles and techniques to facilitate productive collaboration. The school counselor consistently uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.

What has been observed that reflects current proficiency on this EPC?					
Supervisor's Rationale for EPC Rating					
Other Notes Related to this EPC					
Date	Specific & Actionable Feedback		Status		
Reflection Questions					
What are some specific, effective communication techniques you have applied this year with students, parents, or staff?					
Describe a time when you effectively communicated with a student, parent, or staff member to ensure student needs were addressed promptly.					
Describe a time you have invited stakeholder involvement with students.					
EPC 5b.	Counselor's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating		
Communicating with Stakeholders	0				
Essential Performance Criteria Rating Rubric					
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective		
<p>Little or no evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor rarely uses written and verbal communication with families, students, school staff, and stakeholders.</p>	<p>Partial evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor inconsistently uses written and verbal communication with families, students, school staff, and stakeholders.</p> <p>The school counselor inconsistently provides communication to keep families, students, and stakeholders informed of student progress as outlined in the school counseling plan.</p>	<p>Adequate evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor uses written and verbal communication with families, students, school staff, and appropriate stakeholders.</p> <p>The school counselor provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan. The school counselor's communications may invite stakeholder involvement.</p>	<p>Significant and varied evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor consistently uses written and verbal communication with families, students, school staff, and appropriate stakeholders.</p> <p>The school counselor actively provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan. The school counselor's communications encourage active stakeholder involvement.</p>		
What has been observed that reflects current proficiency on this EPC?					
Supervisor's Rationale for EPC Rating					
Other Notes Related to this EPC					
Date	Specific & Actionable Feedback		Status		
Reflection Questions					
What are some communication techniques you have used this year with students, parents, or staff?					
Describe a time you have invited stakeholder involvement with students, parents, or staff.					
INDIVIDUAL GOAL					
INTERIM REVIEW					
Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Interim Rating

Identified EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0

Goal Statement	
Individual/Unit Goal	0

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>

What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			

Date	Specific & Actionable Feedback	Status

Reflection Questions					
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?					

STAGE I REVIEW					
Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Stage 1 Rating

Identified EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0
Supplementary EPC or Domain for IPP Focus Area	0

Goal Statement	
Individual/Unit Goal	0

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>

What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			

Date	Specific & Actionable Feedback	Status

Reflection Questions					
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?					

School Counselor Interim Evaluation							
First Name	0	Last Name	0	SAP#	0	School Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim		Stage 1	1/0/1900	Stage 2	10/13/2014
Student Learning Growth Rating (50% of Interim Performance Evaluation Rating)							
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points
						Unsatisfactory	
Student Learning Growth Rating Conversion Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
62 - 52	51 - 30		29 - 16		15 - 0		
Instructional Practice (50% of Interim Performance Evaluation Rating)							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a: Demonstrating knowledge of theory, techniques, and child and adolescent development						0	0
1b: Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component						0	0
1c: Demonstrating knowledge of resources						0	0
Domain 1: Point Summary							0
Comments							
Domain 2: ENVIRONMENT						Rating	Points
2a: Creating a student services environment of respect and rapport that establishes a climate that enhances learning						0	0
2b: Managing procedures: record keeping, time management, organization, and following district policies						0	0
2c: Managing behavior and compliance						0	0
2d: Organizing work environment and resources						0	0
Domain 2: Point Summary							0
Comments							
Domain 3: SERVICE DELIVERY AND INSTRUCTION						Rating	Points
3a: Demonstrating flexibility and responsibility						0	0
3b: Needs assessment gathering information to develop a school counseling program						0	0
3c: Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment						0	0
3d: Assisting students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs						0	0
Domain 3: Point Summary							0
Comments							
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT						Rating	Points
4a: Growing and developing professionally						0	0
4b: Knowledge, application, and sharing of resources to meet student needs						0	0
4c: Contributing and participating in school, district, professional community, and community initiatives						0	0
4d: Demonstrating adherence to ethical standards						0	0
Domain 4: Point Summary							0
Comments							
Domain 5: COMMUNICATION						Rating	Points
5a: Facilitating productive verbal and nonverbal communication						0	0
5b: Communicating with Stakeholders						0	0
Domain 5: Point Summary							0
Comments							

Interim Individual Performance Plan Rating and Point Summary		Rating	Points
Individual Goal		0	0
Comments			
Self-Evaluation Point Summary			Points
Self-Evaluation			0
Interim Performance Evaluation Rating and Point Summary		Rating	Points
Student Learning Growth		Unsatisfactory	0
Instructional Practice		Unsatisfactory	0
Interim: Rating and Point Summary		Unsatisfactory	0
Interim Evaluation Rating Table			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
124 - 103	102 - 61	60 - 32	31 - 0
Comments			

Counselor's Signature: _____

Supervisor's Signature: _____

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School Counselor Stage 1 Evaluation							
First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1		Stage 2	10/13/2014
Student Learning Growth <i>(50% of Annual Performance Evaluation Rating)</i>							
Student Learning Growth Rating (Not Applicable for Stage 1)						Overall SLG Rating	Total SLG Points
						N/A	N/A
Student Learning Growth Rating Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
62 - 52	51 - 30		29 - 16		15 - 0		
Instructional Practice <i>(50% of Annual Performance Evaluation Rating)</i>							
Domain 1: PLANNING & PREPARATION						Rating	Points
1a: Demonstrating knowledge of theory, techniques, and child and adolescent development						0	0
1b: Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component						0	0
1c: Demonstrating knowledge of resources						0	0
Domain 1: Point Summary						0	0
Comments							
Domain 2: ENVIRONMENT						Rating	Points
2a: Creating a student services environment of respect and rapport that establishes a climate that enhances learning						0	0
2b: Managing procedures: record keeping, time management, organization, and following district policies						0	0
2c: Managing behavior and compliance						0	0
2d: Organizing work environment and resources						0	0
Domain 2: Point Summary						0	0
Comments							
Domain 3: SERVICE DELIVERY AND INSTRUCTION						Rating	Points
3a: Demonstrating flexibility and responsibility						0	0
3b: Needs assessment gathering information to develop a school counseling program						0	0
3c: Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment						0	0
3d: Assisting students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs						0	0
Domain 3: Point Summary						0	0
Comments							
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL						Rating	Points
4a: Growing and developing professionally						0	0
4b: Knowledge, application, and sharing of resources to meet student needs						0	0
4c: Contributing and participating in school, district, professional community, and community initiatives						0	0
4d: Demonstrating adherence to ethical standards						0	0
Domain 4: Point Summary						0	0
Comments							
Domain 5: COMMUNICATION						Rating	Points
5a: Facilitating productive verbal and nonverbal communication						0	0
5b: Communicating with Stakeholders						0	0
Domain 5: Point Summary						0	0
Comments							

Individual Goal Rating and Point Summary		Rating	Points
Individual Goal		0	0
Comments			
Self-Evaluation Point Summary			Points
Self-Evaluation			0
Annual Performance Evaluation Rating and Point Summary		Rating	Points
Student Learning Growth		N/A	N/A
Instructional Practice		Unsatisfactory	0
Stage 1: Point Summary			0
Annual Performance Evaluation Rating Table (Stage 2)			
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
124 - 103	102 - 61	60 - 32	31 - 0
Comments			

Counselor's Signature: _____

Supervisor's Signature: _____

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School Counselor Stage 2 Evaluation							
First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	10/13/2014
Student Learning Growth <i>(50% of Annual Performance Evaluation Rating)</i>							
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points
						Unsatisfactory	
Student Learning Growth Rating Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
62 - 52	51 - 30		29 - 16		15 - 0		
Instructional Practice <i>(50% of Annual Performance Evaluation Rating)</i>							
Domain 1: PLANNING & PREPARATION						Rating	Points
1a: Demonstrating knowledge of theory, techniques, and child and adolescent development						0	0
1b: Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component						0	0
1c: Demonstrating knowledge of resources						0	0
Domain 1: Point Summary						0	0
Comments							
0							
Domain 2: ENVIRONMENT						Rating	Points
2a: Creating a student services environment of respect and rapport that establishes a climate that enhances learning						0	0
2b: Managing procedures: record keeping, time management, organization, and following district policies						0	0
2c: Managing behavior and compliance						0	0
2d: Organizing work environment and resources						0	0
Domain 2: Point Summary						0	0
Comments							
0							
Domain 3: SERVICE DELIVERY AND INSTRUCTION						Rating	Points
3a: Demonstrating flexibility and responsibility						0	0
3b: Needs assessment gathering information to develop a school counseling program						0	0
3c: Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment						0	0
3d: Assisting students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs						0	0
Domain 3: Point Summary						0	0
Comments							
0							
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT						Rating	Points
4a: Growing and developing professionally						0	0
4b: Knowledge, application, and sharing of resources to meet student needs						0	0
4c: Contributing and participating in school, district, professional community, and community initiatives						0	0
4d: Demonstrating adherence to ethical standards						0	0
Domain 4: Rating and Point Summary						0	0
Comments							
0							
Domain 5: COMMUNICATION						Rating	Points
5a: Facilitating productive verbal and nonverbal communication						0	0
5b: Communicating with Stakeholders						0	0
Domain 5: Rating and Point Summary						0	0
Comments							
0							

Individual Goal Rating and Point Summary		Rating	Points
Individual Goal		0	0
Comments			
0			
Self-Evaluation Point Summary			Points
Self-Evaluation			0
Annual Performance Evaluation Rating and Point Summary		Rating	Points
Student Learning Growth		Unsatisfactory	0
Instructional Practice		Unsatisfactory	0
Stage 2: Rating and Point Summary		Unsatisfactory	0
Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
124 - 103	102 - 61	60 - 32	31 - 0
Comments			

Counselor's Signature: _____

Supervisor's Signature: _____

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School Counselor Feedback Summary									
First Name	0	Last Name	0	SAP#	0	Year	0		
Category	0	Pre-K	0	Location	0	Supervisor	0		
Evaluation Conference Dates									
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	10/13/2014		
Domain 1: PLANNING & PREPARATION									
1a: Demonstrating knowledge of theory, techniques, child and adolescent development									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
1b: Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
1c: Demonstrating knowledge of resources									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
Domain 2: ENVIRONMENT									
2a: Creating a student services environment of respect and rapport that establishes a climate that enhances learning									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
2b: Managing procedures: record keeping, time management, organization, and following district policies									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
2c: Managing behavior and compliance									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0
2d: Organizing work environment and resources									
Date	Specific & Actionable Feedback								Status
1/0/1900	0								0
1/0/1900	0								0
1/0/1900	0								0

Domain 3: SERVICE DELIVERY AND INSTRUCTION

3a: Demonstrating flexibility and responsibility		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3b: Needs assessment gathering information to develop a school counseling program		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3c: Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
3d: Assisting students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT

4a: Growing and developing professionally		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4b: Knowledge, application, and sharing of resources to meet student needs		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4c: Contributing and participating in school, district, professional community, and community initiatives		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0
4d: Demonstrating adherence to ethical standards		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Domain 5: COMMUNICATION

5a: Facilitating productive verbal and nonverbal communication

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

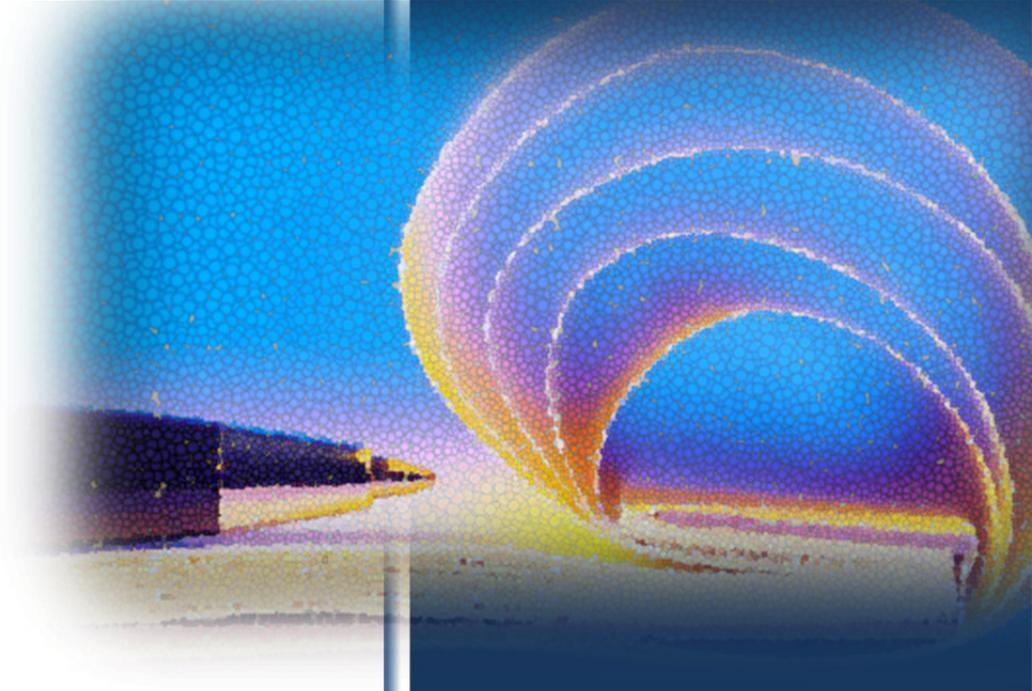
5b: Communicating with Stakeholders

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Counselor's Signature: _____ Supervisor's Signature: _____

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School Psychologist Evaluation System



School Psychologist Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 1: Planning and Preparation			
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process	<p>Little or no evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist rarely applies the theories or techniques of child and adolescent development that are appropriate (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist rarely utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Partial evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies theories or techniques of child and adolescent development that may not be appropriate (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist inconsistently utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Adequate evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies the theories and techniques of child and adolescent development (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Significant and varied evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies traditional and innovative theories and techniques of child and adolescent development (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist utilizes the theories of child and adolescent development within a problem-solving framework.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 Instructional Design and Lesson Planning <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domains 1, 2 	<p>Possible evidence may include sources such as:</p> <p>Behavior plans, comprehensive services, contributions to Problem Solving Leadership Team (PSLT), School Improvement Plan (SIP), and/or Problem-Solving Team (PST), counseling, gap analysis, information from principals/staff/parents, intervention plan forms, observation, Professional Learning Communities (PLC) activities, progress monitoring graphs, psychological reports, resources shared with staff/parents, Section 504 Plans, and/ or written communication...</p>			
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved achievement. How have you developed goals for a student using the problem-solving model? What resources and/or research-based interventions have you used to meet the needs of students, schools, and families? 				

School Psychologist Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>Little or no evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist rarely utilizes information or technological resources during data collection and decision-making.</p> <p>The school psychologist rarely consults with others to develop, monitor, support, and evaluate programs that do not improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Partial evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist inconsistently utilizes information or technological resources to enhance data collection and decision-making.</p> <p>The school psychologist may consult with others to develop, monitor, support, and evaluate programs that may not improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Adequate evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist utilizes information and/or technological resources to enhance data collection and decision-making.</p> <p>The school psychologist consults with others to effectively develop, monitor, support, and evaluate programs that improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Significant and varied evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist utilizes a wide variety of data collection methods, information, and technological resources to enhance decision-making.</p> <p>The problem-solving framework is used cyclically to modify each plan as appropriate.</p> <p>The school psychologist consults with others to effectively develop, monitor, support, and evaluate programs that improve academic, behavioral, social-emotional development, and mental health services.</p>
<p>1b. Using a consultative, problem-solving framework as the basis for all professional activities</p>			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Foundational Principle 1 <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domains 1, 2, 3, 5, 9 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> How have you developed goals for a student using the problem-solving model? How have you used technology to address the needs of students, parents, and schools? How do you use problem solving to address student or school issues? 	<p>Possible evidence may include sources such as: Comprehensive services, Essential Performance Criteria (EPC) guide, information from consultees, intervention planning forms, Individual Performance Plan (IPP) and documentation, meets with administration to plan for school services, observations, psychological reports, use of data, and/or written communication...</p>		

School Psychologist Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation			
<p>1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems</p> <p>The school psychologist rarely seeks out resources to address systemic problems at their assigned schools.</p> <p>The school psychologist rarely responds to requests for additional information from staff, parents, and/or students.</p>	<p>Partial evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist inconsistently seeks out resources to address systemic problems at their assigned schools.</p> <p>The school psychologist may respond to requests for additional information from staff, parents, and/or students on a variety of issues.</p>	<p>Adequate evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist seeks out resources to address systemic problems at their assigned schools .such as readiness, school failure, truancy, disruptive behavior, dropout, bullying, youth suicide, school violence, etc.</p> <p>The school psychologist responds to requests for additional information from staff, parents, and/or students on a variety of issues in a timely manner.</p>	<p>Significant and varied evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist utilizes and seeks out resources to address multiple systemic problems at their assigned schools such as readiness, school failure, truancy, disruptive behavior, dropout, bullying, youth suicide, school violence, etc.</p> <p>The school psychologist promptly responds to requests for additional information from staff, parents, and/or students on a wide variety of issues in a timely manner.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 Instructional Design and Lesson Planning Instructional Delivery and Facilitation <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 5, 6, 7 	<p>Possible evidence may include sources such as:</p> <p>Application of knowledge gained through webinars/workshops, Essential Performance Criteria (EPC) guide, evidence of participation on School Intervention Plan (SIP) and Problem Solving Leadership Team (PSLT), Individual Education Plans (IEPs), Individual Performance Plan (IPP) and documentation, Problem Solving Team (PST) meetings, recommendations, Tier 2/3 intervention plans, and/or written resources...</p>		
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved achievement. Describe some ways you have shared your content knowledge with others? What resources and/or research-based interventions have you used to meet the needs of students, schools, and families? 			

School Psychologist Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: The Learning Environment			
<p><u>Little or no</u> evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist rarely demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p>	<p><u>Partial</u> evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist inconsistently demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p> <p>The school psychologist may model strategies that result in a positive school environment that enhances student learning.</p>	<p><u>Adequate</u> evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p> <p>The school psychologist consistently models strategies that result in a positive school environment that enhances student learning.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics. The school psychologist is adept at identifying and responding appropriately to verbal and non-verbal cues.</p> <p>The school psychologist consistently models strategies that result in a positive school environment that enhances student learning.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>Consultation with other professionals, counseling, ecological assessments, email communication, intervention plans, observations, presentations/trainings, Positive Behavior Support (PBS) activities, Problem Solving Team (PST) meetings, recommendations, reports, Problem Solving Leadership Team (PSLT) agendas/notes/outcomes, School Improvement Plans (SIP), school wide and individual behavior plans, Section 504 plans, and/or staffing plans...</p>		
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 8 			
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> What strategies do you use to adjust for a student's cultural background, developmental level, and learning style? Please provide specific examples. How have you applied your knowledge of students in crisis? 			

School Psychologist Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: The Learning Environment				
2b. Applying appropriate ecological and behavioral theories	<p><u>Little or no</u> evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist fails to identify the antecedents, consequences, and/or functions of behavior.</p>	<p><u>Partial</u> evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist inaccurately identifies the antecedents, consequences, and/or functions of behavior and may develop and/or implement ineffective behavior programs.</p>	<p><u>Adequate</u> evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist accurately identifies the antecedents, consequences, and functions of behavior to develop and/or implement effective behavior programs at the individual level.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist accurately identifies the antecedents, consequences, and functions of behavior to develop and/or implement effective behavior programs at the individual, group, classroom, and/or school levels.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment Assessment <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 4 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved behavior. What resources and/or research-based interventions have you used to meet the needs of students, schools, and families? Describe both formal and informal assessment techniques you have used to assess a student’s needs. 	<p>Possible evidence may include sources such as:</p> <p>Classroom consultation notes/emails, ERASE notes, Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP), observation records, Positive Behavior Support (PBS) team participation, Problem Solving Team (PST) meetings, psychological reports, and/or trainings...</p>		

School Psychologist Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Service Delivery and Instruction			
<p>3a. Fostering effective two-way communication</p> <p><u>Little or no</u> evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist frequently utilizes ineffective communication strategies.</p> <p>The school psychologist uses limited communication approaches.</p>	<p><u>Partial</u> evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist occasionally utilizes ineffective communication strategies.</p> <p>The school psychologist uses limited communication approaches.</p>	<p><u>Adequate</u> evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist utilizes effective communication strategies.</p> <p>The school psychologist uses a variety of communication approaches.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist adapts communication style and content to a variety of audiences and settings.</p> <p>The school psychologist uses a variety of communication approaches.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● The Learning Environment ● Instructional Delivery and Facilitation 			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> ● NASP Domain 2 			
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> ● What are some specific, effective communication techniques you have applied this year with students, parents, or staff? ● What strategies do you use to adjust for a student’s cultural background, developmental level, and learning style? Please provide specific examples. ● How do you adapt your communication style and content to a variety of audiences and settings? 			

School Psychologist Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 3: Service Delivery and Instruction			
3b. Gathering information, evaluating needs, and conducting assessments to determine student services	<p><u>Little or no</u> evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, may not collect or analyzes data, uses inappropriate assessment tools.</p> <p>The school psychologist shares data and recommendations that have limited or no utility.</p>	<p><u>Partial</u> evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes data from limited sources, and may use assessment tools, provides limited GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs.</p> <p>The school psychologist shares data and recommendations that have limited utility.</p>	<p><u>Adequate</u> evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes data from a variety of sources, and uses assessment tools, GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs.</p> <p>The school psychologist shares data and recommendations to assist in educational decision-making.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes a broad spectrum of data from a variety of sources, and uses multiple assessment tools, GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs across all levels of support.</p> <p>The school psychologist effectively shares data and recommendations to assist in educational decision-making.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Assessment Instructional Design and Lesson Planning Instructional Delivery and Facilitation <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 1 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Describe both formal and informal assessment techniques you have used to assess a student's needs. Are you involved with the implementation of FLPBS? If so, how? If not, how are your teachers assisting with behavior interventions? How do you use problem solving to address student or school issues? 	<p>Possible evidence may include sources such as:</p> <p>Comprehensive Services Log including number of eligibility staffings, gap analysis, collecting group data for Problem Solving Team/Problem Solving Leadership Team (PST/PSLT) meetings, Individual Education Plans (IEPs), intervention plans, reports showing a range of assessment tools and sources of information, and/or Review-Interview-Observe-Test/Instruction-Curriculum-Environment-Learner (RIOT/ICEL) documentation...</p>		

School Psychologist Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibilities and Ethical Conduct				
4a. Growing and developing professionally	<p><u>Little or no</u> evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist inconsistently attends professional development activities.</p> <p>The school psychologist rarely applies knowledge gained to their professional practice.</p>	<p><u>Partial</u> evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist attends professional development activities.</p> <p>The school psychologist inconsistently applies knowledge gained to their professional practice.</p>	<p><u>Adequate</u> evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist participates in professional development activities.</p> <p>The school psychologist applies knowledge gained to their professional practice.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist proactively seeks and participates in professional development activities based on self-identified individual needs.</p> <p>The school psychologist applies knowledge gained to their professional practice.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principal 3 Continuous Professional Improvement <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 10 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities to your job role? How have those activities matched the needs of the student population you serve? 	<p>Possible evidence may include sources such as:</p> <p>Continuing Education (CE) certificates, departmentally initiated trainings, Essential Performance Criteria (EPC) guide, Individual Performance Plan (IPP), Nationally Certified School Psychologist (NCSP) documentation for renewal, observations, professional development through conference/webinar/workshop participation, Professional Learning Communities (PLC) activities, professional product, recertification points, and/or shared presentation with staff/colleagues...</p>		

School Psychologist Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>4b. Contributing to and participating in school, district, professional, and community initiatives</p>	<p><u>Little or no</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist rarely serves as a participant in school, district, or professional communities.</p> <p>The school psychologist rarely contributes relevant knowledge to support initiatives at the local or district levels.</p>	<p><u>Partial</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist sometimes serves as a participant in school, district, or professional communities.</p> <p>The school psychologist sometimes contributes relevant knowledge to support initiatives at the local or district levels.</p>	<p><u>Adequate</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist serves as an active participant in school, district, and/or professional communities.</p> <p>The school psychologist contributes relevant knowledge to support initiatives at the local and/or district levels.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist consistently serves as an active participant in school, district, and professional communities.</p> <p>The school psychologist consistently contributes relevant knowledge to support initiatives at the local, district and/or state levels.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 6 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities to your job role? How have those activities matched the needs of the student population you serve? 	<p>Possible evidence may include sources such as:</p> <p>Participation in: community organizations, Crisis Intervention Team, professional organizations, Positive Behavior Support (PBS), professional committees/teams, Professional Learning Communities (PLC), Response to Intervention (RtI), other school-based activities, Problem Solving Leadership Team (PSLT), mental health initiatives... Activities beyond contract hours are optional and not required in any way</p>		

School Psychologist Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 4: Professional Responsibilities and Ethical Conduct			
<p>4c. Prioritizing work and responding to student, family, school, and/or district needs</p>	<p>Little or no evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist does not maintain, update, or submit required documents in a timely manner.</p> <p>The school psychologist does not adapt his or her schedule to assist with student or school concerns.</p>	<p>Partial evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist infrequently maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist may adapt his or her schedule to assist with student or school concerns and infrequently resumes his or her scheduled activities.</p>	<p>Adequate evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist accurately maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist adapts his or her schedule as appropriate to assist with student or school concerns and resumes his or her scheduled activities.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 10 <p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> What strategies have you used to effectively manage time? Are assessments completed within the 60-day timeline and are unavoidable delays documented? 			
<p>Possible evidence may include sources such as:</p> <p>60-Day Timeline, attending required meetings at school and district levels, completing monthly paperwork on time, maintaining Outlook calendar, and/or maintaining personal files for 3 years...</p>			

School Psychologist Essential Performance Criteria Rating Rubrics

Unsatisfactory/Needs Improvement or Developing	Effective/Highly Effective
Domain 4: Professional Responsibilities and Ethical Conduct	
4d. Demonstrating professional responsibility and ethical conduct	<p>Evidence exists that the school psychologist does not consistently meet professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for school psychologists.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> ● Foundational Principal 3 ● Professional Responsibility and Ethical Conduct <p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> ● NASP Domain 2, 5, 10 <p>EPC Questions</p> <ul style="list-style-type: none"> ● As determined by code of ethics, this dimension is necessary and non-negotiable in application. 	<p>Evidence exists that the school psychologist consistently strives to meet professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for school psychologists.</p> <p>Possible evidence may include, but is not limited to sources such as:</p> <p>Communication with others, observations, Polk County Code of Ethics and Principles of Professional Conduct, and/or The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida,, policies and procedures for accurate, efficient, and confidential record keeping....</p>

School Psychologist Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Individual Goal			
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>
<p>NASP Accomplished Practices</p> <p>Possible Evidence: School Improvement Plan (SIP) Data analysis, Outcome data: spreadsheets, graphs, logs of activities, observational data, structured interviews, Presentation/written summary...</p>			
<p>EPC Discussion Question: Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?</p>			

Completion Directions for Excel Workbook Evaluation Forms

1. **SAVE THIS FILE AS:** LastName FirstName 13-14 Evaluation (EXAMPLE: Doe Jane 13-14 Evaluation)
2. **IMPORTANT:** Fully complete the “**Employee Information**” section of the Self-Evaluation, these fields populate data in the other Tabs
3. **IMPORTANT:** Remember to “**SAVE**” the evaluation workbook after entering any data and prior to closing the file
4. **Evaluation Components and Values**

Evaluation Component	Percent of Annual Evaluation	Maximum Point Value	Rating Calculated During
Self-Evaluation	3%	3	Stage 1
Individual Goal	7%	7	Stage 1
Essential Performance Criteria (EPCs)	40%	33	Stage 1
Student Learning Growth	50%	43	Stage 2

5. Overview of Evaluation Forms and Processes

Tab 1 Self-Evaluation (3% of Annual Evaluation Rating) Completed by Employee

This form summarizes an employee’s reflection of his or her current proficiency of practice on the Essential Performance Criteria (EPCs) and Domains.

1. Review the EPC rating rubrics located in the “**Worksheet**” Tab
2. Based upon self-reflection of professional practice, select a rating for each EPC from the drop-down list
3. When all EPCs have been rated, “**SAVE**” the evaluation workbook

The Self-Evaluation points earned for each Domain calculate automatically based upon the selected EPC ratings and result in a “raw” point value (Total Points), which is converted to “evaluation” points and transferred to the “**Interim**”, “**Stage I**”, and “**Stage II**” evaluation forms (Tabs 4 – 6). The Table below explains how the ‘raw’ points from the “**Self-Evaluation**” are converted to “evaluation” points:

Point Type	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Raw Points	33 - 27	26 - 16	15 - 9	8 - 0
Evaluation Points	3	2	1	0

Tab 2 Individual Goal (7% of Annual Evaluation Rating) Completed by Employee and Administrator/Supervisor

The “**Individual Goal Form**” is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

- **Goal Planning and Completion of the Individual Goal Form**
 - **Prior to the Planning Conference:**
 - The Employee will:
 - Identify an EPC or Domain for his or her Individual Goal Focus Area
 - Supplementary EPCs or Domains for a Focus Area may be selected (**Optional**)
 - Select the identified EPC or Domain from the drop-down list in the “**Individual Goal Form**”
 - Develop a measurable (SMART) goal for each identified Focus Area(s)
 - Enter the SMART goal(s) in the space provided in the “**Individual Goal Form**”
 - “**SAVE**” the evaluation workbook
 - Email the document to his or her Administrator/Supervisor

- **During the Planning Conference the Administrator/Supervisor will:**
 - Enter the date of the Planning Conference in the space provided in the **“Individual Goal Form”**
 - Review the employee’s identified focus area(s) and Individual Goal(s)
 - Approve the employee’s Individual Goal and/or assist the employee in making mutually agreed upon adjustments to the goal(s)
 - Collaboratively develop an Individual Goal Action Plan with the employee
 - Enter the agreed upon Strategies
 - Documentation Methods
 - Timelines
 - **“SAVE”** the evaluation workbook
 - Print and Sign the completed **“Individual Goal Form”** (*Employee receives signed copy*)

The Table below outlines the Evaluation Points for each Rating Label:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
8	6	4	2

Tab 3 Worksheet Completed by Administrator/Supervisor

The **“Worksheet”** serves as the Administrator/Supervisor’s data collection tool. The Administrator/Supervisor gathers evidence throughout the school year and enters the evidence, specific and actionable feedback, other data sources, and rating rationales in the **“Worksheet.”**

- **Supervisor’s Rationale for EPC Rating Field (Required)**
 - Based upon the evidence collected throughout the annual evaluation cycle, the Administrator/Supervisor enters the evidence collected that justifies the rating he or she assigned the EPC for the Interim and Stage I Evaluations
- **Other Notes Related to this EPC Field (Optional)**
 - This field may be used as additional space for data collection, notes, etc.
- **Specific and Actionable Feedback Field (Required, if performance deficiencies are noted)**
 - If performance deficiencies are noted, the Administrator/Supervisor is required to provide the employee with specific and actionable written feedback within five (5) contract days
 - To generate a **Feedback Summary Report** for an employee, complete the following steps:
 - **Date Field:** *Enter the date feedback is being provided to the employee*
 - **Specific and Actionable Feedback Field:** *Enter a detailed explanation of the noted deficiency, possible action steps for the employee, and intended outcomes*
 - **Status Field:**
 1. **“Initiated”** if this is the first **“Feedback Summary”** for a noted deficiency
 2. **“On-Going”** if the **“Feedback Summary”** is a follow-up for previously noted deficiency
 3. **“Addressed”** if the performance concern has been corrected
 - **“SAVE”** the evaluation workbook
 - Click on the **“Feedback Summary”** Tab
 - Print the **“Feedback Summary”** form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the **“Feedback Summary”** form (*Employee receives signed copy*)

- **Supervisor’s Interim Rating Field**
 - Interim EPC and Individual Goal ratings automatically populate in the “**Interim Evaluation**” form
 - Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
 - This field is used by the Administrator/Supervisor to assign Interim (Mid-Year) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Interim Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Interim Review* section of the “**Worksheet**” (Rows 369 – 389)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric
- **Supervisor’s Stage 1 Rating Field**
 - Stage 1 EPC and Individual Goal ratings automatically populate in the “**Stage 1 Evaluation**” form
 - This field is used by the Administrator/Supervisor to assign Stage 1 (Summary) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Stage 1 Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Stage 1 Review* section of the “**Worksheet**” (Rows 390 – 409)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric

Tab 4 Interim Evaluation Completed by Administrator/Supervisor

An Interim Evaluation is required for all Category I employees. Additionally, a Mid-Year Review of an employee’s progress toward his or her Individual Goal(s) is required for all employees.

- Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
- Interim review of Individual Goal progress is **required** for Category I and Category II employees
- **Prior to the Interim Evaluation Conference:**
 - **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
 - The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
 - **In the “Interim Evaluation” form the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain, the Individual Goal, and the Interim Evaluation Summary
 - “**SAVE**” the evaluation workbook
- **Interim Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Interim Evaluation Conference in the “**Interim Evaluation**” form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement

- Individual Goal Progress
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Modify the Individual Goal Action Plan on the **“Individual Goal Form”** as appropriate
- Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
- Additional sources of evidence shared by the employee related to the EPCs
- Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee
- **“SAVE”** the evaluation workbook
- Print the **“Interim Evaluation”** form
- Sign and date the **“Interim Evaluation”** form (*Employee receives signed copy*)

Tab 5 Stage 1 Evaluation (50% of Annual Performance Evaluation) Completed by Administrator/Supervisor

The Stage 1 Evaluation Conference is only a review of the Instructional Practice Ratings and does not represent an employee’s Annual Performance Evaluation Rating.

- **Prior to the Stage 1 Evaluation Conference**

- **In the “Worksheet” the Administrator/Supervisor will:**

- Evaluate the evidence accumulated for each EPC
- Select an appropriate rating for each EPC using the Rating Rubrics
- Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
- The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
- **“SAVE”** the evaluation workbook

- **In the “Stage 1 Evaluation” the Administrator/Supervisor will:**

- Enter “Comments” related to each Domain, the Individual Goal, and the Stage 1 Evaluation Summary
- **“SAVE”** the evaluation workbook

- **Stage 1 Evaluation Conference**

- The Administrator/Supervisor will:

- Enter the date of the Stage 1 Conference in the **“Stage 1 Evaluation”** form
- Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement
 - The employee’s Individual Goal outcomes
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
- Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
- Review additional sources of evidence shared by the employee related to the EPCs
- Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee

- “SAVE” the evaluation workbook
- Print the “**Stage 1 Evaluation**” form
- Sign and date the “**Stage 1 Evaluation**” form (*Employee receives signed copy*)

Tab 6 Stage 2 Evaluation Completed by Administrator/Supervisor

The “**Stage 2 Evaluation**” form is an employee’s Summary Evaluation and adds the points earned for Student Learning Growth to the points earned for Instructional Practice during the Stage 1 Evaluation Conference.

- **Prior to the Stage 2 Evaluation Conference, the Administrator/Supervisor:**
 - Enters the Student Learning Growth points earned by the employee
 - Enters “Comments” related to the Stage 2 Evaluation Summary
- **During the Stage 2 Evaluation Conference:**
 - The EPC ratings are reviewed
 - The performance on the Job Function Goal is reviewed
 - The current year’s Self-Evaluation ratings are reviewed
 - The Administrator/Supervisor explains how the EPC ratings, Individual Goal, Self-Evaluation, and Student Learning Growth combine to determine the employee’s Annual Performance Evaluation Rating
 - If improvement plans or employment consequences were discussed based on the outcomes of a Stage 1 Evaluation, review the agreed upon action and begin the improvement process in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - If improvement plans or employment consequences were not discussed based on the outcomes of a Stage 1 Evaluation but have arisen based upon the Stage 2 Evaluation, inform the employee of the appropriate performance improvement process that will be undertaken in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - Print the “**Stage 2 Evaluation**” form
 - Sign and date the “**Stage 2 Evaluation**” form (*Employee receives signed copy*)

Tab 7 Feedback Summary (Read Only) Printed by Administrator/Supervisor

- **After completing the “Specific and Actionable Feedback” section in the “Worksheet”**
 - Print the “**Feedback Summary**” form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the “**Feedback Summary**” form (*Employee receives signed copy*)

School Psychologist Self-Evaluation						Year
First Name	Last Name	SAP#	Category	Pre-K		
Primary Location	Primary Supervisor					
Directions						
<p>This form summarizes a School Psychologist's reflection of his or her current proficiency of practice on the School Psychologist Essential Performance Criteria (EPCs) and Domains. After carefully reviewing the EPC rating rubrics located in the "Worksheet" Tab select a rating from the drop-down box for each EPC below based on your current proficiency of practice. The <i>Total Points</i> for each Domain will populate automatically based upon your self-selected EPC ratings.</p>						
Domain 1: PLANNING AND PREPARATION				Rating	Points	
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process					0	
1b. Using a consultative, problem-solving framework as the basis for all professional activities					0	
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems					0	
Domain 1: Point Summary					0	
Domain 2: THE LEARNING ENVIRONMENT				Rating	Points	
2a. Demonstrating a respect for individual differences when interacting with others					0	
2b. Applying appropriate ecological and behavioral theories					0	
Domain 2: Point Summary					0	
Domain 3: SERVICE DELIVERY AND INSTRUCTION				Rating	Points	
3a. Fostering effective two-way communication					0	
3b. Gathering information, evaluating needs, and conducting assessments to determine student services					0	
Domain 3: Point Summary					0	
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT				Rating	Points	
4a. Growing and developing professionally					0	
4b. Contributing to and participating in school, district, professional, and community initiatives					0	
4c. Prioritizing work and responding to student, family, school, and/or district needs					0	
4d. Demonstrating professional responsibility and ethical conduct					0	
Domain 4: Point Summary					0	
Total Points					0	

School Psychologist Individual Performance Plan

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates			
Planning	1/0/1900	Stage 1	1/0/1900
		Stage 2	1/0/1900

Identified Focus Area(s)	
Identified EPC or Domain for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	

Goal Statement

Individual/Unit Goal:	
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Action Plan

Strategies (Select up to five)	Documentation Method	Timeline
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	

Employee's Signature: _____ Supervisor's Signature: _____

School Psychologist Evaluation Worksheet

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
Domain 1: PLANNING AND PREPARATION							
EPC 1a.				Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating	
Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process				0			
Essential Performance Criteria Rating Rubric							
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective				
<p>Little or no evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist rarely applies the theories or techniques of child and adolescent development that are appropriate (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist rarely utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Partial evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies theories or techniques of child and adolescent development that may not be appropriate (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist inconsistently utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Adequate evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies the theories and techniques of child and adolescent development (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Significant and varied evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies traditional and innovative theories and techniques of child and adolescent development (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist utilizes the theories of child and adolescent development within a problem-solving framework.</p>				
What has been observed that reflects current proficiency on this EPC?							
Supervisor's Rationale for EPC Rating							
Other Notes Related to this EPC							
Date	Specific & Actionable Feedback						Status
Reflection Questions							
Specifically describe some of the "best practices" strategies that you have used this year and how they relate to improved achievement.							
How have you developed goals for a student using the problem-solving model?							
What resources and/or research-based interventions have you used to meet the needs of students, schools, and families?							
EPC 1b.				Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating	
Using a consultative, problem-solving framework as the basis for all professional activities				0			
Essential Performance Criteria Rating Rubric							
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective				
<p>Little or no evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist rarely utilizes information or technological resources during data collection and decision-making.</p> <p>The school psychologist rarely consults with others to develop, monitor, support, and evaluate programs that do not improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Partial evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist inconsistently utilizes information or technological resources to enhance data collection and decision-making.</p> <p>The school psychologist may consult with others to develop, monitor, support, and evaluate programs that may not improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Adequate evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist utilizes information and/or technological resources to enhance data collection and decision-making.</p> <p>The school psychologist consults with others to effectively develop, monitor, support, and evaluate programs that improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Significant and varied evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist utilizes a wide variety of data collection methods, information, and technological resources to enhance decision-making.</p> <p>The problem-solving framework is used cyclically to modify each plan as appropriate.</p> <p>The school psychologist consults with others to effectively</p>				
What has been observed that reflects current proficiency on this EPC?							
Supervisor's Rationale for EPC Rating							
Other Notes Related to this EPC							
Date	Specific & Actionable Feedback						Status
Reflection Questions							
How have you developed goals for a student using the problem-solving model?							
How have you used technology to address the needs of students, parents, and schools?							
How do you use problem solving to address student or school issues?							

EPC 1c.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist rarely seeks out resources to address systemic problems at their assigned schools.</p> <p>The school psychologist rarely responds to requests for additional information from staff, parents, and/or students.</p>	<p>Partial evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist inconsistently seeks out resources to address systemic problems at their assigned schools.</p> <p>The school psychologist may respond to requests for additional information from staff, parents, and/or students on a variety of issues.</p>	<p>Adequate evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist seeks out resources to address systemic problems at their assigned schools .such as readiness, school failure, truancy, disruptive behavior, dropout, bullying, youth suicide, school violence, etc.</p> <p>The school psychologist responds to requests for additional information from staff, parents, and/or students on a variety of issues in a timely manner.</p>	<p>Significant and varied evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist utilizes and seeks out resources to address multiple systemic problems at their assigned schools such as readiness, school failure, truancy, disruptive behavior, dropout, bullying, youth suicide, school violence, etc.</p> <p>The school psychologist promptly responds to requests for additional information from staff, parents, and/or students on a wide variety of issues in a timely manner.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Specifically describe some of the "best practices" strategies that you have used this year and how they relate to improved achievement.			
Describe some ways you have shared your content knowledge with others?			
What resources and/or research-based interventions have you used to meet the needs of students, schools, and families?			
Domain 2: THE LEARNING ENVIRONMENT			
EPC 2a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating a respect for individual differences when interacting with others	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist rarely demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p>	<p>Partial evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist inconsistently demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p> <p>The school psychologist may model strategies that result in a positive school environment that enhances student learning.</p>	<p>Adequate evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p> <p>The school psychologist consistently models strategies that result in a positive school environment that enhances student learning.</p>	<p>Significant and varied evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics. The school psychologist is adept at identifying and responding appropriately to verbal and non-verbal cues.</p> <p>The school psychologist consistently models strategies that result in a positive school environment that enhances student learning.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
What strategies do you use to adjust for a student's cultural background, developmental level, and learning style? Please provide specific examples.			
How have you applied your knowledge of students in crisis?			
EPC 2b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Applying appropriate ecological and behavioral theories	0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist fails to identify the antecedents, consequences, and/or functions of behavior.</p>	<p>Partial evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist inaccurately identifies the antecedents, consequences, and/or functions of behavior and may develop and/or implement ineffective behavior programs.</p>	<p>Adequate evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist accurately identifies the antecedents, consequences, and functions of behavior to develop and/or implement effective behavior programs at the individual level.</p>	<p>Significant and varied evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist accurately identifies the antecedents, consequences, and functions of behavior to develop and/or implement effective behavior programs at the individual, group, classroom, and/or school levels.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Specifically describe some of the "best practices" strategies that you have used this year and how they relate to improved behavior.			
What resources and/or research-based interventions have you used to meet the needs of students, schools, and families?			
Describe both formal and informal assessment techniques you have used to assess a student's needs.			
Domain 3: SERVICE DELIVERY AND INSTRUCTION			
EPC 3a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Fostering effective two-way communication	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist frequently utilizes ineffective communication strategies.</p> <p>The school psychologist uses limited communication approaches.</p>	<p>Partial evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist occasionally utilizes ineffective communication strategies.</p> <p>The school psychologist uses limited communication approaches.</p>	<p>Adequate evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist utilizes effective communication strategies.</p> <p>The school psychologist uses a variety of communication approaches.</p>	<p>Significant and varied evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist adapts communication style and content to a variety of audiences and settings.</p> <p>The school psychologist uses a variety of communication approaches.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
What are some specific, effective communication techniques you have applied this year with students, parents, or staff?			
What strategies do you use to adjust for a student's cultural background, developmental level, and learning style? Please provide specific examples.			
How do you adapt your communication style and content to a variety of audiences and settings?			
EPC 3b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Gathering information, evaluating needs, and conducting assessments to determine student services	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, may not collect or analyze data, uses inappropriate assessment tools.</p> <p>The school psychologist shares data and recommendations that have limited or no utility.</p>	<p>Partial evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes data from limited sources, and may use assessment tools, provides limited GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs.</p> <p>The school psychologist shares data and recommendations that have limited utility.</p>	<p>Adequate evidence exists that that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes data from a variety of sources, and uses assessment tools, GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs.</p> <p>The school psychologist shares data and recommendations to assist in educational decision-making.</p>	<p>Significant and varied evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes a broad spectrum of data from a variety of sources, and uses multiple assessment tools, GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs across all levels of support.</p> <p>The school psychologist effectively shares data and recommendations to assist in educational decision-making.</p>

What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback	Status	
Reflection Questions			
Describe both formal and informal assessment techniques you have used to assess a student's needs.			
How do you use problem solving to address student or school issues?			
Are you involved with the implementation of FLPBS? If so, how? If not, how are your teachers assisting with behavior interventions?			
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT			
EPC 4a.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Growing and developing professionally	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist inconsistently attends professional development activities.</p> <p>The school psychologist rarely applies knowledge gained to their professional practice.</p>	<p>Partial evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist attends professional development activities.</p> <p>The school psychologist inconsistently applies knowledge gained to their professional practice.</p>	<p>Adequate evidence exists that that the school psychologist grows and develops professionally.</p> <p>The school psychologist participates in professional development activities.</p> <p>The school psychologist applies knowledge gained to their professional practice.</p>	<p>Significant and varied evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist proactively seeks and participates in professional development activities based on self-identified individual needs.</p> <p>The school psychologist applies knowledge gained to their professional practice.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback	Status	
Reflection Questions			
Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities to your job role?			
How have those activities matched the needs of the student population you serve?			
EPC 4b.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Contributing to and participating in school, district, professional, and community initiatives	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist rarely serves as a participant in school, district, or professional communities.</p> <p>The school psychologist rarely contributes relevant knowledge to support initiatives at the local or district levels.</p>	<p>Partial evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist sometimes serves as a participant in school, district, or professional communities.</p> <p>The school psychologist sometimes contributes relevant knowledge to support initiatives at the local or district levels.</p>	<p>Adequate evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist serves as an active participant in school, district, and/or professional communities.</p> <p>The school psychologist contributes relevant knowledge to support initiatives at the local and/or district levels.</p>	<p>Significant and varied evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist consistently serves as an active participant in school, district, and professional communities.</p> <p>The school psychologist consistently contributes relevant knowledge to support initiatives at the local, district and/or state levels.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback	Status	

Reflection Questions

Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities to your job role?

How have those activities matched the needs of the student population you serve?

EPC 4c.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Prioritizing work and responding to student, family, school, and/or district needs	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist does not maintain, update, or submit required documents in a timely manner.</p> <p>The school psychologist does not adapt his or her schedule to assist with student or school concerns.</p>	<p>Partial evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist infrequently maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist may adapt his or her schedule to assist with student or school concerns and infrequently resumes his or her scheduled activities.</p>	<p>Adequate evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist accurately maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist adapts his or her schedule as appropriate to assist with student or school concerns and resumes his or her scheduled activities.</p>	<p>Significant and varied evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist organizes, accurately maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist proactively adapts his or her schedule as appropriate to assist with student or school concerns and seamlessly resumes his or her scheduled activities.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

What strategies have you used to effectively manage time?

Are assessments completed within the 60-day timeline and are unavoidable delays documented?

EPC 4d.	Employee's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating professional responsibility and ethical conduct	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory/Needs Improvement or Developing	Effective/Highly Effective
<p>Evidence exists that the school psychologist does not consistently meet professional responsibilities. There is a lack of adherence to professional standards, ethics, and practices for school psychologists.</p>	<p>Evidence exists that the school psychologist consistently strives to meet professional responsibilities. Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for school psychologists.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

Determined by the NASW Code of Ethics, this dimension is necessary and non-negotiable in application.

INDIVIDUAL GOAL

INTERIM REVIEW

Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Interim Rating

Identified EPC or Domain for IPP Focus Area 0

Supplementary EPC or Domain for IPP Focus Area 0

Supplementary EPC or Domain for IPP Focus Area 0

Supplementary EPC or Domain for IPP Focus Area 0

Goal Statement

Individual/Unit Goal 0

Essential Performance Criteria Rating Rubric					
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective		
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>		
What has been observed that reflects current proficiency on this EPC?					
Supervisor's Rationale for EPC Rating					
Date	Specific & Actionable Feedback				Status
Reflection Questions					
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?					
STAGE I REVIEW					
Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Stage 1 Rating
Identified EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Goal Statement					
Individual/Unit Goal		0			
Essential Performance Criteria Rating Rubric					
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective		
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>		
What has been observed that reflects current proficiency on this EPC?					
Supervisor's Rationale for EPC Rating					
Date	Specific & Actionable Feedback				Status
Reflection Questions					
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?					

School Psychologist Interim Evaluation							
First Name	0	Last Name	0	SAP#	0	School Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim		Stage 1	1/0/1900	Stage 2	1/0/1900
Student Learning Growth Rating							
<i>(50% of Interim Performance Evaluation Rating)</i>							
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points
						Unsatisfactory	
Student Learning Growth Rating Conversion Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
43 - 36	35 - 21		20 - 11		10 - 0		
Instructional Practice							
<i>(50% of Interim Performance Evaluation Rating)</i>							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process						0	0
1b. Using a consultative, problem-solving framework as the basis for all professional activities						0	0
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems						0	0
Domain 1: Point Summary							0
Comments							
Domain 2: THE LEARNING ENVIRONMENT						Rating	Points
2a. Demonstrating a respect for individual differences when interacting with others						0	0
2b. Applying appropriate ecological and behavioral theories						0	0
Domain 2: Point Summary							0
Comments							
Domain 3: SERVICE DELIVERY AND INSTRUCTION						Rating	Points
3a. Fostering effective two-way communication						0	0
3b. Gathering information, evaluating needs, and conducting assessments to determine student services						0	0
Domain 3: Point Summary							0
Comments							
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT						Rating	Points
4a. Growing and developing professionally						0	0
4b. Contributing to and participating in school, district, professional, and community initiatives						0	0
4c. Prioritizing work and responding to student, family, school, and/or district needs						0	0
4d. Demonstrating professional responsibility and ethical conduct						0	0
Domain 4: Point Summary							0
Comments							
Interim Individual Performance Plan Rating and Point Summary						Rating	Points
Individual Goal						0	0
Comments							
Self-Evaluation Point Summary						Points	
Self-Evaluation						0	
Interim Performance Evaluation Rating and Point Summary						Rating	Points
Student Learning Growth						Unsatisfactory	0
Instructional Practice						Unsatisfactory	0
Interim: Rating and Point Summary						Unsatisfactory	0
Interim Evaluation Rating Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
86 - 71	70 - 42		41 - 22		21 - 0		
Comments							

Employee's Signature: _____

Supervisor's Signature: _____

School Psychologist Stage 1 Evaluation							
First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1		Stage 2	1/0/1900
Student Learning Growth (50% of Annual Performance Evaluation Rating)							
Student Learning Growth Rating (Not Applicable for Stage 1)						Overall SLG Rating	Total SLG Points
						N/A	N/A
Student Learning Growth Rating Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
43 - 36	35 - 21		20 - 11		10 - 0		
Instructional Practice (50% of Annual Performance Evaluation Rating)							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process						0	0
1b. Using a consultative, problem-solving framework as the basis for all professional activities						0	0
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems						0	0
Domain 1: Point Summary							0
Comments							
Domain 2: THE LEARNING ENVIRONMENT						Rating	Points
2a. Demonstrating a respect for individual differences when interacting with others						0	0
2b. Applying appropriate ecological and behavioral theories						0	0
Domain 2: Point Summary							0
Comments							
Domain 3: SERVICE DELIVERY AND INSTRUCTION						Rating	Points
3a. Fostering effective two-way communication						0	0
3b. Gathering information, evaluating needs, and conducting assessments to determine student services						0	0
Domain 3: Point Summary							0
Comments							
Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT						Rating	Points
4a. Growing and developing professionally						0	0
4b. Contributing to and participating in school, district, professional, and community initiatives						0	0
4c. Prioritizing work and responding to student, family, school, and/or district needs						0	0
4d. Demonstrating professional responsibility and ethical conduct						0	0
Domain 4: Point Summary							0
Comments							
Individual Goal Rating and Point Summary						Rating	Points
Individual Goal						0	0
Comments							
Self-Evaluation Point Summary						Points	
Self-Evaluation						0	
Annual Performance Evaluation Rating and Point Summary						Rating	Points
Student Learning Growth						N/A	N/A
Instructional Practice						Unsatisfactory	0
Stage 1: Point Summary							0
Annual Performance Evaluation Rating Table (Stage 2)							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
86 - 71	70 - 42		41 - 22		21 - 0		
Comments							

Employee's Signature: _____

Supervisor's Signature: _____

School Psychologist Stage 2 Evaluation

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	
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Student Learning Growth

(50% of Annual Performance Evaluation Rating)

Student Learning Growth Rating		Overall SLG Rating	Total SLG Points
		Unsatisfactory	

Student Learning Growth Rating Table

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
43 - 36	35 - 21	20 - 11	10 - 0

Instructional Practice

(50% of Annual Performance Evaluation Rating)

Domain 1: PLANNING AND PREPARATION	Rating	Points
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process	0	0
1b. Using a consultative, problem-solving framework as the basis for all professional activities	0	0
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and	0	0
Domain 1: Point Summary		0

Comments

0

Domain 2: THE LEARNING ENVIRONMENT	Rating	Points
2a. Demonstrating a respect for individual differences when interacting with others	0	0
2b. Applying appropriate ecological and behavioral theories	0	0
Domain 2: Point Summary		0

Comments

0

Domain 3: SERVICE DELIVERY AND INSTRUCTION	Rating	Points
3a. Fostering effective two-way communication	0	0
3b. Gathering information, evaluating needs, and conducting assessments to determine student services	0	0
Domain 3: Point Summary		0

Comments

0

Domain 4: PROFESSIONAL RESPONSIBILITIES AND ETHICAL CONDUCT	Rating	Points
4a. Growing and developing professionally	0	0
4b. Contributing to and participating in school, district, professional, and community initiatives	0	0
4c. Prioritizing work and responding to student, family, school, and/or district needs	0	0
4d. Demonstrating professional responsibility and ethical conduct	0	0
Domain 4: Rating and Point Summary		0

Comments

0

Individual Goal Rating and Point Summary

Individual Goal	Rating	Points
	0	0

Comments

0

Self-Evaluation Point Summary

Self-Evaluation	Points
	0

Annual Performance Evaluation Rating and Point Summary

	Rating	Points
Student Learning Growth	Unsatisfactory	0
Instructional Practice	Unsatisfactory	0
Stage 2: Rating and Point Summary	Unsatisfactory	0

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
86 - 71	70 - 42	41 - 22	21 - 0

Comments

Employee's Signature: _____

Supervisor's Signature: _____

School Psychologist Feedback Summary							
First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
Domain 1: PLANNING AND PREPARATION							
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
1b. Using a consultative, problem-solving framework as the basis for all professional activities							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
Domain 2: THE LEARNING ENVIRONMENT							
2a. Demonstrating a respect for individual differences when interacting with others							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
2b. Applying appropriate ecological and behavioral theories							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
Domain 3: SERVICE DELIVERY AND INSTRUCTION							
3a. Fostering effective two-way communication							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
3b. Gathering information, evaluating needs, and conducting assessments to determine student services							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0

Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT

4a. Growing and developing professionally

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4b. Contributing to and participating in school, district, professional, and community initiatives

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4c. Prioritizing work and responding to student, family, school, and/or district needs

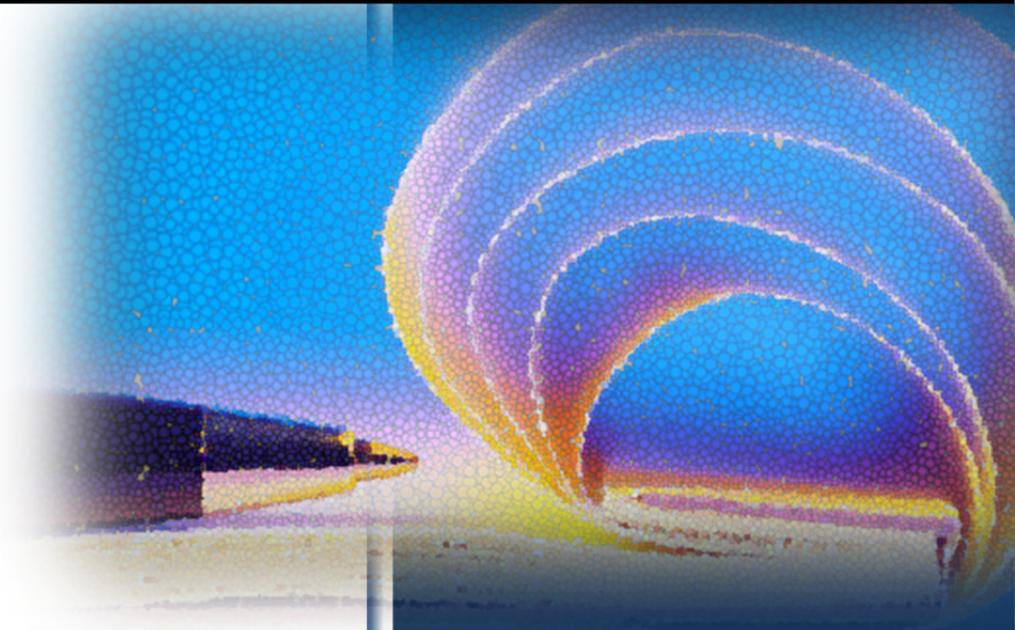
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4d. Demonstrating professional responsibility and ethical conduct

Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Employee's Signature: _____ Supervisor's Signature: _____

School Social Worker Evaluation System



School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a. Demonstrating knowledge of theory, techniques, child and adolescent development	<p>Little or no evidence exists that the school social worker demonstrates knowledge of theory, techniques, child and adolescent development.</p> <p>The school social worker displays a lack of research informed interventions appropriate to specific student and family needs and a lack of compliance with the district, state, and federal regulations.</p>	<p>Partial evidence exists that the school social worker demonstrates knowledge of theory, techniques, child, and adolescent development.</p> <p>The school social worker inconsistently identifies and prepares to implement research informed interventions appropriate to specific student and family needs that comply with district, state, and federal regulations.</p>	<p>Adequate evidence exists that the school social worker demonstrates knowledge of theory, techniques, child, and adolescent development.</p> <p>The school social worker identifies and prepares to implement research informed interventions appropriate to specific student and family needs that comply with district, state, and federal regulations.</p>	<p>Significant and varied evidence exists that the school social worker demonstrates knowledge of theory, techniques, child and adolescent development.</p> <p>The school social worker identifies and prepares to implement a broad range of research informed interventions to specific student and family needs that comply with current district, state, and federal regulations.</p>
	Domain 1: Planning and Preparation			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 17, 18, 20, 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe evidence-based interventions you have used to address student or family needs. Include any adaptations to ensure interventions were more appropriate to the needs of the student or family. 			

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>1b. Establishing appropriate goals for program and/or service delivery that are based upon an evaluation component</p>	<p>Little or no evidence exists that the school social worker appropriate goals for program and/or service delivery that are based upon an evaluation component.</p> <p>The school social worker rarely consults with stakeholders when designing service delivery goals. Service delivery goals lack appropriateness to the program and to the specific needs of students.</p> <p>The goals are seldom SMART.</p>	<p>Partial evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that are based upon an evaluation component.</p> <p>The school social worker inconsistently consults with stakeholders when designing service delivery goals. Service delivery goals are occasionally appropriate to the program and to the specific needs of students.</p> <p>The goals are occasionally SMART.</p>	<p>Adequate evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that are based upon an evaluation component.</p> <p>The school social worker consults with stakeholders when designing service delivery goals. Service delivery goals are appropriate to the program and to the specific needs of students.</p> <p>The goals are often SMART.</p>	<p>Significant and varied evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that are based upon an evaluation component.</p> <p>The school social worker consistently consults with stakeholders when designing service delivery goals. Service delivery goals are clearly defined and appropriate to the program and to the specific needs of students.</p> <p>The goals are consistently SMART.</p>
	Domain 1: Planning and Preparation			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 2, 3, 9, 23, 24 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Provide example of how you consulted with stakeholders to develop SMART goals in order to address program and student needs. 			

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>1c. Demonstrating the skills to access and utilize appropriate resources</p>	<p><u>Little or no</u> evidence exists that the Social Worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker rarely utilizes appropriate or relevant resources to provide others with access to services and does not develop partnerships with family and school.</p>	<p><u>Partial</u> evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker inconsistently utilizes a range of resources by occasionally participating, accessing, networking, and collaborating with community agencies to provide services to the child, family, and school.</p> <p>The school social worker promotes limited partnerships with family and school and helps others develop the skills to access resources and services.</p>	<p><u>Adequate</u> evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker utilizes a range of resources by participating, accessing, networking, and collaborating with community agencies to provide services to the child, family, and school.</p> <p>The school social worker promotes partnerships with family and school and helps others develop the skills to access relevant resources and services.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker consistently utilizes a broad range of resources by participating, accessing, networking, and collaborating with community agencies to provide seamless services to the child, family, and school.</p> <p>The school social worker promotes partnerships with family and school and helps others develop the skills to access relevant resources and services.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>		
	<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 3, 6, 19, 26, 40 			

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>2a. Creating an environment of respect and rapport</p>	<p><u>Little or no</u> evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker does not facilitate an environment that is conducive to respect and rapport.</p>	<p><u>Partial</u> evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker rarely expresses interest and concern for individuals' needs and inconsistently facilitates an environment that is respectful.</p>	<p><u>Adequate</u> evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker expresses interest and concern for individuals' needs and consistently facilitates an environment that is respectful; interactions are characterized by responsiveness, respect for differences, and openness to varying opinions and perspectives.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker expresses interest and concern for individuals' needs and consistently facilitates an environment that is respectful; interactions are characterized by responsiveness, respect for differences, and openness to varying opinions and perspectives.</p> <p>The school social worker models and promotes reflective comments and employs active listening skills.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment <p>NASW Standards for School Social Work Services</p> <ul style="list-style-type: none"> Standards 1, 9, 19, 20, 40 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participation in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p> <p>EPC Questions:</p> <ul style="list-style-type: none"> Describe the communication skills that you use to build respect and rapport. How do these skills affect the school climate? 		

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: The Learning Environment				
2b. Managing processes and procedures	<p><u>Little or no</u> evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker lacks basic organization, time management skills, and knowledge of district procedures.</p> <p>The school social worker's reports, records, and documentation are consistently missing, late, and/or inaccurate.</p>	<p><u>Partial</u> evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker displays limited understanding of district procedures and exhibits inconsistent organizational and time management skills.</p>	<p><u>Adequate</u> evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker maintains accurate records, reports, and documentation in a timely manner, is aware of reporting, documenting, and applying district procedures consistently.</p> <p>The school social worker displays adequate time management within the school day.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker maintains exemplary records, reports, and documentation in a timely manner, develops, and maintains a highly systematic management system that serves as a model for colleagues.</p> <p>The school social worker displays flexible time management that is seamless within the school day.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>	<p>EPC Questions:</p> <ul style="list-style-type: none"> List strategies that you have used to effectively manage time and/or prepare for the workday. Describe how you prioritize your work to meet deadlines and provide relevant feedback to stakeholders. 	
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 2, 11 				

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 2: The Learning Environment				
2c. Utilizing behavior management techniques	<p><u>Little or no</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker rarely applies behavior management techniques.</p>	<p><u>Partial</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker inconsistently applies behavior management techniques and may adjust to situations based on clear standards of conduct.</p>	<p><u>Adequate</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker reactively applies varied behavior management techniques, and adjusts to situations based on clear standards of conduct.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker proactively applies varied behavior management techniques, and adjusts to situations based on clear standards of conduct.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>		
NASW Standards for School Social Work Services:				
<ul style="list-style-type: none"> Standards 1, 15, 22, 23 				

School Social Worker Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Service Delivery and Instruction			
<p>Little or no evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker rarely identifies stakeholders or does not communicate expectations, directions, and procedures regarding identified objectives. Use of language lacks professionalism or relevance to the situation.</p>	<p>Partial evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker inconsistently identifies stakeholders and infrequently communicates expectations, directions, and procedures regarding identified objectives. Use of language may not be professional or relevant to the situation.</p>	<p>Adequate evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker identifies relevant stakeholders and clearly communicates expectations, directions, and procedures regarding identified objectives. Use of language is professional and relevant to the situation.</p>	<p>Significant and varied evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker consistently identifies all relevant stakeholders and clearly communicates expectations, directions, and procedures regarding identified objectives. Use of language is professional and relevant to the situation.</p>
<p>3a. Communicating clearly and accurately</p>			
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation 			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> • Standards 9, 24 			
<p>Possible evidence may include: Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p> <p>EPC Questions:</p> <ul style="list-style-type: none"> • Describe some communication strategies (written and/or verbal) you have used with students, parents and/or staff that were appropriate for the situation. 			

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 3: Service Delivery and Instruction			
3b. Demonstrating flexibility and responsibility	<p><u>Little or no</u> evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker rarely implements methods to improve service delivery nor adapts responses to stakeholders' needs. Consistently misses opportunities to serve as a liaison or advocate for students and/or families.</p>	<p><u>Partial</u> evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker inconsistently implements methods that may improve service delivery; rarely adapts responses to stakeholders' needs. Misses opportunities to serve as a liaison or advocate for students and/or families.</p>	<p><u>Adequate</u> evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker implements methods that improve service delivery; adapts responses to stakeholders' needs. Is a liaison or advocate for students and/or families.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker consistently seeks and implements varied methods that improve service delivery; adapts responses to stakeholders' needs. Is a liaison or advocate for students and/or families.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participation in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 8, 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe strategies you use to advocate for students and/or families. Provide examples of any adaptations made to implement interventions. 			

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 3: Service Delivery and Instruction			
3c. Gathering data to assess student needs and implementing interventions	<p><u>Little or no</u> evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker rarely gathers data through assessments and/or interviews in regard to the student's intellectual, academic, social/emotional, or environmental functioning.</p> <p>The school social worker seldom implements interventions, which may promote student achievement.</p> <p>The school social worker does not collect data to monitor progress nor adapts interventions or consult with stakeholders for accountability.</p>	<p><u>Partial</u> evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker inconsistently gathers data through assessments and/or interviews in regard to the student's intellectual, academic, social/emotional, or environmental functioning.</p> <p>The school social worker implements interventions, which may promote student achievement.</p> <p>The school social worker infrequently collects data to monitor progress nor adapts interventions and rarely consults with stakeholders for accountability.</p>	<p><u>Adequate</u> evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker gathers data through assessments and/or interviews in regard to the student's intellectual, academic, social/emotional, or environmental functioning.</p> <p>The school social worker implements evidence based interventions when appropriate, which promote student achievement.</p> <p>The school social worker collects data to monitor progress, adapts interventions as appropriate, and consults with stakeholders for accountability.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker gathers comprehensive data through assessments and/or interviews in regard to the student's intellectual, academic, social/emotional, or environmental functioning.</p> <p>The school social worker consistently implements a broad range of evidence based interventions when appropriate, which promote student achievement.</p> <p>The school social worker collects comprehensive data to monitor progress, adapts interventions as appropriate, and consults with stakeholders for accountability.</p>
Florida Educator Accomplished Practices:	<ul style="list-style-type: none"> Instructional Delivery and Facilitation 			
NASW Standards for School Social Work Services:	<ul style="list-style-type: none"> Standards 1, 5, 6, 9, 12, 13, 21, 23 			
EPC Questions:	<ul style="list-style-type: none"> Describe how you have collaborated with your schools to promote student achievement. Describe how you have progress monitored and consulted with stakeholders for accountability. Describe how you have used data to evaluate the outcome of your school social work services. 			

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>3d. Advocating for programs/services that promote a healthy school climate</p>	<p>Little or no evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker rarely facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker does not interact with stakeholders to enhance school climate.</p>	<p>Partial evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker inconsistently facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker infrequently interacts with stakeholders to enhance school climate; may advocate for the continuation or improvement of programs that promote a healthy school climate.</p>	<p>Adequate evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker interacts with stakeholders to enhance school climate; advocates for the continuation or improvement of programs that promote a healthy school climate.</p>	<p>Significant and varied evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker consistently interacts with stakeholders to enhance school climate; advocates for the continuation, improvement, or creation of programs that promote a healthy school climate.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Instructional Delivery and Facilitation • Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participation in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>	<p>EPC Questions:</p> <ul style="list-style-type: none"> • Describe your involvement with school programs/services that promote healthy school climate. 	
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> • Standards 1, 9, 19, 20, 22, 23 				

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>4a. Growing and developing professionally</p>	<p><u>Little or no</u> evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker rarely learns about innovations and trends in social work as well as in the field of education and does not apply new knowledge.</p> <p>The school social worker fails to utilize feedback given by supervisor and/or colleagues for professional growth.</p>	<p><u>Partial</u> evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker occasionally learns about innovations and trends in social work as well as in the field of education and rarely applies new knowledge.</p> <p>The school social worker may accept feedback from supervisor and/or colleagues and inconsistently utilize it for professional growth.</p>	<p><u>Adequate</u> evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker maintains competence by learning about innovations and trends in social work as well as in the field of education and frequently applies new knowledge.</p> <p>The school social worker accepts feedback from supervisor and/or colleagues and utilizes it for professional growth.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker maintains competence, seeks to grow professionally by learning about innovations and trends in social work as well as in the field of education, and seeks opportunities to apply new knowledge.</p> <p>The school social worker seeks out feedback from supervisor and/or colleagues and utilizes it for professional growth.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participation in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe how you have shared your professional development activities with others. 	
	<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 17 			

School Social Worker Essential Performance Criteria Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>4b. Communicating with families, students, staff, community agencies, etc.</p>	<p><u>Little or no</u> evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker rarely promotes partnerships between families, school staff, and/or community stakeholders.</p> <p>The school social worker fails to encourage parental involvement.</p>	<p><u>Partial</u> evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker infrequently promotes partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker inconsistently communicates with stakeholders.</p> <p>The school social worker may encourage parental involvement.</p>	<p><u>Adequate</u> evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker implements partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker uses positive and practical language to communicate effectively with stakeholders.</p> <p>The school social worker encourages active parental involvement.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker identifies and initiates purposeful partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker uses positive and practical language to communicate effectively with stakeholders.</p> <p>The school social worker encourages active parental involvement.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 14, 25, 26 	<p>EPC Questions:</p> <p>What strategies did you use to build partnerships between families, school staff, and/or community stakeholders?</p>			

School Social Worker Essential Performance Criteria Rating Rubrics

Unsatisfactory/Needs Improvement or Developing		Effective/Highly Effective
Domain 4: Professional Responsibility and Ethical Conduct		
4c. Demonstrating professional responsibility	<p>Little or no evidence exists that the school social worker meets professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for social workers.</p>	<p>Adequate evidence exists that the school social worker meets professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for social workers.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> • Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include: Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>	
NASW Standards for School Social Work Services: <ul style="list-style-type: none"> • Standard 1 	<p>EPC Questions:</p> <ul style="list-style-type: none"> • Determined by the NASW Code of Ethics, this dimension is necessary and non-negotiable in application. 	

School Social Worker Essential Performance Criteria Rating Rubrics

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Individual Goal			
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>
Individual Goal			
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> ● Continuous Professional Improvement 		<p>Possible evidence may include:</p> <p>Data analysis spreadsheets, graphs, presentation, written summary...</p>	
<p>EPC Discussion Question:</p> <p>Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?</p>			

Completion Directions for Excel Workbook Evaluation Forms

1. **SAVE THIS FILE AS:** LastName FirstName 13-14 Evaluation (EXAMPLE: Doe Jane 13-14 Evaluation)
2. **IMPORTANT:** Fully complete the **“Employee Information”** section of the Self-Evaluation, these fields populate data in the other Tabs
3. **IMPORTANT:** Remember to **“SAVE”** the evaluation workbook after entering any data and prior to closing the file
4. **Evaluation Components and Values**

Evaluation Component	Percent of Annual Evaluation	Maximum Point Value	Rating Calculated During
Self-Evaluation	3%	3	Stage 1
Individual Goal	7%	7	Stage 1
Essential Performance Criteria (EPCs)	40%	39	Stage 1
Student Learning Growth	50%	49	Stage 2

5. Overview of Evaluation Forms and Processes

Tab 1 Self-Evaluation (3% of Annual Evaluation Rating) Completed by Employee

This form summarizes an employee’s reflection of his or her current proficiency of practice on the Non-Classroom Teacher Essential Performance Criteria (EPCs) and Domains.

1. Review the EPC rating rubrics located in the **“Worksheet”** Tab
2. Based upon self-reflection of professional practice, select a rating for each EPC from the drop-down list
3. When all EPCs have been rated, **“SAVE”** the evaluation workbook

The Self-Evaluation points earned for each Domain calculate automatically based upon the selected EPC ratings and result in a “raw” point value (Total Points), which is converted to “evaluation” points and transferred to the **“Interim”**, **“Stage I”**, and **“Stage II”** evaluation forms (Tabs 4 – 6). The Table below explains how the ‘raw’ points from the **“Self-Evaluation”** are converted to “evaluation” points:

Point Type	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Raw Points	39 - 32	31 - 16	15 - 10	9 - 0
Evaluation Points	3	2	1	0

Tab 2 Individual Goal (7% of Annual Evaluation Rating) Completed by Employee and Administrator/Supervisor

The **“Individual Goal Form”** is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

- **Goal Planning and Completion of the Individual Goal Form**
 - **Prior to the Planning Conference:**
 - The Employee will:
 - Identify an EPC or Domain for his or her Individual Goal Focus Area
 - Supplementary EPCs or Domains for a Focus Area may be selected **(Optional)**
 - Select the identified EPC or Domain from the drop-down list in the **“Individual Goal Form”**
 - Develop a measureable (SMART) goal for each identified Focus Area(s)
 - Enter the SMART goal(s) in the space provided in the **“Individual Goal Form”**
 - **“SAVE”** the evaluation workbook
 - Email the document to his or her Administrator/Supervisor

- **During the Planning Conference the Administrator/Supervisor will:**
 - Enter the date of the Planning Conference in the space provided in the **“Individual Goal Form”**
 - Review the employee’s identified focus area(s) and Individual Goal(s)
 - Approve the employee’s Individual Goal and/or assist the employee in making mutually agreed upon adjustments to the goal(s)
 - Collaboratively develop an Individual Goal Action Plan with the employee
 - Enter the agreed upon Strategies
 - Documentation Methods
 - Timelines
 - **“SAVE”** the evaluation workbook
 - Print and Sign the completed **“Individual Goal Form”** (*Employee receives signed copy*)

The Table below outlines the Evaluation Points for each Rating Label:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
7	5	3	1

Tab 3 Worksheet Completed by Administrator/Supervisor

The **“Worksheet”** serves as the Administrator/Supervisor’s data collection tool. The Administrator/Supervisor gathers evidence throughout the school year and enters the evidence, specific and actionable feedback, other data sources, and rating rationales in the **“Worksheet.”**

- **Supervisor’s Rationale for EPC Rating Field (Required)**
 - Based upon the evidence collected throughout the annual evaluation cycle, the Administrator/Supervisor enters the evidence collected that justifies the rating he or she assigned the EPC for the Interim and Stage I Evaluations
- **Other Notes Related to this EPC Field (Optional)**
 - This field may be used as additional space for data collection, notes, etc.
- **Specific and Actionable Feedback Field (Required, if performance deficiencies are noted)**
 - If performance deficiencies are noted, the Administrator/Supervisor is required to provide the employee with specific and actionable written feedback within five (5) contract days
 - To generate a **Feedback Summary Report** for an employee, complete the following steps:
 - **Date Field:** *Enter the date feedback is being provided to the employee*
 - **Specific and Actionable Feedback Field:** *Enter a detailed explanation of the noted deficiency, possible action steps for the employee, and intended outcomes*
 - **Status Field:**
 1. **“Initiated”** if this is the first **“Feedback Summary”** for a noted deficiency
 2. **“On-Going”** if the **“Feedback Summary”** is a follow-up for previously noted deficiency
 3. **“Addressed”** if the performance concern has been corrected
 - **“SAVE”** the evaluation workbook
 - Click on the **“Feedback Summary”** Tab
 - Print the **“Feedback Summary”** form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the **“Feedback Summary”** form (*Employee receives signed copy*)

- **Supervisor’s Interim Rating Field**
 - Interim EPC and Individual Goal ratings automatically populate in the “**Interim Evaluation**” form
 - Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
 - This field is used by the Administrator/Supervisor to assign Interim (Mid-Year) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Interim Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Interim Review* section of the “**Worksheet**” (Rows 369 – 389)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric
- **Supervisor’s Stage 1 Rating Field**
 - Stage 1 EPC and Individual Goal ratings automatically populate in the “**Stage 1 Evaluation**” form
 - This field is used by the Administrator/Supervisor to assign Stage 1 (Summary) ratings for each EPC
 - The Administrator/Supervisor evaluates the accumulated evidence and selects the appropriate rating for each EPC using the EPC Rating Rubrics
- **Individual Goal Stage 1 Rating**
 - Administrator/Supervisor rates an employee’s progress toward his or her Individual Goal by:
 - Answering the five (5) rating questions located in the *Individual Goal: Stage 1 Review* section of the “**Worksheet**” (Rows 390 – 409)
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric

Tab 4 Interim Evaluation Completed by Administrator/Supervisor

An Interim Evaluation is required for all Category I employees. Additionally, a Mid-Year Review of an employee’s progress toward his or her Individual Goal(s) is required for all employees.

- Interim Evaluations are **required** for Category I employees and are **optional** for Category II employees
- Interim review of Individual Goal progress is **required** for Category I and Category II employees
- **Prior to the Interim Evaluation Conference:**
 - **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
 - The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
 - **In the “Interim Evaluation” form the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain, the Individual Goal, and the Interim Evaluation Summary
 - “**SAVE**” the evaluation workbook
- **Interim Evaluation Conference**
 - The Administrator/Supervisor will:
 - Enter the date of the Interim Evaluation Conference in the “**Interim Evaluation**” form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement

- Individual Goal Progress
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Modify the Individual Goal Action Plan on the **“Individual Goal Form”** as appropriate
- Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
- Additional sources of evidence shared by the employee related to the EPCs
- Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee
- **“SAVE”** the evaluation workbook
- Print the **“Interim Evaluation”** form
- Sign and date the **“Interim Evaluation”** form (*Employee receives signed copy*)

Tab 5 Stage 1 Evaluation (50% of Annual Performance Evaluation) Completed by Administrator/Supervisor

The Stage 1 Evaluation Conference is only a review of the Instructional Practice Ratings and does not represent an employee’s Annual Performance Evaluation Rating.

- **Prior to the Stage 1 Evaluation Conference**

- **In the “Worksheet” the Administrator/Supervisor will:**
 - Evaluate the evidence accumulated for each EPC
 - Select an appropriate rating for each EPC using the Rating Rubrics
 - Use the Individual Goal guiding questions and Rating Rubric to evaluate and rate an employee’s progress toward his or her Individual Goal
 - The employee **DOES NOT** have to meet the goal to earn points in this metric – he or she only has to make progress– this is a Growth Model
 - **“SAVE”** the evaluation workbook
- **In the “Stage 1 Evaluation” the Administrator/Supervisor will:**
 - Enter “Comments” related to each Domain, the Individual Goal, and the Stage 1 Evaluation Summary
 - **“SAVE”** the evaluation workbook

- **Stage 1 Evaluation Conference**

- The Administrator/Supervisor will:
 - Enter the date of the Stage 1 Conference in the **“Stage 1 Evaluation”** form
 - Review with the employee:
 - The EPC ratings and rating rationales
 - The employee’s strengths and areas for improvement
 - The employee’s Individual Goal outcomes
 - Actions
 - Progress in the Focus Area(s), Domain(s), and/or EPC(s)
 - Impacts of actions on professional practice
 - Progress toward the Individual Goal
 - Any actions, inactions, observations, data, or evidence of a performance concern
 - NOTE: If performance concerns exist, the Administrator/Supervisor must collaboratively develop an Action Plan with the employee at this time
 - Review additional sources of evidence shared by the employee related to the EPCs
 - Adjust any EPC ratings in the **“Worksheet”** based upon evidence shared by the employee

- “SAVE” the evaluation workbook
- Print the “**Stage 1 Evaluation**” form
- Sign and date the “**Stage 1 Evaluation**” form (*Employee receives signed copy*)

Tab 6 Stage 2 Evaluation Completed by Administrator/Supervisor

The “**Stage 2 Evaluation**” form is an employee’s Summary Evaluation and adds the points earned for Student Learning Growth to the points earned for Instructional Practice during the Stage 1 Evaluation Conference.

- **Prior to the Stage 2 Evaluation Conference, the Administrator/Supervisor:**
 - Enters the Student Learning Growth points earned by the employee
 - Enters “Comments” related to the Stage 2 Evaluation Summary
- **During the Stage 2 Evaluation Conference:**
 - The EPC ratings are reviewed
 - The performance on the Job Function Goal is reviewed
 - The current year’s Self-Evaluation ratings are reviewed
 - The Administrator/Supervisor explains how the EPC ratings, Individual Goal, Self-Evaluation, and Student Learning Growth combine to determine the employee’s Annual Performance Evaluation Rating
 - If improvement plans or employment consequences were discussed based on the outcomes of a Stage 1 Evaluation, review the agreed upon action and begin the improvement process in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - If improvement plans or employment consequences were not discussed based on the outcomes of a Stage 1 Evaluation but have arisen based upon the Stage 2 Evaluation, inform the employee of the appropriate performance improvement process that will be undertaken in accordance with district policies, collective bargaining, and state statute
 - Development and creation of the employee’s improvement process plan and resource team assignment should be completed at this time (*Instructional Assistance Conference or Professional Development Plan*) As Appropriate
 - Print the “**Stage 2 Evaluation**” form
 - Sign and date the “**Stage 2 Evaluation**” form (*Employee receives signed copy*)

Tab 7 Feedback Summary (Read Only) Printed by Administrator/Supervisor

- **After completing the “Specific and Actionable Feedback” section in the “Worksheet”**
 - Print the “**Feedback Summary**” form
 - Meet with the employee to discuss the feedback provided
 - Sign and date the “**Feedback Summary**” form (*Employee receives signed copy*)

School Social Worker Self-Evaluation							Year	
First Name		Last Name		SAP#		Category		Pre-K
Primary Location				Primary Supervisor				
Directions								
This form summarizes a School Social Worker's reflection of his or her current proficiency of practice on the School Social Worker Essential Performance Criteria (EPCs) and Domains. After carefully reviewing the EPC rating rubrics located in the "Worksheet" Tab select a rating from the drop-down box for each EPC below based on your current proficiency of practice. The <i>Total Points</i> for each Domain will populate automatically based upon your self-selected EPC ratings.								
Domain 1: PLANNING AND PREPARATION							Rating	Points
1a. Demonstrating knowledge of theory, techniques, child and adolescent development								0
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component								0
1c. Demonstrating the skills to access and utilize appropriate resources								0
Domain 1: Point Summary								0
Domain 2: THE LEARNING ENVIRONMENT							Rating	Points
2a. Creating an environment of respect and rapport								0
2b. Managing processes and procedures								0
2c. Utilizing behavior management techniques								0
Domain 2: Point Summary								0
Domain 3: SERVICE DELIVERY AND INSTRUCTION							Rating	Points
3a. Communicating clearly and accurately								0
3b. Demonstrating flexibility and responsibility								0
3c. Gathering data to assess student needs and implementing interventions								0
3d. Advocating for programs/services that promote a healthy school climate								0
Domain 3: Point Summary								0
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT							Rating	Points
4a. Growing and developing professionally								0
4b. Communicating with families, students, staff, community agencies, etc.								0
4c. Demonstrating professional responsibility								0
Domain 4: Point Summary								0
Total Points								0

School Social Worker Individual Performance Plan

First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0

Evaluation Conference Dates

Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
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Identified Focus Area(s)

Identified EPC or Domain for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	
Supplementary EPC or Domain identified for IPP Focus Area	

Goal Statement

Individual/Unit Goal:	
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Action Plan

Strategies (Select up to five)	Documentation Method	Timeline
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	
Strategies (Enter up to five)	Other:	

Employee's Signature: _____

Supervisor's Signature: _____

School Social Worker Evaluation Worksheet											
First Name	0			Last Name	0			SAP#	0		
Category	0		Pre-K	0		Location	0			Supervisor	0
Evaluation Conference Dates											
Planning	1/0/1900			Interim	1/0/1900			Stage 1	1/0/1900		
								Stage 2	1/0/1900		
Domain 1: PLANNING AND PREPARATION											
EPC 1a.				School Social Worker's Self-Rating		Supervisor's Interim Rating		Supervisor's Stage 1 Rating			
Demonstrating knowledge of theory, techniques, child and adolescent development				0							
Essential Performance Criteria Rating Rubric											
Unsatisfactory		Needs Improvement or Developing			Effective			Highly Effective			
<p>Little or no evidence exists that the school social worker demonstrates knowledge of theory, techniques, child and adolescent development.</p> <p>The school social worker displays a lack of research informed interventions appropriate to specific student and family needs and a lack of compliance with the district, state, and federal regulations.</p>		<p>Partial evidence exists that the school social worker demonstrates knowledge of theory, techniques, child, and adolescent development.</p> <p>The school social worker inconsistently identifies and prepares to implement research informed interventions appropriate to specific student and family needs that comply with district, state, and federal regulations.</p>			<p>Adequate evidence exists that the school social worker demonstrates knowledge of theory, techniques, child, and adolescent development.</p> <p>The school social worker identifies and prepares to implement research informed interventions appropriate to specific student and family needs that comply with district, state, and federal regulations.</p>			<p>Significant and varied evidence exists that the school social worker demonstrates knowledge of theory, techniques, child and adolescent development.</p> <p>The school social worker identifies and prepares to implement a broad range of research informed interventions to specific student and family needs that comply with current district, state, and federal regulations.</p>			
What has been observed that reflects current proficiency on this EPC?											
Supervisor's Rationale for EPC Rating											
Other Notes Related to this EPC											
Date	Specific & Actionable Feedback							Status			
Reflection Questions											
Describe evidence-based interventions you have used to address student or family needs.											
Describe how you use adaptations to ensure interventions are appropriate to the needs of the student or family.											
EPC 1b.				School Social Worker's Self-Rating		Supervisor's Interim Rating		Supervisor's Stage 1 Rating			
Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component				0							
Essential Performance Criteria Rating Rubric											
Unsatisfactory		Needs Improvement or Developing			Effective			Highly Effective			
<p>Little or no evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker rarely consults with stakeholders when designing service delivery goals. Service delivery goals lack appropriateness to the program and to the specific needs of students.</p> <p>The goals are seldom SMART.</p>		<p>Partial evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker inconsistently consults with stakeholders when designing service delivery goals. Service delivery goals are occasionally appropriate to the program and to the specific needs of students.</p> <p>The goals are occasionally SMART.</p>			<p>Adequate evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker consults with stakeholders when designing service delivery goals. Service delivery goals are appropriate to the program and to the specific needs of students.</p> <p>The goals are often SMART.</p>			<p>Significant and varied evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker consistently consults with stakeholders when designing service delivery goals. Service delivery goals are clearly defined and appropriate to the program and to the specific needs of students.</p> <p>The goals are consistently SMART.</p>			
What has been observed that reflects current proficiency on this EPC?											
Supervisor's Rationale for EPC Rating											
Other Notes Related to this EPC											
Date	Specific & Actionable Feedback							Status			
Reflection Questions											
Provide example of how you consulted with stakeholders to develop SMART goals in order to address program and student needs.											
EPC 1c.				School Social Worker's Self-Rating		Supervisor's Interim Rating		Supervisor's Stage 1 Rating			
Demonstrating the skills to access and utilize appropriate resources				0							

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the Social Worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker rarely utilizes appropriate or relevant resources to provide others with access to services and does not develop partnership with family and school.</p>	<p>Partial evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker inconsistently utilizes a range of resources by occasionally participating, accessing, networking, and collaborating with community agencies to provide services to the child, family, and school.</p> <p>The school social worker promotes limited partnership with family and school and helps others develop the skills to access resources and services.</p>	<p>Adequate evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker utilizes a range of resources by participating, accessing, networking, and collaborating with community agencies to provide services to the child, family, and school.</p> <p>The school social worker promotes partnership with family and school and helps others develop the skills to access relevant resources and services.</p>	<p>Significant and varied evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker consistently utilizes a broad range of resources by participating, accessing, networking, and collaborating with community agencies to provide seamless services to the child, family, and school.</p> <p>The school social worker promotes partnership with family and school and helps others develop the skills to access relevant resources and services.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Give examples of strategies you used to access appropriate resources for students and families.			
Provide an example of how you filled your role as a home/school/community liaison.			
Domain 2: THE LEARNING ENVIRONMENT			
EPC 2a.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Creating an environment of respect and rapport	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker does not facilitate an environment that is conducive to respect and rapport.</p>	<p>Partial evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker rarely expresses interest and concern for individuals' needs and inconsistently facilitates an environment that is respectful.</p>	<p>Adequate evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker expresses interest and concern for individuals' needs and consistently facilitates an environment that is respectful; interactions are characterized by responsiveness, respect for differences, and openness to varying opinions and perspectives.</p>	<p>Significant and varied evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker expresses interest and concern for individuals' needs and consistently facilitates an environment that is respectful; interactions are characterized by responsiveness, respect for differences, and openness to varying opinions and perspectives.</p> <p>The school social worker models and promotes reflective comments and employs active listening skills.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe the communication skills that you use to build respect and rapport			
How do the communication skills that you use affect the school climate?			
EPC 2b.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Managing processes and procedures	0		

Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker lacks basic organization, time management skills, and knowledge of district procedures.</p> <p>The school social worker's reports, records, and documentation are consistently missing, late, and/or inaccurate.</p>	<p>Partial evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker displays limited understanding of district procedures and exhibits inconsistent organizational and time management skills.</p>	<p>Adequate evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker maintains accurate records, reports, and documentation in a timely manner, is aware of reporting, documenting, and applying district procedures consistently.</p> <p>The school social worker displays adequate time management within the school day.</p>	<p>Significant and varied evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker maintains exemplary records, reports, and documentation in a timely manner, develops, and maintains a highly systematic management system that serves as a model for colleagues.</p> <p>The school social worker displays flexible time management that is seamless within the school day.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

List strategies that you have used to effectively manage time and/or prepare for the workday.

Describe how you prioritize your work to meet deadlines and provide relevant feedback to stakeholders.

EPC 2c.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Utilizing behavior management techniques	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker rarely applies behavior management techniques.</p>	<p>Partial evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker inconsistently applies behavior management techniques and may adjust to situations based on clear standards of conduct.</p>	<p>Adequate evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker reactively applies varied behavior management techniques, and adjusts to situations based on clear standards of conduct.</p>	<p>Significant and varied evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker proactively applies varied behavior management techniques, and adjusts to situations based on clear standards of conduct.</p>

What has been observed that reflects current proficiency on this EPC?

Supervisor's Rationale for EPC Rating

Other Notes Related to this EPC

Date	Specific & Actionable Feedback	Status

Reflection Questions

Describe a situation in which you have used a technique(s) to address a behavioral issue (include outcomes).

Domain 3: SERVICE DELIVERY AND INSTRUCTION

EPC 3a.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Communicating clearly and accurately	0		

Essential Performance Criteria Rating Rubric

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker rarely identifies stakeholders or does not communicate expectations, directions, and procedures regarding identified objectives. Use of language lacks professionalism or relevance to the situation.</p>	<p>Partial evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker inconsistently identifies stakeholders and infrequently communicates expectations, directions, and procedures regarding identified objectives. Use of language may not be professional or relevant to the situation.</p>	<p>Adequate evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker identifies relevant stakeholders and clearly communicates expectations, directions, and procedures regarding identified objectives. Use of language is professional and relevant to the situation.</p>	<p>Significant and varied evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker consistently identifies all relevant stakeholders and clearly communicates expectations, directions, and procedures regarding identified objectives. Use of language is professional and relevant to the situation.</p>

What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe some communication strategies (written and/or verbal) you have used with students, parents and/or staff that were appropriate for the situation.			
EPC 3b.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Demonstrating flexibility and responsibility	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker rarely implements methods to improve service delivery nor adapts responses to stakeholders' needs. Consistently misses opportunities to serve as a liaison or advocate for students and/or families.</p>	<p>Partial evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker inconsistently implements methods that may improve service delivery; rarely adapts responses to stakeholders' needs. Misses opportunities to serve as a liaison or advocate for students and/or families.</p>	<p>Adequate evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker implements methods that improve service delivery; adapts responses to stakeholders' needs. Is a liaison or advocate for students and/or families.</p>	<p>Significant and varied evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker consistently seeks and implements varied methods that improve service delivery; adapts responses to stakeholders' needs. Is a liaison or advocate for students and/or families.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe strategies you use to advocate for students and/or families. Provide examples of any adaptations made to implement interventions.			
EPC 3c.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Gathering data to assess student needs and implementing interventions	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker rarely gathers data through assessments and/or interviews in regards to the student's intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker seldom implements interventions, which may promote student achievement.</p> <p>The school social worker does not collect data to monitor progress nor adapts interventions or consult with stakeholders for accountability.</p>	<p>Partial evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker inconsistently gathers data through assessments and/or interviews in regards to the student's intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker implements interventions, which may promote student achievement.</p> <p>The school social worker infrequently collects data to monitor progress nor adapts interventions and rarely consults with stakeholders for accountability.</p>	<p>Adequate evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker gathers data through assessments and/or interviews in regards to the student's intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker implements evidence based interventions when appropriate, which promote student achievement.</p> <p>The school social worker collects data to monitor progress, adapts interventions as appropriate, and consults with stakeholders for accountability.</p>	<p>Significant and varied evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker gathers comprehensive data through assessments and/or interviews in regards to the student's intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker consistently implements a broad range of evidence based interventions when appropriate, which promote student achievement.</p> <p>The school social worker collects comprehensive data to monitor progress, adapts interventions as appropriate, and consults with stakeholders for accountability.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			

Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe how you have collaborated with your schools to promote student achievement.			
Describe how you have progress monitored and consulted with stakeholders for accountability.			
Describe how you have used data to evaluate the outcome of your school social work services.			
EPC 3d.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Advocating for programs/services that promote a healthy school climate	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker rarely facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker does not interact with stakeholders to enhance school climate.</p>	<p>Partial evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker inconsistently facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker infrequently interacts with stakeholders to enhance school climate; may advocate for the continuation or improvement of programs that promote a healthy school climate.</p>	<p>Adequate evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker interacts with stakeholders to enhance school climate; advocates for the continuation or improvement of programs that promote a healthy school climate.</p>	<p>Significant and varied evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker consistently interacts with stakeholders to enhance school climate; advocates for the continuation, improvement, or creation of programs that promote a healthy school climate.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe your involvement with school programs/services that promote healthy school climate.			
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT			
EPC 4a.	School Social Worker's Self-Rating	Supervisor's Interim Rating	Supervisor's Stage 1 Rating
Growing and developing professionally	0		
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker rarely learns about innovations and trends in social work as well as in the field of education and does not apply new knowledge.</p> <p>The school social worker fails to utilize feedback given by supervisor and/or colleagues for professional growth.</p>	<p>Partial evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker occasionally learns about innovations and trends in social work as well as in the field of education and rarely applies new knowledge.</p> <p>The school social worker may accept feedback from supervisor and/or colleagues and inconsistently utilize it for professional growth.</p>	<p>Adequate evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker maintains competence by learning about innovations and trends in social work as well as in the field of education and frequently applies new knowledge.</p> <p>The school social worker accepts feedback from supervisor and/or colleagues and utilizes it for professional growth.</p>	<p>Significant and varied evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker maintains competence, seeks to grow professionally by learning about innovations and trends in social work as well as in the field of education, and seeks opportunities to apply new knowledge.</p> <p>The school social worker seeks out feedback from supervisor and/or colleagues and utilizes it for professional growth.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			

Date	Specific & Actionable Feedback		Status
Reflection Questions			
Describe how you have shared your professional development activities with others.			
EPC 4b.		School Social Worker's Self-Rating	Supervisor's Interim Rating
Communicating with families, students, staff, community agencies, etc.		0	
Essential Performance Criteria Rating Rubric			
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>Little or no evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker rarely promotes partnerships between families, school staff, and/or community stakeholders.</p> <p>The school social worker fails to encourage parental involvement.</p>	<p>Partial evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker infrequently promotes partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker inconsistently communicates with stakeholders.</p> <p>The school social worker may encourage parental involvement.</p>	<p>Adequate evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker implements partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker uses positive and practical language to communicate effectively with stakeholders.</p> <p>The school social worker encourages active parental involvement.</p>	<p>Significant and varied evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker identifies and initiates purposeful partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker uses positive and practical language to communicate effectively with stakeholders.</p> <p>The school social worker encourages active parental involvement.</p>
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
What strategies did you use to build partnerships between families, school staff, and/or community stakeholders?			
EPC 4c.		School Social Worker's Self-Rating	Supervisor's Interim Rating
Demonstrating professional responsibility		0	
Essential Performance Criteria Rating Rubric			
Unsatisfactory/Needs Improvement or Developing		Effective/Highly Effective	
<p>Little or no evidence exists that the school social worker meets professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for social workers.</p>		<p>Adequate evidence exists that the school social worker meets professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for social workers.</p>	
What has been observed that reflects current proficiency on this EPC?			
Supervisor's Rationale for EPC Rating			
Other Notes Related to this EPC			
Date	Specific & Actionable Feedback		Status
Reflection Questions			
Determined by the NASW Code of Ethics, this dimension is necessary and non-negotiable in application.			

INDIVIDUAL GOAL					
INTERIM REVIEW					
Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Interim Rating
Identified EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Goal Statement					
Individual/Unit Goal		0			
Essential Performance Criteria Rating Rubric					
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective		
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>		
What has been observed that reflects current proficiency on this EPC?					
Supervisor's Rationale for EPC Rating					
Date	Specific & Actionable Feedback				Status
Reflection Questions					
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?					
STAGE 1 REVIEW					
Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or was the goal continued?	Supervisor's Stage 1 Rating
Identified EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Supplementary EPC or Domain for IPP Focus Area		0			
Goal Statement					
Individual/Unit Goal		0			
Essential Performance Criteria Rating Rubric					
Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective		
<p>Little or no evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p>Partial evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p>Adequate evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p>Significant and varied evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>		
What has been observed that reflects current proficiency on this EPC?					
Supervisor's Rationale for EPC Rating					
Date	Specific & Actionable Feedback				Status
Reflection Questions					
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?					

School Social Worker Interim Evaluation							
First Name	0	Last Name	0	SAP#	0	School Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim		Stage 1	1/0/1900	Stage 2	1/0/1900
Student Learning Growth Rating (50% of Interim Performance Evaluation Rating)							
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points
						Unsatisfactory	
Student Learning Growth Rating Conversion Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
49 - 41	40 - 24		23 - 12		11 - 0		
Instructional Practice (50% of Interim Performance Evaluation Rating)							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a. Demonstrating knowledge of theory, techniques, child and adolescent development						0	0
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component						0	0
1c. Demonstrating the skills to access and utilize appropriate resources						0	0
Domain 1: Point Summary							0
Comments							
Domain 2: THE LEARNING ENVIRONMENT						Rating	Points
2a. Creating an environment of respect and rapport						0	0
2b. Managing processes and procedures						0	0
2c. Utilizing behavior management techniques						0	0
Domain 2: Point Summary							0
Comments							
Domain 3: SERVICE DELIVERY AND INSTRUCTION						Rating	Points
3a. Communicating clearly and accurately						0	0
3b. Demonstrating flexibility and responsibility						0	0
3c. Gathering data to assess student needs and implementing interventions						0	0
3d. Advocating for programs/services that promote a healthy school climate						0	0
Domain 3: Point Summary							0
Comments							
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT						Rating	Points
4a. Growing and developing professionally						0	0
4b. Communicating with families, students, staff, community agencies, etc.						0	0
4c. Demonstrating professional responsibility						0	0
Domain 4: Point Summary							0
Comments							
Interim Individual Performance Plan Rating and Point Summary						Rating	Points
Individual Goal						0	0
Comments							
Self-Evaluation Point Summary						Points	
Self-Evaluation						0	
Interim Performance Evaluation Rating and Point Summary						Rating	Points
Student Learning Growth						Unsatisfactory	0
Instructional Practice						Unsatisfactory	0
Interim: Rating and Point Summary						Unsatisfactory	0
Interim Evaluation Rating Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
98 - 81	80 - 48		47 - 24		23 - 0		
Comments							

Employee's Signature: _____

Supervisor's Signature: _____

School Social Worker Stage 1 Evaluation							
First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1		Stage 2	1/0/1900
Student Learning Growth							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Student Learning Growth Rating (Not Applicable for Stage 1)						Overall SLG Rating	Total SLG Points
						N/A	N/A
Student Learning Growth Rating Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
49 - 41	40 - 24		23 - 12		11 - 0		
Instructional Practice							
<i>(50% of Annual Performance Evaluation Rating)</i>							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a. Demonstrating knowledge of theory, techniques, child and adolescent development						0	0
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component						0	0
1c. Demonstrating the skills to access and utilize appropriate resources						0	0
Domain 1: Point Summary						0	
Comments							
Domain 2: THE LEARNING ENVIRONMENT						Rating	Points
2a. Creating an environment of respect and rapport						0	0
2b. Managing processes and procedures						0	0
2c. Utilizing behavior management techniques						0	0
Domain 2: Point Summary						0	
Comments							
Domain 3: SERVICE DELIVERY AND INSTRUCTION						Rating	Points
3a. Communicating clearly and accurately						0	0
3b. Demonstrating flexibility and responsibility						0	0
3c. Gathering data to assess student needs and implementing interventions						0	0
3d. Advocating for programs/services that promote a healthy school climate						0	0
Domain 3: Point Summary						0	
Comments							
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT						Rating	Points
4a. Growing and developing professionally						0	0
4b. Communicating with families, students, staff, community agencies, etc.						0	0
4c. Demonstrating professional responsibility						0	0
Domain 4: Point Summary						0	
Comments							
Individual Goal Rating and Point Summary						Rating	Points
Individual Goal						0	0
Comments							
Self-Evaluation Point Summary						Points	
Self-Evaluation Point Summary						0	
Annual Performance Evaluation Rating and Point Summary						Rating	Points
Student Learning Growth						N/A	N/A
Instructional Practice						Unsatisfactory	0
Stage 1: Point Summary						0	
Annual Performance Evaluation Rating Table (Stage 2)							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
98 - 81	80 - 48		47 - 24		23 - 0		
Comments							

Employee's Signature: _____

Supervisor's Signature: _____

School Social Worker Stage 2 Evaluation							
First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	
Student Learning Growth (50% of Annual Performance Evaluation Rating)							
Student Learning Growth Rating						Overall SLG Rating	Total SLG Points
						Unsatisfactory	
Student Learning Growth Rating Table							
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
49 - 41	40 - 24		23 - 12		11 - 0		
Instructional Practice (50% of Annual Performance Evaluation Rating)							
Domain 1: PLANNING AND PREPARATION						Rating	Points
1a. Demonstrating knowledge of theory, techniques, child and adolescent development						0	0
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component						0	0
1c. Demonstrating the skills to access and utilize appropriate resources						0	0
Domain 1: Point Summary							0
Comments							
0							
Domain 2: THE LEARNING ENVIRONMENT						Rating	Points
2a. Creating an environment of respect and rapport						0	0
2b. Managing processes and procedures						0	0
2c. Utilizing behavior management techniques						0	0
Domain 2: Point Summary							0
Comments							
0							
Domain 3: SERVICE DELIVERY AND INSTRUCTION						Rating	Points
3a. Communicating clearly and accurately						0	0
3b. Demonstrating flexibility and responsibility						0	0
3c. Gathering data to assess student needs and implementing interventions						0	0
3d. Advocating for programs/services that promote a healthy school climate						0	0
Domain 3: Point Summary							0
Comments							
0							
Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT						Rating	Points
4a. Growing and developing professionally						0	0
4b. Communicating with families, students, staff, community agencies, etc.						0	0
4c. Demonstrating professional responsibility						0	0
Domain 4: Rating and Point Summary							0
Comments							
0							
Individual Goal Rating and Point Summary						Rating	Points
Individual Goal						0	0
Comments							
0							
Self-Evaluation Point Summary						Points	
Self-Evaluation						0	
Annual Performance Evaluation Rating and Point Summary						Rating	Points
Student Learning Growth						Unsatisfactory	0
Instructional Practice						Unsatisfactory	0
Stage 2: Rating and Point Summary						Unsatisfactory	0
Highly Effective	Effective		Needs Improvement/Developing		Unsatisfactory		
98 - 81	80 - 48		47 - 24		23 - 0		
Comments							

Employee's Signature: _____

Supervisor's Signature: _____

School Social Worker Feedback Summary							
First Name	0	Last Name	0	SAP#	0	Year	0
Category	0	Pre-K	0	Location	0	Supervisor	0
Evaluation Conference Dates							
Planning	1/0/1900	Interim	1/0/1900	Stage 1	1/0/1900	Stage 2	1/0/1900
Domain 1: PLANNING AND PREPARATION							
1a. Demonstrating knowledge of theory, techniques, child and adolescent development							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
1c. Demonstrating the skills to access and utilize appropriate resources							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
Domain 2: THE LEARNING ENVIRONMENT							
2a. Creating an environment of respect and rapport							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
2b. Managing processes and procedures							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
2c. Utilizing behavior management techniques							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0
Domain 3: SERVICE DELIVERY AND INSTRUCTION							
3a. Communicating clearly and accurately							
Date	Specific & Actionable Feedback						Status
1/0/1900	0						0
1/0/1900	0						0
1/0/1900	0						0

3b. Demonstrating flexibility and responsibility		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

3c. Gathering data to assess student needs and implementing interventions		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

3d. Advocating for programs/services that promote a healthy school climate		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Domain 4: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT

4a. Growing and developing professionally		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4b. Communicating with families, students, staff, community agencies, etc.		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

4c. Demonstrating professional responsibility		
Date	Specific & Actionable Feedback	Status
1/0/1900	0	0
1/0/1900	0	0
1/0/1900	0	0

Employee's Signature: _____ Supervisor's Signature: _____

Speech Language Pathologist Evaluation System



SLP Name: _____

Administrator Rating of School Based SLPs

Key: Unsatisfactory-U, Needs Improvement-NI, Effective-E, Highly Effective-HE

1. Prevention and Identification

Does the SLP implement Inclusion/RtI services?

Yes ____ No ____

Is the SLP frequently involved in PST/RtI Meetings? Yes ____ No ____

Does the SLP educate teachers or parents and/or the community about communication disorders? Yes ____ No ____

Rating: U ____ NI ____ E ____ HE ____

Comments: _____

2. Assessment and Evaluation

Does the SLP screen/evaluate students in a timely manner?

Yes ____ No ____

Does the SLP effectively interpret evaluation results to parents and staff?

Yes ____ No ____

Rating: U ____ NI ____ E ____ HE ____

Comments: _____

3. Service Delivery

Does the SLP provide therapy to all students on their caseload using a variety of service delivery models(in class/inclusion, pull-out, consultation)? Yes ____ No ____

Does the SLP inform parents and teachers of student progress?

Yes ____ No ____

Rating: U____ NI____ E____ HE____

Comments: _____

4. Managerial Skills

Does the SLP provide consistent and prompt services? Yes____ No____

Does the SLP utilize their time effectively? Yes____ No____

Does the SLP comply with federal state and district timelines when providing services and writing IEPs? Yes____ No____

Rating: U____ NI____ E____ HE____

Comments: _____

5. Interpersonal Skills and Professionalism

Does the SLP contribute to the school's positive learning environment?

Yes____ No____

Does the SLP demonstrate positive interpersonal relationships with colleagues and parents? Yes____ No____

Does the SLP maintain a consistent attendance schedule?

Yes____ No____

Does the SLP demonstrate effective communication skills?

Yes____ No____

Rating: U____ NI____ E____ HE____

Comments: _____

Signature _____ Date _____

Print Name _____ School _____

Polk County Schools
Speech/Language Pathologist – Self-Evaluation

August 2013

Last Name	First Name	Schools Served	
SAP ID #			

Description	EPC Priority Expectations	Self-Evaluation (Employee)
<p>Prevention and Identification</p> <p>Provides resources and training to educators and parents that will help eliminate or inhibit the onset and development of communication disorders. Provides leadership in the team process of identifying students who may need speech and language assessments and determine a continuum of intervention strategies and/or possible eligibility for special education or related services.</p>		<input type="checkbox"/> Highly Effective (3) <input type="checkbox"/> Effective (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Unsatisfactory (0) Comments:
<p>Assessment and Evaluation</p> <p>Conducts thorough, appropriate, and balanced speech, language, and/or communication assessments using a comprehensive assessment plan. Evaluates and summarizes all relevant results. Contributes to the process of determining eligibility for services and makes appropriate recommendations to the IEP team.</p>		<input type="checkbox"/> Highly Effective (3) <input type="checkbox"/> Effective (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Unsatisfactory (0) Comments:
<p>Service Delivery</p> <p>Uses service delivery options appropriately, efficiently and effectively. Follows evidence based practices. Meets responsibilities and obligations to students on the caseload. Keeps clear and comprehensive records. Informs parents and teachers of the student's progress.</p>		<input type="checkbox"/> Highly Effective (3) <input type="checkbox"/> Effective (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Unsatisfactory (0) Comments:

Managerial Skills Manages workload documentation effectively and efficiently. Utilizes time management skills to provide consistent and prompt services during the referral, assessment, and eligibility process and while providing services to students. Maintains compliance with federal, state and district guidelines.		<input type="checkbox"/> Highly Effective (3) <input type="checkbox"/> Effective (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Unsatisfactory (0) Comments:
Interpersonal Skills and Professionalism Maintains the highest professional ethics as outlined in the ASHA Code of Ethics. Contributes to a school's positive learning environment. Demonstrates positive interpersonal relationships with colleagues, parents and students. Demonstrates effective communication skills. Actively participates in ongoing professional development.		<input type="checkbox"/> Highly Effective (3) <input type="checkbox"/> Effective (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Unsatisfactory (0) Comments:

Supervisor Comments:	Speech/Language Pathologist Comments:

Employee Signature		Date	
Supervisor Signature		Date	

**POLK COUNTY PUBLIC SCHOOLS
Speech-Language Pathologist Assessment - Individual Goals Form**

Last Name	First Name	Location	Date(s)
SAP ID #			
Statement of Individual or Unit Goal	Relationship to Strategic Plan, School Improvement Plan	Strategies	Timeline & Documentation Method
<input type="checkbox"/> Planning Session	Date:		
<input type="checkbox"/> Interim Review Session	Date:		
<input type="checkbox"/> Summary Review Session	Date:		
Comments	Speech-Language Pathologist	Supervisor Signature	Points Earned
			30 <input type="checkbox"/>
			21 <input type="checkbox"/>
			11 <input type="checkbox"/>
			00 <input type="checkbox"/>
	Goal Evaluation Rating Scale		
	<input type="checkbox"/> Highly Effective		
	<input type="checkbox"/> Effective		
	<input type="checkbox"/> Needs Improvement		
	<input type="checkbox"/> Unsatisfactory		

Speech-Language Pathologist Overall Annual Performance Evaluation Rating Form ["SLPOAPER"] 2013 - 2014

Speech-Language Pathologist Last Name	First Name	SAP ID#	School	ESE Director or Designee	
<input type="checkbox"/> Category I <input type="checkbox"/> Category II			School Year		
Evaluation Process Activity		Date[s]	Date	Date	Date
<input type="checkbox"/> Planning Conference					
<input type="checkbox"/> Interim Conference[s] as Applicable					
<input type="checkbox"/> Overall Annual Performance Evaluation Conference					
Evidence of Student Achievement EPC - 20% of Overall Annual Performance Evaluation					Points Range 0-20
U = Point Range 0-4	NI= Point Range 5-10	E = Point Range 11-16	HE = Point Range 17-20		
Table for Determining Points Values Tied to District-wide Student Learning Gains in Reading or Math					
Reading or Math Learning Gains Percentage Ranges – In the District				Points earned	
65% - 100% of Students in the District made Learning Gains in Reading or Math				20 [HE]	
50% - 64% of Students in the District made Learning Gains in Reading or Math				15 [E]	
40% - 49% of Students in the District made Learning Gains in Reading or Math				11 [E]	
21% - 39% of Students in the District made Learning Gains in Reading or Math				6 [NI]	
0% - 20% of Students in the District made Learning Gains in Reading or Math				0 [U]	
[Student Achievement Points/Rating]	Student Achievement Points		Student Achievement EPC Rating is...		
EPC Indicators Rated by ESE Director or Designee					
Highly Effective [HE], 10 Effective, [E], 7 Needs Improvement/Developing [NI], 5 Unsatisfactory [U], 0 [50% of Overall Annual Performance Evaluation]			ESE Director Rating	Points Range 0-50	Points Earned from ESE Director or Designee
Essential Performance Criteria		Comments			
1. Prevention and Identification - The SLP provides resources and training to educators and parents that will help eliminate or inhibit the onset and development of communication disorders. Provides leadership in the team process of identifying students who may need speech and language assessments and determine a continuum of intervention strategies and/or possible eligibility for special education or related services.				0,5,7,10	
2. Assessment and Evaluation – The SLP conducts thorough, appropriate, and balanced speech, language, and/or communication assessments using a comprehensive assessment plan. Evaluates and summarizes all relevant results. Contributes to the process of determining appropriate tiered interventions and eligibility for services and makes appropriate recommendations to the IEP team.				0,5,7,10	
3. Service Delivery – The SLP uses service delivery options appropriately, efficiently and effectively. Follows evidence based practices. Meets responsibilities and obligations to				0,5,7,10	

students on the caseload. Keeps clear and comprehensive records. Informs parents and teachers of the student's progress.				
4. Managerial Skills - The SLP manages workload documentation effectively and efficiently. Utilizes time management skills to provide consistent and prompt services during the referral, assessment, and eligibility process and while providing services to students. Maintains compliance with federal, state and district guidelines.			0,5,7,10	
5. Interpersonal Skills and Professionalism – The SLP maintains the highest professional ethics as outlined in the ASHA Code of Ethics. Contributes to a school's positive learning environment. Demonstrates positive interpersonal relationships with colleagues, parents and students. Demonstrates effective communication skills. Actively participates in ongoing professional development.			0,5,7,10	
Annual Priority Job Expectation Goals [30% of Overall Annual Performance Evaluation]			0-30	Points Earned
U = 0	NI= 11	E = 21	HE = 30	
Goal 1- Statement:		Rating	0,11,21,30	
Overall Annual Performance Evaluation Rating & Total Points		Rating is...	0-100	

Table for Determining the Speech-Language Pathologist's Overall Annual Performance Evaluation Rating			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
Total Points Range [0-24]	Total Points Range [25-49]	Total Points Range [50-81]	Total Points Range [82-100]

Overall Comments By ESE Director or Designee	Overall Comments By Speech-Language Pathologist

ESE Director or Designee Signature	Speech-Language Pathologist Signature	Date
-------------------------------------------	----------------------------------------------	-------------

Appendix G - Glossary

A

Alternative Certification Educator (ACE) Program

A research-based program offered through the Florida Department of Education designed to provide professional education preparation to newly hired teachers with subject area expertise who qualify for an initial Florida Certificate and need to fulfill instructional requirements to qualify as an educator.

ARROW

An Accountability Report of Reflections and Outcomes of Work. The form is used as documentation of the implementation and evaluation of professional learning at the school and district levels.

Attendance Determinant (2012-2013)

Criteria used to determine students included in the data set applied to determine student achievement. Students included in the student achievement rating portion of the teacher evaluation system have:

- Enrolled in both Full-time Equivalency (FTE) Survey 2 & 3 for a full year course
- Enrolled in FTE Survey 2 (1st semester)
- Enrolled in FTE Survey 3 (2nd semester)
- 20 or less absences (full-year course)
- 10 or less absences (semester course)

Atypical Teacher

A teacher whose teaching assignment is new, changes, or varies within the school year. This term is used with uncommon scenarios, see page 15

C

Category I Teachers

Teachers either in the Professional Educator Competency (PEC) Program, the Alternative Certification Educator (ACE) Program, the Educator Preparation Institute (EPI) Program, or Any classroom teacher that is new to the profession or new to the district regardless of the years of teaching experience and Florida Professional Educator Certification credentials **and any teacher that holds a Temporary Teaching Certificate.**

Category II Teachers

Teachers with Florida Professional Educator Certification who have more than one year of teaching experience in the district.

Contemporary Research

Seminal, foundational, or empirical research conducted within the last five to seven years.

D

Data Chats

Brief conversations between a teacher and an administrator that offer teachers the opportunity to review student achievement and other school-wide data and use this data to improve their instruction.

Deliberate Practice

The process by which teachers attain incremental gains in teacher expertise, under the supervision of their administrators, and through the support of their peers, in order to produce gains in student achievement from year to year. This evolves through practice and feedback.

Descriptor

Refers to any of the observable practices related to the EPCs and serves as an indicator as to the level to which a teacher successfully implements each EPC in his or her classroom/instruction.

Developmental Feedback

Information sharing between an administrator and teacher to increase the teacher's awareness, responsibility, and performance.

District Assessment

A standardized district determined assessment for a given subject applied across the district in a given subject area.

Domains

The broad categories for the Essential Performance Criteria based on the Florida Educator Accomplished Practices. They include:

- Instructional Design, Lesson Planning, and Assessment
- Instructional Delivery and Facilitation
- The Learning Environment
- Professional Responsibilities and Ethical Conduct

E

Educator Preparation Institute (EPI) Program

An accelerated training program offered through Polk State College for newly hired teachers who have a four year degree and did not major in education.

Effective – See EPC Rating Rubrics

EPC Rating Rubrics

Behaviorally anchored statements that operationally define the rating labels of Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory as applied to describe performance related to the Essential Performance Criteria.

Highly Effective – a rating that indicates that there is significant and varied evidence of teacher performance at the highest level of quality and consistency of practice; demonstrated practice is exemplary in relation to the rubric description for an EPC as documented through observation and other appropriate data gathering methods.

Effective - a rating that indicates that there is adequate evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is excellent in relation to the rubric description for an EPC as documented through observation and other appropriate data gathering methods.

Needs Improvement/Developing - a rating that indicates that there is partial evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is lower than the meeting the expectation but is developing in relation to the rubric description for an EPC as evidenced through observation and other appropriate data gathering methods.

Unsatisfactory - a rating that indicates that there is little or no evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is significantly lower than or non-existent toward meeting the expectation in relation to the rubric description for an EPC as evidenced through observation and other appropriate data gathering methods.

Evaluation

See Performance Evaluation

Evaluative Feedback

Feedback given by an administrator to a teacher during the summative evaluation conference as part of the annual performance rating.

F

Feedback Loops

A process that allows for continuous dialogue and collaboration between teachers and administrators that build sustainable, professional learning communities (reciprocal feedback).

Florida Educator Accomplished Practices (FEAPs)

Florida's core standards for effective educators. These standards form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems.

Focused Observation

An observation by an administrator while conducting classroom walkthroughs and other observations. It is used to gather specific information about a teacher's use of evidence-based practices for specific essential performance criteria. Data from this observation is analyzed and rated in order to examine the essential performance criteria at a more detailed level and for identifying a teacher's professional learning needs. It is one of two primary sources of information applied when rating a teacher on each essential performance criteria.

Formal Observation

Consists of an observation for a full class period (45 minutes or more) as deemed appropriate for various levels. This observation includes a planning conference (pre-observation conference) and a reflection conference (post-observation conference) with the teacher. The planning and reflection conferences should be scheduled 1-5 days preceding and following the observation.

G

Granular Level

Technically, a very detailed level.

H

High Probability Instructional Strategies

Research-based strategies that have been identified in contemporary research as having a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context.

Highly Effective – see EPC Rating Rubrics

I

Informal Observation

An observation that can be announced or unannounced and may or may not include an observation of the full class period (10 to 30 minutes). Typically, there is no planning or reflection conference.

Instructional Assistance Conference/Form

A process used to promote prompt professional conversations regarding instructional assistance with teachers. This process and form does not replace the formal written plan of improvement required in Section 15.7 and is not disciplinary in nature. It is intended to facilitate professional conversations between the teacher and administrator.

Interim Performance Evaluation

A mid-year conference/conversation that takes place between a teacher and an administrator designed to focus on an analysis of the status of strategy implementation and student performance data between the initial planning session and summary review. A teacher's progress towards TARGET plans and ARROW documentation is also discussed at this time.

L

Learning Target

State determined or district determined goal for measurement of student progress.

M

Marzano Evaluation Model

The adopted Florida Teacher Evaluation Model that is founded on historical and contemporary research and offers an inclusive look at teacher effectiveness and development of expertise.

N

Needs Improvement/Developing – see EPC Rating Rubrics

Non-FCAT Subject/Grade Level Teachers

Teachers who teach a grade level or subject area that is not included as part of the Florida Comprehensive Assessment Test.

O

Observation Instrument – Appendix E

A comprehensive observation tool used by an administrator while conducting classroom walkthroughs, informal observations, and formal observations. The instrument is used to gather information about a teacher's use of evidence-based practices for essential performance criteria across all four domains.

On-going Professional Dialogue

Focused and collaborative conversations that occur throughout the year between a teacher and an administrator on improving student learning experiences and student engagement practices. The dialogue is designed to create a differentiated teacher professional growth plan with the objective of improving professional practices and student achievement.

Organizational Context

The climate and environment in which an individual works.

Overall Annual Performance Evaluation Rating (OAPER)

Derived from the combination of values from points awarded to teachers individually based on student achievement data from the students matched to the teacher, ratings (Points) awarded to teachers individually based on demonstrated performance tied to rubrics and combined with points earned related to the teacher's situational context pertaining to the impact of specified student demographics, and ratings (Points) awarded to teachers individually based on self-evaluation. An annual contract will not be awarded if a teacher receives two consecutive annual performance evaluation ratings of unsatisfactory under s. 1012.34, two annual performance evaluation ratings of unsatisfactory within a 3-year period under s. 1012.34, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34.

P

Performance Evaluation

A supportive process with a goal to result in enhanced student growth, improved teacher professional learning, teacher performance, and teacher morale.

Professional Development Plan (PDP)

A formal improvement plan created for a teacher to address essential performance criteria ratings of "Unsatisfactory" (required) or "Needs Improvement/Developing" (optional).

Professional Education Competence (PEC) Program

A program designed for first year teachers without Florida Professional Certification. The program's competencies align with the Florida Educator Accomplished Practices, and the program fulfills one of the requirements for teachers working towards professional certification.

Q

Quality Assurance

The systematic monitoring and evaluation of the various aspects of teacher observation to maximize the probability that minimum standards of quality are attained by the evaluator.

R

Race to the Top (RTTT)

A federal grant program that will reward states for raising student achievement and promoting reform. Money will be granted to districts that participate over a four-year span and can only be used within the scope of the federal guidelines.

S

School Improvement Plan (SIP)

A formal plan delineating improvement strategies based upon a school's identified student subgroup needs. The plan is approved by the school board, submitted to the state department of education, and is public record.

Self-Evaluation

A part of the teacher evaluation where the teacher reflects individually on his/her practices as delineated in the rubric descriptions and then rates him or herself accordingly for each essential performance criteria.

The points earned from this self-evaluation make up 1.7% of a teacher's Overall Annual Performance Evaluation Rating.

Situational Context

The conditions that exist in the teaching environment that are unique to the individual teacher's assigned students. (See Student Demographic Impact Factors)

Student Demographic Impact Factors

Adequate yearly progress variables identified as significant factors impacting a teacher's situational context. These factors are unique to each teacher. These factors include the percentage of students on free or reduced lunch, the percentage of students with exceptionalities, and the percentage of students whose primary language is other than English.

Student Learning Gain (SLG)

A student demonstrates learning gains by maintaining a score of 3 or higher on the FCAT 2.0 and EOCs, or at level 4 or higher on the FAA; by increasing their score by 1 or more achievement levels; or, for students that maintain FCAT 2.0 score at level 1 or 2, by demonstrating more than one year's growth on the FCAT 2.0 vertical scale. Students remaining at level 1, 2, or 3 on the FAA can demonstrate gains by scoring 5 points higher than in the previous year. Students remaining at level 1 or 2 after taking an EOC can demonstrate gains by increasing their common scale score.

Student Performance Data Source

FCAT and other state assessment data credited to teachers based on the students the teacher is teaching.

Summative Evaluation

The end of the evaluation cycle, which includes an administrator/teacher conference related to the teacher's Overall Annual Performance Evaluation Rating.

T

Teacher Evaluation Planning Session

Conference between teacher and administrator designed to focus on evaluation processes related to categories one and two. Discussion may include, but is not limited to, the following:

- a. Procedures and timeline
- b. Essential performance criteria
- c. Collegial planning
- d. Areas of continuous professional improvement

Teacher Evaluation System

Enhancing Student Achievement through Teacher Evaluation and Learning is a collaborative system between teachers and administrators focused on improving the quality of professional practices resulting in increased student learning.

Teachers' Action Research Goals and Educational Timeline (TARGET)

Defines aspirational learning goals in a plan specific to the teacher and learning gains for students at the school. This timeline requires gathering and disaggregating student data for broad and specific patterns of need for students directly or indirectly assigned to the teacher. It involves the teacher in determining the learning objectives that will help students become successful based upon disaggregated data. Also, it entails the development of student outcome goals that provide the teacher with ongoing targets for instructional strategies to implement at the school. Finally, this timeline provides opportunities to demonstrate that professional learning strategies have helped students become successful based upon disaggregated data.

Timely and Actionable Feedback

Prompt and specific behavioral feedback an administrator provides to a teacher including the data collected during an observation and clarifying performance expectations supporting the teacher's forward planning and continuous improvement of professional practices.

Trend Data

The past performance of a particular individual or group as measured over some period of time.

U**Unsatisfactory – See EPC Rating Rubrics****V****Value-Added Model**

Process developed by the Department of Education to measure student learning growth.

W**Walkthrough Observation**

An observation that can be announced or unannounced and generally consists of very brief classroom observations of 3-5 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis.

Appendix H - Principles of Professional Conduct for the Education Profession in Florida

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida

- (1) *The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.*
- (2) *Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.*
- (3) *Obligation to the student requires that the individual:*
 - (a.) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/ or physical health and/or safety.
 - (b.) Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - (c.) Shall not unreasonably deny a student access to diverse points of view.
 - (d.) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - (e.) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - (f.) Shall not intentionally violate or deny a student's legal rights.
 - (g.) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - (h.) Shall not exploit a relationship with a student for personal gain or advantage.
 - (i.) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- (4) *Obligation to the public requires that the individual:*
 - (a.) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - (b.) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - (c.) Shall not use institutional privileges for personal gain or advantage.
 - (d.) Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - (e.) Shall offer no gratuity, gift, or favor to obtain special advantages.
- (5) *Obligation to the profession of education requires that the individual:*
 - (a.) Shall maintain honesty in all professional dealings.
 - (b.) Shall not on the basis of race, color, religion, sex, 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.
 - (c.) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - (d.) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - (e.) Shall not make malicious or intentionally false statements about a colleague.
 - (f.) Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
 - (g.) Shall not misrepresent one's own professional qualifications.

- (h.) Shall not submit fraudulent information on any document in connection with professional activities.
- (i.) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- (j.) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- (k.) Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- (l.) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- (m.) Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
- (n.) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
- (o.) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
- (p.) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
- (q.) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2), 231.28 FS. History—New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98.

Appendix I- Documentation of Collective Bargaining
EVIDENCE OF COLLECTIVE BARGAINING PENDING

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Appendix J - Timeline for the Development/Implementation of Student Assessments

The implementation plan for the development of an infrastructure to support District Determined, Administered, Scored, and Reported Student Growth/Proficiency Measurement Assessments for teachers of Non-FCAT Subjects and Grades will be closely aligned with the assessment item bank development work being done by several groups. The proposed timeline for this activity is listed below.

Timeframe	Specific Accomplishment	Status
January 2012– January 2014	Phase 1 - Development of District Determined, Administered, Scored, and Reported Student Growth/Proficiency Measurement Assessments for teachers of Non-FCAT Subjects and Grades	In Progress
February 2014 – June 2014	Phase 2- Final Development of District Determined, Administered, Scored, and Reported Student Growth/Proficiency Measurement Assessments for teachers of Non-FCAT Subjects and Grades	Pending In Progress
July 1, 2014	Complete Implementation of District Determined, Administered, Scored, and Reported Student Growth/Proficiency Measurement Assessments for teachers of All Non-FCAT Subjects and Grades	Pending In Progress