



*Handbook on the*

*Instructional*

*Performance*

*Evaluation and*

*Growth*

*System*

**Teacher Edition**

---

**DRAFT – 2006-07 Pilot Version**

---

# ACKNOWLEDGMENTS

Individuals contributing to the development of the Miami-Dade County Public Schools' *Handbook on the Instructional Performance Evaluation and Growth System – Teacher Edition* include:

Miriam Carlota Arthur ..... Assistant Principal, Doral Middle  
Joyce Beamer ..... Teacher/Designated Steward, Thomas Jefferson Middle  
Ava Byrne ..... Deputy Superintendent  
Anthony M. Davis ..... Teacher, Shenandoah Elementary  
Patrenia Dozier ..... Teacher/UTD Steward, Ojus Elementary  
Linda Dunn ..... Special Education Teacher/UTD Steward, Citrus Grove Middle  
Dr. Fernando V. Egea ..... Teacher/UTD Steward, Sunset Senior High/Adult  
Tom Gammon ..... Teacher Trainer, Teacher Education Center  
Carolyn Guthrie ..... Executive Director, MDCPS National Board Programs  
Marie F. Harrison ..... Regional Administrator Director, Region Center II  
Donald Hoecherl ..... Principal, John A. Ferguson Senior High  
Dr. Michelle B. Ivy ..... Teacher, Miami Beach Senior High  
Paul Kopec ..... Teacher, Miami Lakes Middle  
Merri Mann ..... UTD Staff Liaison, United Teachers of Dade  
Catherine Mendoza ..... Teacher, South Miami Senior High  
Michael Molnar ..... Staff Liaison, United Teachers of Dade  
Kathy Pham ..... Teacher, School for Applied Technology  
Agenoria Powell ..... Principal, Linda Lentin K-8 Center  
Vivian M. Santiesteban-Pardo ..... Principal, Kinloch Park Middle  
Leslie Schwartzman ..... ESE Teacher/UTD Steward, Miami Heights Elementary  
Leslee Vichengrad ..... Teacher, Madie Ives Elementary

## ***Project Consultant Firm***

Teacher Quality Resources, LLC  
James H. Stronge, Ph.D.  
Jennifer L. Hindman, Ph.D.  
Leslie W. Grant, Ph.D.

Copyright © 2006 by Teacher Quality Resources, LLC

TQR hereby grants The School Board of Miami-Dade County, Florida restricted copyright permission to use, revise and/or modify the system developed under this Agreement, as needed, to meet applicable Florida State statutory requirements or any other educational purpose. This restricted copyright permission is applicable solely for use of such copyrighted material by The School Board of Miami-Dade County, Florida, and its employees within the Miami-Dade County Public Schools.

# EXECUTIVE SUMMARY

At the meeting held on October 19, 2005, the Board authorized the Superintendent to pursue the acquisition and implementation of a competent evaluation and appraisal system for instructional personnel that would serve to replace the Performance Assessment Comprehensive Evaluation System (PACES) currently utilized by the district. A Request for Proposals (RFP) was distributed to various qualified vendors on January 23, 2006. The Board subsequently authorized the Superintendent during the March 15, 2006, Board meeting to negotiate and enter into a contractual services agreement with Teacher Quality Resources, pursuant to Request for Proposals No. 070-FF10 – professional consulting services for development of an instructional assessment and appraisal system.

In collaboration with United Teachers of Dade (UTD), three design teams were established representing the following instructional personnel categories: classroom teachers, student services personnel (e.g., school psychologists, guidance counselors, social workers) and instructional support personnel (e.g., curriculum support specialists, library/media specialists, teachers on special assignment). The teams include corresponding practitioner representatives and district, region and school-based administrators. Team members adhered to a consensus building approach in their work that allowed them to progress through the developmental phase effectively and efficiently. Each design team met a total of 7 times from March 20, through May 18, formulating the tools that comprise the new performance evaluation system called *Instructional Performance Evaluation and Growth System (IPEGS)*.

## DESIGN TEAMS

Performance Standards and Indicators were developed for Classroom Teachers, Instructional Support Personnel, and Student Services Personnel. A performance appraisal rubric with a five-level rating scale was developed for each performance standard. Information sources include observation, learner/program progress goal setting, documentation log and parental input as tools to conduct the performance evaluation. IPEGS handbooks outlining use of the tools and procedures for evaluation have also been developed. The following overview provides additional information regarding the evaluation system tools:

## PERFORMANCE EVALUATION SYSTEM TOOLS

Observation: Annual contract employees will have a minimum of two observations a year. Professional service and continuing contract personnel will have at least one observation a year. An observation lasts a minimum of 20 minutes.

Learner/Program Progress Goal Setting: Instructional personnel document learner/program benchmarks established at the beginning of the year set forth strategies to build on strengths, address weaknesses and document gains at the end of the year. This approach reflects a contemporary research-based

instructional strategy that can yield impressive results in student learning. The process incorporates professional development as a component of the goal-setting, thereby replacing the individual professional development plans currently utilized.

Documentation Log: A portion of the data used to provide insight on performance can be collected by instructional personnel. Specific items that may not always be observable in an instructional setting will be included in the documentation log to demonstrate progress in meeting instructional personnel performance standards. The ability to provide to the evaluator relevant evidence, such as a list identifying professional development activities undertaken, encourages instructional personnel to actively participate in ongoing self-assessment tied to established performance standards.

Performance Appraisal Rubric: A five level rubric depicting a continuum of effectiveness is tailored to each of the performance standards. In a five-level system, the levels are: exemplary, superior, proficient, developing and unsatisfactory. The teams crafted rubrics that are tailored to each performance standard. Achievement of the performance standard that describes an acceptable level of performance is equivalent to proficient.

Parental Input: Florida Statutes section 1012.34 (2005) provides that parents must have an opportunity to provide input. Parental input is obtained through the School Climate Survey and Educational Excellence School Advisory Council (EESAC) participation in schools.

# TABLE OF CONTENTS

## PART I PROCESS INTRODUCTION

Executive Summary .....	3
Introduction.....	7
Purposes .....	7
The Foundation of IPEGS:	
Using the Goals and Roles Model <sup>®</sup> .....	8
Key Features of the Goals and Roles Model <sup>®</sup> .....	9
Steps in the Goals and Roles Model <sup>®</sup> .....	11
Identifying Instructional Support Performance Standards.....	13
Performance Standards .....	13
Performance Indicators .....	14
Documenting Performance .....	16
Goal Setting for Learner/Program Progress.....	16
Observations .....	18
Documentation Log .....	19
Parental Input .....	20
Integration of Data .....	20
Evaluation Schedule.....	21
Documentation Records.....	21
Making Summative Decisions .....	23
Definitions of Ratings.....	23
Rating Performance .....	24
Improving Performance .....	27
Support Dialogue .....	28
Improvement Plan.....	28

## **PART II**

# **PERFORMANCE STANDARDS**

Performance Standard 1: Knowledge of Learners .....	31
Performance Standard 2: Instructional Planning .....	32
Performance Standard 3: Instructional Delivery and Engagement.....	33
Performance Standard 4: Assessment.....	34
Performance Standard 5: Learner Progress.....	35
Performance Standard 6: Communication .....	36
Performance Standard 7: Professionalism .....	37
Performance Standard 8: Learning Environment .....	38

## **PART III**

# **EVALUATION FORMS**

Introduction.....	39
Goal Setting Explanation and Form.....	40
Teacher Observation Form .....	43
Documentation Log Description and Forms.....	44
Teacher Summative Performance Report .....	48
Improvement Plan.....	52
Appendix A.....	53
Appendix B.....	54
References.....	55
Endnotes.....	56

# PART I

## INTRODUCTION

Miami-Dade County Public Schools' (M-DCPS) supervision of instructional personnel incorporates the Goals and Roles Assessment and Evaluation Model<sup>®</sup> (short title: Goals and Roles Model<sup>®</sup>) of evaluation for collecting and presenting data to document performance that is based on well-defined job expectations.

The M-DCPS *Instructional Performance Evaluation and Growth System (IPEGS)* provides a balance between structure and flexibility. That is, it is prescriptive in that it defines common purposes and expectations, thereby guiding effective practice. At the same time, it provides flexibility, thereby allowing for creativity and individual initiative. The goal is to support the continuous growth and development of each professional by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The primary purposes of IPEGS are to:

- ◆ improve the quality of instruction by ensuring accountability for classroom/program performance
- ◆ contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of M-DCPS
- ◆ provide a basis for instructional improvement through productive instructional personnel appraisal and professional growth
- ◆ share responsibility for evaluation between the professional and the evaluation team in a collaborative process that promotes self-growth, instructional effectiveness, and improvement of overall job performance

### PURPOSES

IPEGS includes the following distinguishing characteristics:

- ◆ a focus on the relationship between professional performance and improved learner academic achievement
- ◆ performance standards specific to major instructional job categories
- ◆ sample indicators for each of the performance standards
- ◆ a system for documenting instructional personnel performance based on multiple data sources
- ◆ a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of instructional personnel in the evaluation process
- ◆ a support system for providing assistance when needed

# THE FOUNDATION OF IPEGS: USING THE GOALS AND ROLES MODEL <sup>©1</sup>

A meaningful and productive personnel evaluation system, such as that used for teachers and other instructional personnel in the M-DCPS, addresses the unique contributions of each employee to the achievement of the district's vision, mission, and core values. Additionally, the evaluation system focuses on opportunities for professional growth by employees within the system so that each can grow professionally and contribute in a productive fashion to school improvement plans and goals. The Goals and Roles<sup>©</sup> offers a practical, contemporary research-based model of personnel evaluation developed specifically to balance the unique role demands and professional growth needs of teachers and other instructional personnel (Stronge, 1997, 2005).

The following sections describe the conceptual framework of the Goals and Roles<sup>©</sup> — the model upon which the instructional personnel evaluation system is built. This description merely reflects a conceptual framework; the details for the design and implementation of the performance evaluation system were developed in collaboration with the M-DCPS evaluation design committees and administration to reflect the unique needs of the M-DCPS and its instructional personnel.

The realization that an organization's goals are met through the collective performance of all personnel is the basis of the Goals and Roles Model<sup>©</sup> developed by Dr. James Stronge based on more than two decades of work with school systems and other educational organizations. The underlying assumptions are as follows:

- ◆ Effective evaluation promotes the growth and development of the individual and the school.
- ◆ A well-defined evaluation system:
  - provides a basis for a more objective evaluation based on observable, job-related results, and its purposes are clearly established for the individual professional (Tucker & Stronge, 2005a).
  - makes the school more accountable to its public and is legally defensible in its treatment of all employees (Beckham, 1985).
- ◆ Instructional personnel have a legal and ethical right to understand the criteria used to evaluate their performance (Florida Statute, 1012.34(3)(b)).

---

<sup>1</sup> The Goals and Roles Model<sup>©</sup> was developed by and copyrighted to James H. Stronge. M-DCPS has been granted the right to use, revise, and/or modify the evaluation model and associated instrumentation as needed.



- ◆ A unified evaluation process for all teachers and other instructional personnel across M-DCPS is a more efficient use of school resources and administrative and staff time than multiple evaluation systems.
- ◆ All instructional personnel deserve well-defined job descriptions, systematic performance feedback, and appropriate opportunities for improvement.

The key features that are incorporated in the Goals and Roles<sup>®</sup>, and that are emphasized in the design of IPEGs, include:

#### *Adaptability*

The Goals and Roles Model<sup>®</sup> is both comprehensive and adaptable for use with a variety of educational positions. The Goals and Roles Model<sup>®</sup> has been adapted for use with three main groups of M-DCPS instructional personnel: instructional support personnel<sup>1</sup>, student services personnel<sup>2</sup>, and teachers. Throughout the M-DCPS project, the three design teams built on this key feature of adaptability by:

- ◆ accentuating the use of a uniform design for evaluating all teachers,
- ◆ designing the performance assessment system for non-classroom instructional personnel (Stronge & Helm, 1990, 1991, 1992; Stronge & Tucker, 1995, 2003b); and
- ◆ designing evaluation strategies and processes that account for educator’s different levels of professional growth (e.g., beginning/novice professional, advanced professional).

#### *Systematic Approach to Evaluation*

It is not feasible for school principals or other evaluators to implement multiple evaluation systems with different requirements, guidelines, and methods. The six-step evaluation cycle of the Goals and Roles Model<sup>®</sup> provides an efficient, standardized method for implementing evaluation. While assessment forms and processes will be differentiated for the various instructional positions, the evaluation model and protocol can be standardized. This combination of standardizing the evaluation framework and customizing its application to fit specific position needs allows for a more valid and easy-to-use evaluation system while, at the same time, accounting for important distinctions in roles and responsibilities of various instructional personnel.

---

<sup>1</sup> Sample instructional support personnel job titles include, but are not limited to: activities directors, athletic directors, business managers, curriculum support specialists, educational specialists, home language assistance program specialists, instructional coaches, lead teachers, library/media specialists, special education program specialists, teacher trainers, teachers on special assignment.

<sup>2</sup> Sample student services personnel job titles include, but are not limited to: art therapists, career specialists, counselors, occupational therapists, physical therapists, school psychologists, school social workers, speech/language pathologists, staffing specialists, TRUST specialists.

### **KEY FEATURES OF THE GOALS AND ROLES MODEL<sup>®</sup>**

### *Emphasis on Communication Throughout the Evaluation Process*

Performance appraisal systems should reflect the fundamental role that effective communication plays in every aspect of the evaluation process (Helms, 2005; McGrath, 1993). Since the goal of any evaluation is to continue successful job performance or improve less successful ones, evaluator-evaluatee communication is essential. Thus, opportunities for systematic communication between evaluators and instructional personnel are built into IPEGS.

### *Technically Sound Evaluation Systems*

While a conceptually sound and technically valid evaluation system does not guarantee effective evaluation, one that is flawed and irrational *will* guarantee failure. The Goals and Roles Model<sup>®</sup> is designed as an evaluation system that is conceptually and technically sound, and promotes the likelihood of achieving such desirable outcomes as those described in the guiding assumptions of the Joint Committee on Standards for Education Evaluation (2005) to:

- ◆ provide effective service to learners and society;
- ◆ establish personnel evaluation practices that are constructive and free of unnecessary threatening or demoralizing characteristics; and
- ◆ facilitate planning for sound professional development experiences.

### *Use of Multiple Data Sources*

The design of the Goals and Roles Model<sup>®</sup> emphasizes multifaceted assessment techniques for documentation of job performance. The use of multiple sources of information:

- ◆ increases the validity of an evaluation for any professional educator;
- ◆ allows for differing documentation needs based on job responsibilities of particular positions (e.g., classroom teacher vs. school counselor); and
- ◆ provides for differentiation of performance for personnel at different points in their careers; for example, beginning and accomplished teachers (Stronge & Tucker, 2003a).

While formal observation can provide a significant data source, too frequently it has represented the sole source of data collection under clinical supervision evaluation models. Multiple data sources are needed as no single source can adequately capture the complexities of instructional personnel's work (Peterson, 2005). The use of multiple sources of information is a key feature incorporated into the M-DCPS performance evaluation system for instructional personnel.

The proper use of multiple data sources in performance evaluation can dramatically improve the utility of the evaluation system for instructional personnel (e.g., through better performance feedback). Additionally, the use of multiple data sources can enhance validity and reliability of the process, and offer a more defensible basis for evaluation decisions.

The instructional personnel performance evaluation process is based on the Goals and Roles Model<sup>®</sup> (Stronge, 1997, 2005), a six-step approach to performance assessment. A graphic representation of the model is provided in Figure 1; Table 1 provides a brief description of each step.

**STEPS IN  
THE GOALS  
AND ROLES  
MODEL<sup>®</sup>**

Figure 1: Goals and Roles Model<sup>®</sup>

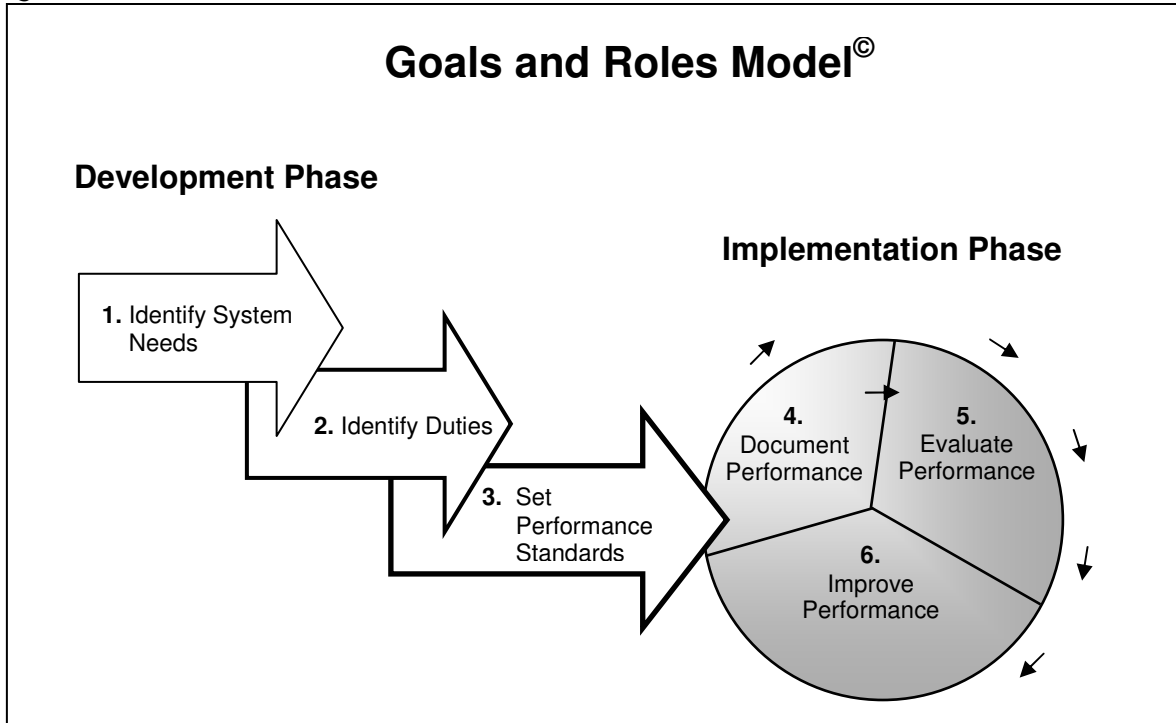


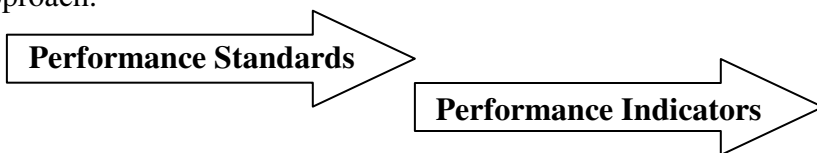
Table 1: Steps in the Goals and Roles Model<sup>©</sup>

<i>Development Phase</i>	
<b>Step 1: Identify System Needs</b>	<p>Determine the mission and goals of the school and school system as a prerequisite for the evaluation system to be relevant and responsive to public demands for accountability.</p> <p>REFERENCES: Castletter, 1996; Connellan, 1978; Danielson &amp; McGreal, 2000; Goodale, 1992; Locke, 1968; Phi Delta Kappa National Study Committee on Evaluation, 1971; Seyfarth, 2002; Stronge, 1995</p>
<b>Step 2: Develop Roles</b>	<p>Translate the goals into professional roles and responsibilities – performance standards– for individual staff members.</p> <p>REFERENCES: Educational Review Office, 1998; Redfern, 1980; Scriven, 1988a, 1988b, 1991; Weiss &amp; Weiss, 1998</p> <p>Select sample performance indicators that are both measurable and indicative of the job’s roles.</p> <p>REFERENCES: Bolton, 1980; Cascio, 1998; Redfern, 1980; Sawyer, 2001; Stronge, 2005; Stronge &amp; Tucker, 2003a; Valentine, 1992</p>
<b>Step 3: Set Performance Standards</b>	<p>Determine level(s) of performance within each job responsibility to be recognized by the evaluator.</p> <p>REFERENCES: Cambron-McCabe., McCarthy., &amp; Thomas, 2004; Joint Committee on Standards for Educational Evaluation, 1988; Manatt, 1988;; Phi Delta Kappan National Study on Evaluation, 1971</p>
<i>Implementation Phase</i>	
<b>Step 4: Document Performance</b>	<p>Using multiple data sources, record sufficient information about the individual's performance to support ongoing professional development and to justify personnel decisions.</p> <p>REFERENCES: Conley, 1987; Peterson, 2000; Stronge &amp; Tucker, 2003; Tucker &amp; Stronge, 2005a; Wilkerson, Manatt, Rogers, &amp; Maughan, 2000</p>
<b>Step 5: Evaluate Performance</b>	<p>Compare the individual’s documented job performance with established responsibilities and acceptable performance standards.</p> <p>REFERENCES: Castletter, 1996; Danielson &amp; McGreal, 2000; Frels &amp; Horton, 1994; Medley, Coker, &amp; Soar, 1984; Scriven, 1973, 1995; Tucker &amp; Stronge, 2005b; Valentine, 1992</p>
<b>Step 6: Improve and Maintain Performance &amp; Professional Service</b>	<p>Emphasize program improvement through accountability and professional development. This step brings the performance assessment process full cycle.</p> <p>REFERENCES: Colby, Bradshaw, &amp; Joyner, 2002; Hunter, 1988; Iwanicki, 1990; Johnson, 1997; McGreal, 1988; Stronge, 2005; Stufflebeam, &amp; Sanders, 1990</p>

# IDENTIFYING INSTRUCTIONAL SUPPORT PERFORMANCE STANDARDS

Clearly defined professional responsibilities for personnel constitute the foundation for the instructional personnel evaluation system. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both evaluatees (teachers) and evaluators (i.e., principal, supervisor) reasonably understand the job expectations. The term *site administrator* will be used for principals/supervisors. Additionally, a site administrator may designate an administrator to collect information on employee job performance. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the employees.

The expectations for professional performance are defined using a two-tiered approach.



Performance standards refer to the major duties performed. For all teachers, there are eight performance standards.

## PERFORMANCE STANDARDS

### Teacher Performance Standards

**Performance Standard 1. Knowledge of Learners**  
The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

**Performance Standard 2. Instructional Planning**  
The teacher uses appropriate curricula, instructional strategies, and resources during the planning process to address the diverse needs of students.

**Performance Standard 3. Instructional Delivery and Engagement**  
The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.

**Performance Standard 4. Assessment**  
The teacher gathers, analyzes, and uses data to measure learner progress, guide instruction, and provide timely feedback.

**Performance Standard 5. Learner Progress**  
The work of the teacher results in acceptable and measurable learner progress based on established standards, district goals, and/or school goals.

**Performance Standard 6. Communication**  
The teacher communicates effectively with students, staff, and other members of the learning community.

**Performance Standard 7. Professionalism**  
The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

**Performance Standard 8. Learning Environment**  
The teacher creates and maintains a safe classroom environment while encouraging fairness, respect, and enthusiasm.

The performance standards address various Florida Statutes such as:

- The “rigorous reading requirement” for middle grades teachers in Performance Standard 3 Florida Statute 1003.415
- The use of technology in the classroom in Performance Standard 3 Florida Statute 1012.34(3)(a)(4)
- The use of state assessment data in Performance Standards 4 and 5 Florida Statute 1008.22
- The collaboration with students’ families in Performance Standard 6 Florida Statute 1012.34(3)(a)(6)

The Miami-Dade County instructional support personnel performance standards are aligned with the 12 Florida Accomplished Practices. The practices are interdependent, and therefore aligned to multiple performance standards (see Table 2).

A Florida State Board Rule identifies 12 “essential practices of effective teaching.” They are called *The Educator Accomplished Practices*.

6A-5.065

Florida State Board Rule

**Table 2: Alignment of the Florida Educator Accomplished Practices and M-DCPS Teacher Performance Standards**

Florida Educator’s Accomplished Practices	M-DCPS Teacher Performance Standards							
	Knowledge of Learners	Instructional Planning	Instructional Delivery and Engagement	Assessment	Student Progress	Communication	Professionalism	Learning Environment
1. Assessment		X		X	X	X	X	
2. Communication	X					X	X	
3. Continuous Improvement	X					X	X	
4. Critical Thinking		X	X	X			X	
5. Diversity	X	X	X				X	X
6. Ethics	X	X					X	X
7. Human Dev. & Learning	X	X	X				X	
8. Know. of Subject Matter		X	X			X	X	
9. Learning Environment				X		X	X	X
10. Planning		X	X	X	X	X	X	
11. Role of the Teacher	X					X	X	
12. Technology			X	X	X	X	X	

## PERFORMANCE INDICATORS

A set of performance indicators has been developed (see Part II) to provide examples of observable, tangible behaviors. That is, the performance indicators are examples of the types of performance that will occur if a standard is being successfully met. The list of performance indicators is not exhaustive. **Further, all professionals are not expected to demonstrate each performance indicator.** Finally, for some positions specific indicators may need to be identified.

Both evaluators and professionals should consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for the Learner Progress performance standard are listed in the box on the next page.

**Performance Standard 5. Learner Progress**

The work of the teacher results in acceptable and measurable learner progress based on established standards, district goals, and/or school goals.

**Sample Performance Indicators**

*Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

- ◆ Demonstrates an understanding of the concepts, principles, and strategies that enable students to progress and be academically successful
- ◆ Establishes student achievement goals
- ◆ Provides evidence of goal attainment
- ◆ Collaborates with colleagues in order to improve students' performance
- ◆ Provides evidence of using timely and appropriate intervention strategies for individual students who are not making adequate progress
- ◆ Tracks reading progress, as applicable (Florida Statute 1003.415)

The performance indicators are provided to help professionals and their evaluators clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular work assignment. ***Ratings are NOT made at the performance indicator level but at the performance standard level.***

# DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. The sources of information briefly described in Table 3 were selected as a means of providing accurate feedback on teacher performance.

**Table 3: Data Sources for Teachers**

Data Source	Definition
<b>Goal Setting for Learner/Program Progress</b>	Professionals have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and learners’ ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include state and local standardized test results as well as other pertinent data sources. Professionals set goals for improving learner/program progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.
<b>Observations</b>	Observations focus directly on the eight performance standards. Observations may be conducted in either instructional or non-instructional settings, and may be scheduled or unscheduled visits.
<b>Documentation Log</b>	The <i>Documentation Log</i> includes specific required artifacts that provide evidence of meeting selected performance standards.
<b>Parental Input</b>	<i>As Appropriate Data Source</i> – Parental input is gathered through the use of the <i>School Climate Survey</i> and the Educational Excellence School Advisory Council (EESAC) participation in schools. NOTE: The professional is not required to collect these data.

## GOAL SETTING FOR LEARNER/PROGRAM PROGRESS

Each professional sets an annual goal<sup>1</sup> for improving learner achievement. The evaluator and the professional analyze data from performance measures to set an appropriate annual goal. A form is provided in Part III (*Goal Setting for Learner/Program Progress Form*) for developing and assessing the annual goal. Professionals are to establish one goal relating to their job responsibilities. The goal must directly address learner achievement or program outcomes and be measured by an appropriate state or local assessment. For goals that directly assess learner achievement, appropriate measures of student learning gains differ

<sup>1</sup> The form for Goal Setting for Learner/Program Progress incorporates the individual professional development plan as teachers determine an annual goal and identify resources and strategies to address the goal.



substantially based on learner’s grade level, content area, and learner’s ability level.

The following measurement tools are appropriate for addressing state and school district guidelines and standards:

- ◆ criterion-referenced tests,
- ◆ norm-referenced tests,
- ◆ standardized achievement tests,
- ◆ district interim assessments
- ◆ schoolwide reviews of test data, and
- ◆ authentic measures (e.g., learner portfolio, recitation)

“The assessment procedure for instructional personnel ... must be primarily based on the performance of students assigned to their classrooms or schools, as appropriate.”

1012.34 (3)  
Florida Statute

### *Developing Goals*

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to self-assess a goal’s feasibility and worth. SMART stands for:

**S**pecific – the goal is focused; for example, by content area, by learners’ needs

**M**easurable – an appropriate instrument/measure is selected to assess the goal

**A**ttainable – the goal is within the professional’s control to effect change

**R**ealistic – the goal is appropriate for the professional

**T**ime limited – the goal is contained to a single school year

The goals included below are samples of the goals that professionals may develop. They are intended to serve as models for how goals may be written. The assignment of the professionals who wrote the goals appears in parentheses.

Using the President’s Challenge physical fitness program components, all students will increase their physical fitness, with 85% of students performing at or above the 50<sup>th</sup> percentile on all five components. (*high school physical education*)

The students will increase their Woodcock Johnson GEs by an average of 1.5 years. The fluency goal is for all students to reach 125 wpm, which is the national standard. (*middle school self-contained special education*)

### *Submission of the Goal Setting for Learner/Program Progress Form*

Professionals complete a draft of their goal and schedule a meeting with their administrator or designee to look at the available data from performance measures and discuss the proposed goal. Each year professionals are responsible for

submitting their goal to their administrators by the date of the first student interim progress report.

#### *Mid-Year Review of Goal*

A mid-year review of progress on the goal is held for all professionals. This review should promote discussion, collegiality, and reflection. The mid-year review is to be held after the second quarter student interim progress reports are issued and before the end of the semester. The mid-year review is held by the professional's administrator or designee.

#### *End-of-Year Review of Goal*

The School Board is to appoint instructional staff "no later than 3 weeks after the end of the regular legislative session or May 31, whichever is later."

1012.22(1)(b)  
Florida Statute

The end-of-year review of the goal is included in the *Documentation Log* (discussed later in this section) and submitted to the administrator at least 10 calendar days prior to the summative review conference. Each professional is responsible for assessing professional growth on the goal and submitting documentation to his/her administrator. By mutual agreement, administrators and individual professionals may extend the due date for the end-of-year review in order to be able to include the current year's testing data or exam scores provided that the requirements of Florida Statute 1012.22(1)(b) can be met.

## **OBSERVATIONS**

Observations are intended to provide information on a wider variety of contributions made by professionals in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information. The *Observation Form* (see Part III) is used to provide targeted feedback on professionals' work relating to the four performance standards (i.e., Knowledge of Learners, Instructional Planning, Instructional Delivery and Engagement, Learning Environment) most likely to be observed during instruction.

Evaluators are encouraged to conduct observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle. Observations may be a combination of scheduled and unscheduled visits. Given the complexity of the job responsibilities of teachers, it is unlikely that an evaluator will have the opportunity to observe and provide feedback on each of the performance standards in a given visit. During the post-conference, the professional and the administrator will discuss the observation.

#### *Number of Observations*

The number of observations varies by contract status (see Table 4). Post-conferences occur within 10 calendar days of the observation. Professionals may

bring a copy of the lesson plan/planning document from the session observed as well as other documentation, which may offer additional information about what was observed. Professionals receive a copy of the completed observation form from their evaluator at the conference.

A required observation is a minimum of 20 consecutive minutes. Where appropriate, the observation could last longer. The observation should cover an appropriate sample of the professional’s work. Additionally, more than the minimum number of required observations may occur as needed (e.g., for an employee who demonstrates a major deficiency).

**Table 4: Observation by Contract Type**

Contract Status	Required Number of Observations a Year	Timeframe*
Annual Contract	2	1 per semester, concluding by the end of the third quarter
Professional, Continuing Contract	1	By the end of the third quarter

*\*Exception to the timeframe is if the professional is new to M-DCPS. Then one observation must be completed by the end of the first quarter.*

*Documentation*

Evaluators use observations as one source of information to determine whether a teacher is meeting the performance standards. The administrator provides feedback about the observation, including other sources of documentation, during a post-conference with the professional. During this session, the administrator reviews all information summarized on the *Observation Form*.

Copies of the observation forms are maintained by the evaluator for the entire evaluation cycle to document growth and development.

The purpose of the *Documentation Log* (see Part III) is to provide evidence of performance related to specific standards. The items required in the documentation log provide administrators with information they likely would not receive in an observation. Specifically, the *Documentation Log* provides the teacher with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with an administrator. The emphasis is on the quality of work, not the quantity of materials presented. Therefore, specific items are required of all teachers. Furthermore, the *Documentation Log* is used to organize the multiple data sources included in the teacher evaluation.

**DOCUMENTATION LOG**

A cover sheet for items to include is presented in Part III. The cover sheet is stapled on top of the required documents. Documentation is not required for all performance standards as other data sources may be used.

Administrators and evaluators review the documentation log at the end of an evaluation cycle. Documentation logs should be brought to evaluation meetings held with the evaluator. The logs are submitted to the administrator 10 calendar days prior to the date of the summative evaluation conference with the administrator.

## PARENTAL INPUT

The purpose of parental input is to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the employee for professional growth and development.

Parents must be given “an opportunity to have input on employee performance when appropriate.”  
Florida Statute 1012.34 (2)(c)

Parental input is obtained through the *School Climate Survey* and EESAC participation in schools (see Appendix B).

## INTEGRATION OF DATA

Some performance standards are best documented through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Learner Progress entails a review of the goal set). Therefore, multiple data sources are used. Table 5 shows the alignment of performance standard by data source.

**Table 5: Aligning Multiple Data Sources With Performance Standards**

Performance Standard	Documentation Log	Goal Setting	Observation	Parental Input
1. Knowledge of Learners		/	X	
2. Instructional Planning		/	X	
3. Instructional Delivery and Engagement		/	X	O
4. Assessment		X		
5. Student Progress	X	X		
6. Communication	X			O
7. Professionalism	X	/		
8. Learning Environment			X	O
NOTE: X indicates a strong relationship / indicates a relationship O denotes optional data source				

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school

year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. The integrated data constitute the evidence used to determine the performance ratings for the summative evaluation for teachers in their summative evaluation year (see *Teacher Summative Performance Report*, Part III). Further details on the rating process are provided in subsequent sections of the *Handbook*.

Summative evaluations are to be completed by the last week of school for all contract types. Table 6 details the evaluation schedules for each group of teachers. As illustrated, the procedures for evaluating the performance of professionals rely on multiple data sources, including, but are not limited to, observations and goal setting.

#### *Instructional Personnel New to M-DCPS*

*Annual 1 Contract* instructional personnel participate in a comprehensive orientation session at the beginning of the school year. The orientation consists of written and oral explanations of IPEGS.

“All personnel must be fully informed of the criteria and procedures associated with the assessment process before the assessment takes place.”  
Florida Statute 1012.34 (3) (b)

Documentation records are maintained by both the professional and the principal/evaluator for the entire evaluation year. If the professional transfers within M-DCPS, the documentation is to be forwarded to the receiving school/worksites site administrator. At the end of an evaluation cycle, the evaluator retains copies of the goal-setting form, *Documentation Log* cover sheet, *Observation Form(s)*, and summative form at the school/worksites. Then, the evaluator sends the summative evaluation (annual evaluation) form to the district office within 10 calendar days after the summative conference occurs.

## **EVALUATION SCHEDULE**

## **DOCUMENTATION RECORDS**

**Table 6: IPEGs Evaluation Procedures and Timeline**

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Professional
By the date of the first student interim progress report	Establishing learner/program progress goal	<i>Goal Setting for Learner/Program Progress Form</i>		✓
1 <sup>st</sup> quarter	Observation of <b>new</b> teachers to M-DCPS with post-conference	<i>Observation Form</i>	✓	
1 <sup>st</sup> semester	Observation of annual contract teachers with post-conference	<i>Observation Form</i>	✓	
After second student interim progress report and by end of 1 <sup>st</sup> semester	Mid-year review of annual goal	<i>Goal Setting for Learner/Program Progress Form</i>	✓	✓
By the date of the last student interim progress report	Formal observation with post-conference of all teachers, including second observations of annual contract teachers	<i>Observation Form</i>	✓	
10 calendar days prior to summative evaluation date	<ul style="list-style-type: none"> <li>- Submission of the <i>Documentation Log</i></li> <li>- Submission of end-of-year review of annual goal</li> </ul>	<i>Documentation Log</i> cover sheet and related documents (i.e., <i>Communication Log, Professional Development Log, Goal Setting for Learner/Program Progress Form</i> )		✓
Varies	Summative evaluation conference	Summative Evaluation Form Site administrator submits the signed form to the district office within 10 calendar days of the conference.	✓	

# MAKING SUMMATIVE DECISIONS

Two major considerations apply when assessing job performance during summative evaluation:

- 1) the performance standards and
- 2) the documentation of the actual performance of the standards (observations, goal setting, *Documentation Log*).

The performance appraisal rubric and performance indicators (see Part II) provide a description of well-defined teacher performance standards.

The rating scale describes five levels of how well the standards (i.e., duties) are performed on a continuum from “exemplary” to “unsatisfactory.” The use of the scale enables evaluators to acknowledge teachers who exceed expectations (i.e., “exemplary” and “superior”), note those who meet the standard (i.e., proficient), and use the two lower levels of feedback for teachers who do not meet expectations (i.e., “developing” and “unsatisfactory”).

## DEFINITIONS OF RATINGS

The following sections define the five rating levels, provide detailed information about the performance of expectations for improvement purposes, and describe the decision-making process for assessing performance. ***PLEASE NOTE: Ratings are applied to individual performance standards, NOT performance indicators.***

Evaluators use five ratings when assessing performance of standards (i.e., “exemplary,” “superior,” “proficient,” “developing,” “unsatisfactory”). Table 7 on page 24 offers general descriptions of those ratings.

### *Who Decides on the Ratings?*

The site administrator has the ultimate responsibility for ensuring that IPEGS is executed faithfully and effectively in the school/worksites. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

**Table 7: Definitions of Terms Used in Rating Scale**

<b>Rating</b>	<b>Description</b>	<b>Performance Characteristics</b>
<b>Exemplary</b>	The professional performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school district’s mission and goals.	Exceptional performance: <ul style="list-style-type: none"> <li>◆ consistently exhibits behaviors that have a strong positive impact on learners and the school climate</li> <li>◆ serves as a role model to others</li> <li>◆ sustains high performance over a period of time</li> </ul>
<b>Superior</b>	The professional performing at this level often demonstrates initiative, raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the school district’s mission and goals.	High-quality performance: <ul style="list-style-type: none"> <li>◆ exceeds the requirements contained in the job description as expressed in the evaluation criteria</li> <li>◆ consistently seeks opportunities to learn and apply new skills</li> </ul>
<b>Proficient</b>	The professional meets the standard in a manner that is consistent with the school district’s mission and goals.	Effective performance: <ul style="list-style-type: none"> <li>◆ meets the requirements contained in the job description as expressed in the evaluation criteria</li> <li>◆ demonstrates willingness to learn and apply new skills</li> <li>◆ exhibits behaviors that have a positive impact on learners and the school climate</li> </ul>
<b>Developing</b>	The professional often performs below the established standard or in a manner that is inconsistent with the school district’s mission and goals.	Ineffective performance: <ul style="list-style-type: none"> <li>◆ requires support in meeting the standards</li> <li>◆ results in less than quality work performance</li> <li>◆ leads to areas for professional improvement being jointly identified and planned between the professional and evaluator</li> </ul>
<b>Unsatisfactory</b>	The professional consistently performs below the established standard or in a manner that is inconsistent with the school district’s mission and goals.	Poor-quality performance: <ul style="list-style-type: none"> <li>◆ does not meet the requirements contained in the job description as expressed in the evaluation criteria</li> <li>◆ may result in the employee not being recommended for continued employment</li> </ul>

**RATING  
PERFORMANCE**

Administrators have two tools to guide their rating of professional performance for the summative evaluation: (a) the sample performance indicators and (b) the performance rubric.



*Sample Performance Indicators*

Performance indicators are used in the evaluation system to identify observable behaviors in the major job expectations. They were introduced in the section on *Identifying Instructional Support Performance Standards* (p. 13). Examples of performance indicators for each performance standard may be found in Part II.

*Performance Rubric*

A performance rubric is provided for each of the eight standards (see sample below) Part II of the *Handbook* includes rubrics related to each performance standard. The performance rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. It states the measure of performance expected of teachers for each expectation and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all teachers. *Please note: The rating of “proficient” is the actual performance standard.*

Administrators make decisions about performance of the eight performance standards based on all available evidence (see the Decision Tree on page 26). After collecting information through observation, goal setting, documentation log, and other relevant sources, including evidence the professional offers, the evaluator rates a professional’s performance for the summative evaluation.

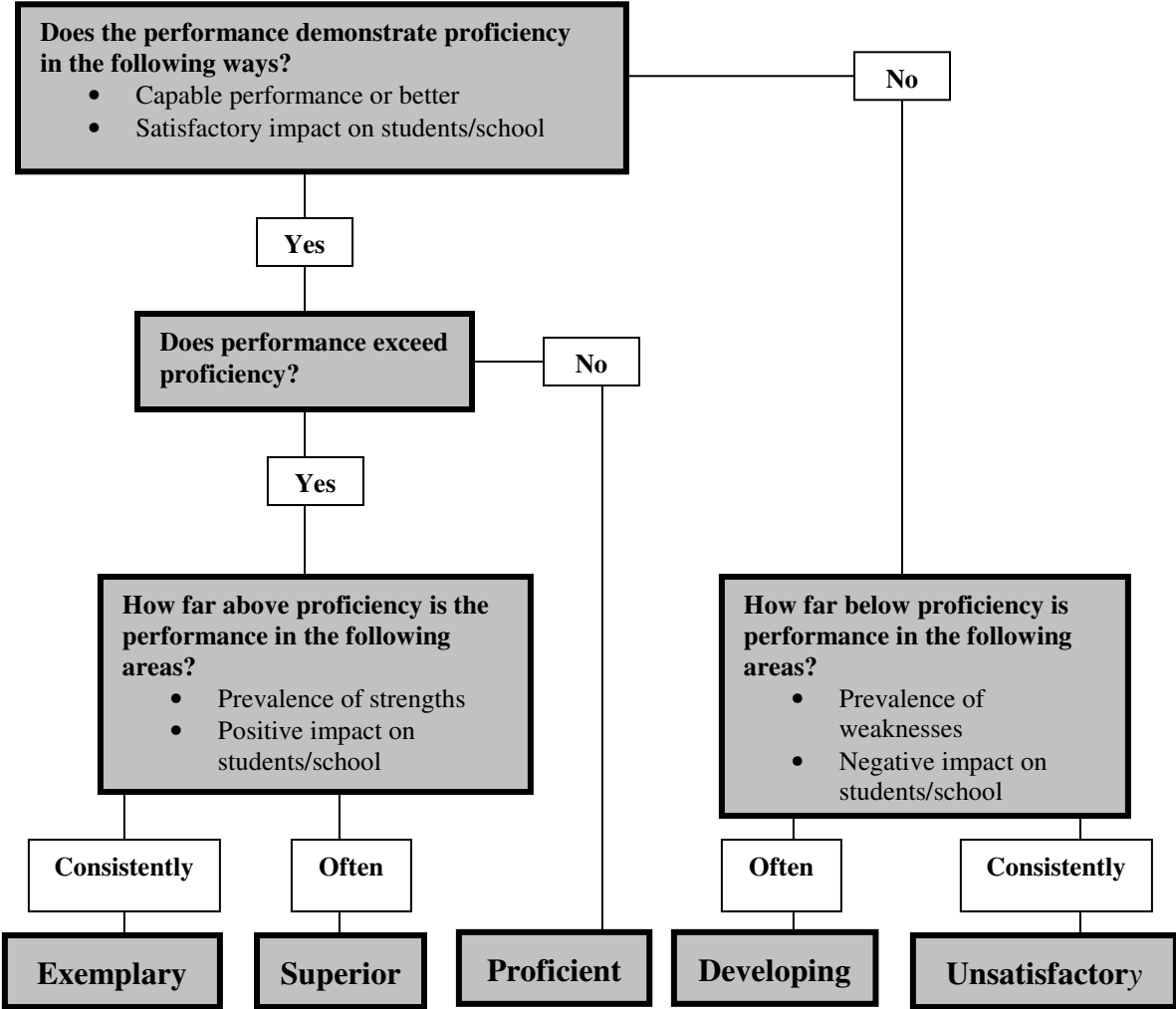
During the summative evaluation, the evaluators apply the five-level rating scale to evaluate performance on all professional expectations (see *Teacher Performance Summative Report* in Part III). The results of the evaluation are discussed with the professional at a summative evaluation conference. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help teachers to focus on ways to enhance their professional practice.

<b>Professionalism (7)</b>				
<b>Exemplary</b> <i>The professional’s work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher at a high level consistently demonstrates professional conduct, .contributes to the professional growth of others, and assumes a leadership role within the learning community.	The teacher demonstrates a high level of professional conduct, and often engages in a high level of professional growth, and contributes to the professional development of others	<b>The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</b>	The teacher often does not display professional judgment or only occasionally participates in professional development activities.	The teacher does not adhere to legal, ethical, or professional standards, including all requirements for professional development activities.

Summative evaluations are to be completed by the last week of school for all contract types. If non-renewal of an instructional professional is anticipated, the summative evaluation ideally occurs at least six weeks prior to the end of school provided that the professional service contract employee has had an opportunity to complete all of the Improvement Plan activities (described in the next section of this Handbook). The evaluator submits the signed *Teacher Performance Summative* Report to the School Board office within 10 calendar days of completing the summative conference.

# DECISION TREE

(to be used in rating professional duties)



# IMPROVING PERFORMANCE

**NOTE: This section is under revision and review.**

Supporting the success of learners — both directly through work with them and indirectly through work that supports other educators who work directly with learners — is a complex and rewarding vocation. Many resources are needed to grow professionally. Sometimes additional supports are required to help teachers develop so that they can meet the performance standards for M-DCPS.

Two tools are provided in IPEGS that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school/worksite-level discussion between the administrator and the professional. It is a conversation about performance needs in order to develop a plan. The second is the *Improvement Plan*, which has a more formal structure and meets the requirements of the Florida Statute related to notifying a professional of unsatisfactory performance.

Both tools may be used for all instructional personnel, regardless of contract status. The tools may be used independently of each other. Table 8 shows the differences between the two processes.

**Table 8: Two Tools to Increase Professional Performance**

	“Developing” Rating	“Unsatisfactory” Rating
<b>Purpose</b>	For employees who are in need of additional support. These employees attempt to fulfill the standard, but are often ineffective. These professionals are still developing.	For employees whose work is unsatisfactory.
<b>Initiates Process</b>	Evaluator, administrator, or employee	Evaluator*
<b>Documentation</b>	Form Provided: None  Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form Required: <i>Improvement Plan</i>  Building/Worksite Level  District Level For professional service contract and continuing contract employees, the superintendent is notified. <b>This plan serves as notification of performance probation as required by FL Statute 1012.34 (7)(d).</b>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance improves to proficient – no more support</li> <li>• Some progress – continue support</li> <li>• Little or no progress – the employee may be moved to an <i>Improvement Plan</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient improvement – recommendation to continue employment</li> <li>• Inadequate improvement – recommendation to non-renew or dismiss the employee</li> </ul>

\* The evaluator for teachers may be the principal or regional/district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the administrator and the principal confer about the *Improvement Plan*. The evaluator is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *Improvement Plan* and makes the recommendation to the superintendent about the employee’s progress.

## SUPPORT DIALOGUE

The *Support Dialogue* is initiated primarily by evaluators or employees at any point during the school year for use with personnel whose professional practice would benefit from additional supports. An employee could request a support dialogue. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the professional's growth (see sample prompts below) decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and professional meet again to discuss the impact of the changes (see sample follow-up prompts below). The entire *Support Dialogue* process is intended to be completed within a 6-week period as it offers targeted support.

The desired outcome would be that the professional's practice has improved to a satisfactory level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee shall be placed on an *Improvement Plan*. Once placed on an *Improvement Plan* the employee will have the 90-calendar-day period to demonstrate that the identified deficiencies have been corrected. .

### *Sample Prompts for the Initial Conversation*

What challenges have you encountered in addressing \_\_\_\_\_(tell specific concern)?  
What have you tried to address the concern of \_\_\_\_\_(tell specific concern)?  
What support can I or others at the school/worksite provide you?

### *Sample Prompts for the Follow-Up Conversation*

Last time we met, we talked about \_\_\_\_\_(tell specific concern), what has gone well?  
What has not gone as well?

## IMPROVEMENT PLAN

If a professional's performance is unsatisfactory in meeting the standards established by the M-DCPS, the professional is placed on an *Improvement Plan* (see *Improvement Plan Form* in Part III).

*NOTE: Employees in the first 97 days of an initial contract are in their probationary period. They may be dismissed without cause or resign without breach of contract (FL Statute 1012.33(1)(b)). If the performance of an employee in the probationary period is deemed unsatisfactory, an Improvement Plan is not needed for dismissal.*

Administrators must implement an *Improvement Plan* based on unsatisfactory job performance. Descriptions of unsatisfactory performance for each standard appear in Part II.

An *Improvement Plan* is a tool that administrators may use at any point during the year for employees whose professional practice requires intense supervision. It is

designed to guide a professional in addressing areas of concern through targeted supervision and provision on additional resources. If the professional is being supervised by the site administrator's designee, that administrator consults with the site administrator on the need for an *Improvement Plan*. The site administrator, as the evaluator, works with the administrator and the teacher on developing the plan. The site administrator and the administrator use the form in a conference with professionals who are performing below the performance standard.

The *Improvement Plan* also serves as notification to the professional that the work quality is unsatisfactory and provides an opportunity to improve. The official start of the 90-calendar day probationary period is the day after the Improvement Plan is signed by the administrator and employee.

"If an employee is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination."  
Florida Statute 1012.34 (3)(d)  
*(Appendix A contains the full text.)*

Florida Statute provides guidance on the activities that occur in conjunction with the *Improvement Plan* (see summary in Table 9).

**Table 9: Improvement Plan**

Action	Initiates Action	Florida Statute Reference
Provide written notification to the professional of the area(s) of unsatisfactory work performance that need to be addressed.	Site Administrator or Designee	1012.34(3)(d)1
Confer with the professional on elements of the <i>Improvement Plan</i> , develop a timeline <sup>1</sup> for implementation, and provide assistance.	Site Administrator or Designee	1012.34(3)(d)1
Place the professional on performance probation for 90 calendar days following the notification (excludes school holidays and school vacation periods).	Site Administrator or Designee	1012.34(3)(d)2a.
Review periodically the professional’s performance and inform him/her of progress by conducting two formal observations, one within 30 calendar days and the other within 60 calendar days.	Site Administrator or Designee	1012.34(3)(d)2a.
Assess employee’s performance within 14 calendar days after the end of the 90-calendar day period and forward information to the superintendent.	Site Administrator or Designee	1012.34(3)(d)2b.
Notify the employee in writing within 14 calendar days of receiving the site administrator’s recommendation of the decision regarding continued employment.	Superintendent	1012.34(3)(d)2b.
Request a hearing within 15 calendar days of receiving the superintendent’s notification.	Employee	1012.34(3)(d)2b.

Assistance may include, but is not limited to:

- ◆ assistance from region and/or district curriculum specialist;
- ◆ peer assistance from within the building or from another building;
- ◆ conferences, classes, and workshops on specific topics; and/or
- ◆ other resources to be identified.

Prior to the evaluator making a final recommendation, he or she meets with the professional within 14 days of the end of the 90-day-calendar period to review progress made on the *Improvement Plan*. The recommendation **must be** forwarded to the superintendent, who within 14 calendar days notifies the employee of the final recommendation. The options for a final recommendation are as follows:

- a) The performance deficiencies have been satisfactorily corrected: The professional is no longer on an *Improvement Plan*.
- b) The deficiencies were not corrected: The professional is recommended for dismissal or non-renewal of contract.

---

<sup>1</sup> The timeline for a professional service contract and continuing contract employees is determined by Florida Statute 1012.34 (3)(d) 2.a., which states, “If the employee holds a professional service contract as provided in s. 1012.33, the employee 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.”

# PART II

## PERFORMANCE STANDARDS

Teachers are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address the standard.

### Performance Standard 1. Knowledge of Learners

The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

#### Sample Performance Indicators

*Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

- ◆ Presents concepts at different levels of complexity for students of varying developmental stages
- ◆ Provides a range of activities to meet the various students' learning styles and cultural and linguistic backgrounds
- ◆ Uses appropriate school, family, and community resources to help meet all students' learning needs

#### Performance Appraisal Rubric

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently plays a leadership role by integrating knowledge of learners to address the needs of the target learning community.	The teacher often meets the individual and diverse needs of learners in a highly effective manner.	<b>The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.</b>	The teacher attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The teacher consistently demonstrates a lack of awareness of the needs of the target learning community or does not consistently make appropriate accommodations to meet those needs.

#### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- ◆ Cares about students as individuals and makes them feel valued.<sup>1</sup>
- ◆ Adapts teaching to address student learning styles.<sup>2</sup>
- ◆ Acknowledges his or her perspective and is open to hearing their students' worldviews.<sup>3</sup>
- ◆ Is culturally competent.<sup>4</sup>
- ◆ Seeks to know about the cultures and communities from which students come.<sup>5</sup>

## Performance Standard 2. Instructional Planning

The teacher uses appropriate curricula, instructional strategies, and resources during the planning process to address the diverse needs of students.

### Sample Performance Indicators

*Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

- ◆ Applies the scope and sequence to the curriculum and needs of students
- ◆ Ensures that teaching materials, resources, and texts used are aligned to the curriculum
- ◆ Uses an established curriculum as a framework
- ◆ Demonstrates current knowledge of field/subject matter in planning
- ◆ Develops plans that are logical, sequential, and relevant
- ◆ Plans instruction to achieve intended learning outcomes
- ◆ Identifies and plans for the instructional and developmental needs of diverse learners
- ◆ Gathers, evaluates, and/or creates appropriate instructional materials

### Performance Appraisal Rubric

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently creates standards-based curricula and evaluates appropriate curricula, instructional strategies, and resources to plan and modify instruction in order to address the diverse needs of students.	The teacher often uses appropriate curricula, instructional strategies, and resources to plan, modify, and adjust instruction in order to meet the diverse needs of students.	<b>The teacher uses appropriate curricula, instructional strategies, and resources during the planning process to address the diverse needs of learners.</b>	The teacher attempts to use appropriate curricula, instructional strategies, and/or resources during the planning process, but is often ineffective in meeting the diverse needs of all learners.	The teacher consistently demonstrates a lack of planning or does not properly address the curriculum in meeting the diverse needs of all learners..

### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- ◆ Constructs a blueprint of how to address the curriculum during the instructional time.<sup>6</sup>
- ◆ Facilitates planning units in advance to make intra- and interdisciplinary connections.<sup>7</sup>
- ◆ Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.<sup>8</sup>
- ◆ Identifies instructional objectives and activities<sup>9</sup> to promote students' cognitive and developmental growth.<sup>10</sup>
- ◆ Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.<sup>11</sup>



**Performance Standard 3. Instructional Delivery and Engagement**

The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.

**Sample Performance Indicators**

*Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

- ◆ Engages students in individual work, cooperative learning, and whole-group activities
- ◆ Remains current in content/subject area
- ◆ Delivers instruction in a culturally, linguistically, and gender-sensitive manner
- ◆ Establishes positive and timely interactions that are focused upon learning
- ◆ Paces instruction according to appropriate curriculum and needs of students
- ◆ Adjusts instruction to meet students’ needs
- ◆ Integrates available technology in the classroom, as appropriate (Florida Statute 1012.34(3)(a)4)
- ◆ Connects students’ prior knowledge, life experiences, and interests, as appropriate, to learning goals
- ◆ Supports a rigorous reading requirement for reading and language arts middle school programs, as applicable (Florida Statute 1003.415)

**Performance Appraisal Rubric**

<b>Exemplary</b> <i>The professional’s work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently optimizes learning by engaging all groups of students in higher-order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.	The teacher often promotes learning by addressing the academic needs of all groups of students at a high level, and by using a variety of appropriate instructional strategies and technologies.	<b>The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.</b>	The teacher attempts to use instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.	The teacher lacks content knowledge or does not consistently implement instructional strategies to academically engage learners.

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- ◆ Stays involved with the lesson at all stages.<sup>12</sup>
- ◆ Uses a variety of instructional strategies.<sup>13</sup>
- ◆ Uses research-based strategies to make instruction student-centered.<sup>14</sup>
- ◆ Involves students in cooperative learning to enhance higher-order thinking skills.<sup>15</sup>
- ◆ Uses students’ prior knowledge to facilitate student learning.<sup>16</sup>
- ◆ Differentiates for students’ needs using remediation, skills-based instruction, and individualized instruction.<sup>17</sup>
- ◆ Uses multiple levels of questioning aligned with students’ cognitive abilities with appropriate techniques.<sup>18</sup>

#### **Performance Standard 4. Assessment**

The teacher gathers, analyzes, and uses data to measure learner progress, guide instruction, and provide timely feedback.

#### **Sample Performance Indicators**

*Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

- ◆ Uses assessment data, including those from state and local assessments, to design instruction that meets students' current needs and documents students' learning
- ◆ Uses a variety of formal and informal assessment strategies to guide and adjust instruction for remediation and as well as enrichment
- ◆ Measures and documents learner growth with informal and formal assessments, including state and local assessments as appropriate
- ◆ Provides ongoing, timely, and specific feedback
- ◆ Helps students assess, monitor, and reflect on their work
- ◆ Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress
- ◆ Keeps an official record (e.g., grade book) of student learning

#### **Performance Appraisal Rubric**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently demonstrates expertise in using a variety of formal and informal assessments based on intended learning outcomes to assess learning. Also teaches learners how to monitor and reflect on their own academic progress.	The teacher often uses a variety of formal and informal assessments based on intended learning outcomes to assess student learning and teach learners to monitor their own academic progress.	<b>The teacher gathers, analyzes, and uses data to measure learner progress, guide instruction, and provide timely feedback.</b>	The teacher attempts to use a selection of assessment strategies to link assessment to learning outcomes, or uses assessment to plan/modify instruction, but is often ineffective.	The teacher consistently does not to use baseline or feedback data to make instructional decisions and does not report on learner progress in a timely manner.

#### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- ◆ Offers regular, timely, and specific feedback<sup>19</sup> and reinforcement.<sup>20</sup>
- ◆ Gives homework and offers feedback on the homework.<sup>21</sup>
- ◆ Uses open-ended performance assignments.<sup>22</sup>
- ◆ Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.<sup>23</sup>
- ◆ Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.<sup>24</sup>

### **Performance Standard 5. Learner Progress**

The work of the teacher results in acceptable and measurable learner progress based on established standards, district goals, and/or school goals.

#### **Sample Performance Indicators**

*Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

- ◆ Demonstrates an understanding of the concepts, principles, and strategies that enable students to progress and be academically successful including the use of state and local assessments
- ◆ Establishes student achievement goals
- ◆ Provides evidence of goal attainment
- ◆ Collaborates with colleagues in order to improve students' performance
- ◆ Provides evidence of timely and appropriate intervention strategies for individual students not making adequate progress
- ◆ Tracks reading progress, as applicable (Florida Statute 1003.415)

#### **Performance Appraisal Rubric**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently takes a key leadership role in assisting other professionals to achieve high levels of learner progress, or the work of the teacher consistently results in recognition of high levels of learner progress or achievement.	The work of the teacher often results in a high level of student achievement and/or progress.	<b>The work of the teacher results in acceptable and measurable learner progress based on established standards, district goals, and/or school goals.</b>	The work of the teacher results in some student progress, but more progress is often needed to meet established standards, district goals, and/or school goals.	The work of the teacher consistently does not result in acceptable student progress.

#### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- ◆ Knows the students' abilities and sets realistic goals.<sup>25</sup>
- ◆ Raises the achievement levels for all groups of students in the classroom.<sup>26</sup>
- ◆ Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.<sup>27</sup>

### **Performance Standard 6. Communication**

The teacher communicates effectively with students, staff, and other members of the learning community.

#### **Sample Performance Indicators**

*Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

- ◆ Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner
- ◆ Communicates with and challenges students in a positive and supportive manner
- ◆ Encourages students' desire to receive and accept constructive feedback on individual work and behavior
- ◆ Collaborates with colleagues from other fields/content areas in the integration of instruction and/or services
- ◆ Communicates appropriately with all stakeholders, such as students, colleagues, administrators, other school personnel, community members, and families
- ◆ Uses technology (e.g., e-mail) for some communications
- ◆ Supports, promotes, and communicates the mission, vision, and goals of the school and M-DCPS

#### **Performance Appraisal Rubric**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently uses a variety of communication techniques to inform, network, and collaborate with students, staff, and other members of the learning community to enhance student learning.	The teacher often communicates information and responds to students and other stakeholders in a highly effective manner.	<b>The teacher communicates effectively with students, staff, and other members of the learning community.</b>	The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.	The teacher consistently does not communicate effectively with students, staff and other members of the learning community.

#### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- ◆ Possesses strong communication skills,<sup>28</sup> offering clear explanations and directions.<sup>29</sup>
- ◆ Recognizes the levels of involvement, ranging from networking to collaboration.<sup>30</sup>
- ◆ Uses multiple forms of communication between school and home.<sup>31</sup>

### **Performance Standard 7. Professionalism**

The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

#### **Sample Performance Indicators**

*Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

- ◆ Follows all applicable legal and procedural requirements
- ◆ Collaborates with colleagues
- ◆ Demonstrates knowledge of the school improvement plan
- ◆ Engages in ongoing professional development
- ◆ Contributes professionally to the school community
- ◆ Participates in professional associations and activities
- ◆ Maintains accurate records (e.g., attendance record)
- ◆ Reflects on professional practice

#### **Performance Appraisal Rubric**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher at a high level consistently demonstrates professional conduct, contributes to the professional growth of others, and assumes a leadership role within the learning community.	The teacher demonstrates a high level of professional conduct, and often engages in a high level of professional growth, and contributes to the professional development of others	<b>The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</b>	The teacher often does not display professional judgment or only occasionally participates in professional development activities.	The teacher does not adhere to legal, ethical, or professional standards, including all requirements for professional development activities.

#### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- ◆ Links professional growth goals to professional development opportunities.<sup>32</sup>
- ◆ Is empowered to make changes to enhance learning experiences, resulting in better student retention, attendance, and academic success.<sup>33</sup>
- ◆ Selects professional development offerings that relate to the content area or population of students taught, resulting in higher levels of student academic success.<sup>34</sup>
- ◆ Is cognizant of the legal issues associated with educational records and respects and maintains confidentiality.<sup>35</sup>

### **Performance Standard 8. Learning Environment**

The teacher creates and maintains a safe classroom environment while encouraging fairness, respect, and enthusiasm.

#### **Sample Performance Indicators**

*Examples of teacher work conducted in the performance of the standard may include, but are not limited to:*

- ◆ Establishes and maintains effective classroom rules and procedures
- ◆ Creates and maintains a safe physical setting
- ◆ Models caring, fairness, equity, courtesy, respect, active listening, and enthusiasm for learning
- ◆ Promotes respectful interactions that challenge and engage students within the learning environment
- ◆ Creates an environment that is appropriate, stimulating, and academically challenging
- ◆ Cultivates and promotes a climate of trust and teamwork
- ◆ Encourages student participation, inquiry, and intellectual risk-taking
- ◆ Respects and promotes the appreciation of diversity

#### **Performance Appraisal Rubric**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently provides a well-managed, safe, student-centered environment that is academically challenging and respectful.	The teacher often uses effective management strategies so that learning time is maximized and disruptions are minimized.	<b>The teacher creates and maintains a safe classroom environment while encouraging fairness, respect, and enthusiasm.</b>	The teacher attempts to address student behavior and needs required for a safe, positive, social, and academic environment, but is often ineffective.	The teacher consistently addresses student behavior in an ineffective manner or does not maintain a safe, equitable learning environment.

#### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- ◆ Is adept at organizing and maintaining an effective classroom environment.<sup>36</sup>
- ◆ Has a sense of “with-it-ness,” being aware of when routines need to be altered or an intervention may be necessary to prevent behavior problems.<sup>37</sup>
- ◆ Fosters relationships where respect and learning are central so students feel safe in taking risks that are associated with learning; believes in the students.<sup>38</sup>
- ◆ Is culturally competent and attuned to students’ interests, both in and out of school.<sup>39</sup>
- ◆ Establishes good discipline, effective routines, smooth transitions, and ownership of the environment as components of establishing a supportive and collaborative climate.<sup>40</sup>

# PART III

## INTRODUCTION

Part III contains copies of forms used during the supervision of teachers. The evaluator and the professional use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the professional. At a minimum, the evaluator retains copies of the completed goal setting form, documentation log cover sheet, observation form, and summative form at the school/worksite.

Table 10: Items Used as Evidence of Quality Work Performance

Form	Documentation Completed by	
	Administrator	Professional
<i>Goal Setting for Learner/Program Progress Form</i>		✓
Teacher Observation	✓	
<i>Documentation Log Cover Sheet and Artifacts</i>		✓
Summative Evaluation Report	✓	
<i>Improvement Plan</i>	✓	

## Goal Setting Explanation and Form

- I. **Setting:** Describe the population and special circumstances of the goal setting.
- II. **Identify the content area:** The area/topic addressed based on learner achievement, learner or program progress, or observational data.
- III. **Provide baseline data:** Where the learners are now.
  - A. Collect and review data
  - B. Analyze the data
  - C. Interpret the data
  - D. Determine needs

### Examples of Data Sources for Learner Achievement

#### *Criterion- and Norm-Referenced Tests*

##### FCAT

Reading, Grades 3 – 10  
Mathematics, Grades 3-10  
Science, Grades 5, 8, 11  
Writing, Grades 4, 8, 10

##### Interim Assessments (in development)

Reading, Grades 3 – 10  
Mathematics, Grades 3 – 10  
Science, Grades 4, 5, 7, 8, 10, 11

DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Grades K – 3

SRUSS (School Readiness Uniform Screening System), Kindergarten

FCEPF (Florida Competency Examination on Personal Fitness), Grades 9 – 11

FPT (Florida College Entry-Placement Test), Grades 10-12

Advanced Placement Examinations

IB (International Baccalaureate) External Written Examinations

CELLA (Comprehensive English Language Learners Assessment), Grades K-12

Stanford Achievement Test (SAT), Grade 1(89 schools) and Grade 2 (all)

FCAT NRT (Norm-referenced test), Reading and Mathematics, Grades 3-10

PSAT

SAT

ACT Assessments

Industry certification examinations

#### *Other Possible External Measures*

FAR (Florida Alternative Assessment Report)

Presidential Fitness Awards

Accelerated Reader program data

Districtwide criterion and norm referenced tests

Learner performance in district, state, and national competitions (adjudicated)

- Choir and band, regional and district competitions
- Art competitions
- Science fair



DRAFT

Evidence of success with student outcome measures (e.g., college admittance rates, student scholarship acquisition, dual enrollment credits acquired)

Student-related outcome measures (e.g., student attendance reports, student behavior records)

Program-related outcome measures (e.g., summer outreach, participation rate in industry-related student internships)

IEP data

IV. **Write goal statement:** What you want learners/programs to accomplish?

A. Select an emphasis for your goal focusing on the classroom/teacher level.

B. Develop annual goal.

V. **Means for attaining the goal:** Activities used to accomplish the goals including how progress is measured and target dates.

*Indicate areas in which the professional development activity is related (i.e., Sunshine State Standards, technology, assessment, learning environment/climate, school safety, family involvement).*

Examples of Strategies for Improvement

- ◆ Modified teaching/work arrangement
- ◆ Cooperative planning with master teachers, team members, department members
- ◆ Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors
- ◆ Visits to other classrooms
- ◆ Use of instructional strategies (e.g., CRISS differentiation, PANDY, interactive planning)
- ◆ Focused classroom observation
- ◆ Development of curricular supplements
- ◆ Completion of workshops, conferences, coursework
- ◆ Co-leading; collaborative teaching

VI. **Mid-year review:** Accomplishments after the second quarter student interim progress reports are issued and before the end of the semester.. If needed, make adjustments to the professional development strategies, etc.

VII. **End-of-year data results:** Accomplishments at the end of the year.

**The Goal Setting for Learner/Program Progress Form follows.**

*Miami Dade County Public Schools*

**Goal Setting for Learner/Program Progress Form**

**Professional's Name** \_\_\_\_\_

**Worksite** \_\_\_\_\_ **Job Title** \_\_\_\_\_ **School Year** \_\_\_\_ - \_\_\_\_

Directions

*This form is a tool to assist professionals in setting a goal that results in measurable learner/program progress.*

*NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).*

<b>I. Setting</b> (Describe the population and special learning circumstances)		
<b>II. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)		
<b>III. Baseline Data</b> (What does the current data show?)	<input type="checkbox"/> Data attached	
<b>IV. Goal Statement</b> (Describe what you want learners/program to accomplish)		
<b>V. Means for Attaining Goal</b> (Activities used to accomplish the goal)		
<i>Professional development activities relate to the following (check all that apply):</i>		
<input type="checkbox"/> Sunshine State Standards	<input type="checkbox"/> Technology	<input type="checkbox"/> Assessment
<input type="checkbox"/> Learning Environment/Climate	<input type="checkbox"/> School Safety	<input type="checkbox"/> Literacy
<input type="checkbox"/> Family Involvement		
<b>Strategy</b>	<b>Measurable By</b>	<b>Target Date</b>
<b>VI. Mid-Year Review</b> (Describe goal progress and other relevant data)	Mid-year review conducted on _____ Initials _____ Admin. Prof.	
<b>VII. End-of-Year Data Results</b> (Accomplishments at the end of year).	<input type="checkbox"/> Data attached	

**Initial Goal Submission (due by \_\_\_\_\_ to the evaluator/principal)**

Professional's Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**End-of-Year Review**

Appropriate Data Received

Strategies used and data provided demonstrate application of professional growth.  Yes  No

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Miami Dade County Public Schools

Teacher Observation Form

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Subject Observed: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Evaluators use this form to document the required annual observation of the teacher. This form focuses on the four performance standards most likely to be observed. **Some standards may not be documented in a single observation.** A copy of the completed observation form is given to the teacher at the post-conference, which is held within 10 calendar days of the observation date. Evidence may be positive and/or negative examples.

<p><b>Performance Standard 1 Knowledge of Learners</b> The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.</p>	<p><b>EXAMPLES/EVIDENCE:</b></p>
<p><b>Performance Standard 2 Instructional Planning</b> The teacher uses appropriate curricula, instructional strategies, and resources during the planning process to address the diverse needs of students.</p>	<p><b>EXAMPLES/EVIDENCE:</b></p>
<p><b>Performance Standard 3 Instructional Delivery and Engagement</b> The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.</p>	<p><b>EXAMPLES/EVIDENCE:</b></p>
<p><b>Performance Standard 8 Learning Environment</b> The teacher creates and maintains a safe classroom environment while encouraging fairness, respect, and enthusiasm.</p>	<p><b>EXAMPLES/EVIDENCE:</b></p>

**Comments/Specific Suggestions**

*Signatures acknowledge the occurrence of the post-conferences and receipt of a copy of the observation by the professional.*

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

*Miami-Dade County Public Schools*  
**Documentation Log Description**

**What is a Documentation Log?**

*A Documentation Log:*

- ◆ is one component of a multi-source evaluation and complements the observation components of the teacher evaluation system.
- ◆ is a packet of evidence stapled in the upper-left-hand corner and given to evaluator 10 calendar days prior to the scheduled summative evaluation meeting .
- ◆ is limited to the required documentation listed on the cover sheet.
- ◆ is a work in progress; it is to be continually developed throughout the evaluation period.
- ◆ should be user-friendly (neat, organized).
- ◆ remains in your possession except when reviewed by your evaluator.
- ◆ should be available at each evaluation meeting.
- ◆ belongs to the employee (even if the employee changes schools or leaves the school district).

**For how long is documentation kept?**

For the current evaluation year.

**What items are required?**

The cover sheet and items listed in the table below.

<b>Standard</b>	<b>Required Item</b>
1. Knowledge of Learners	<i>No item is required as knowledge of learners is observed during the classroom observation.</i>
2. Instructional Planning	<i>No item is required as part of the Documentation Log; see lesson plan available during the post-conference for the observation.</i>
3. Instructional Delivery and Engagement	<i>No item is required as instructional delivery is the focus of classroom observation.</i>
4. Assessment	<i>No item is required as part of the Documentation Log; see appropriate evidence of assessment data (e.g., student work folder, electronic data, IEP).</i>
5. Student Progress	<ul style="list-style-type: none"> <li>◆ <i>Goal Setting for Learner/Program Progress Form</i></li> <li>◆ <i>Documentation of student progress relating to the goal set on the goal setting form</i></li> </ul>
6. Communication	<i>Communication Log – sample form provided (e.g., teachers may print records or provide their own documentation)</i>
7. Professionalism	<i>Professional Development Log – sample form provided (e.g., TEC record of inservice, professional development, workshop certificates, college transcripts, conferences, National Board Certification)</i>
8. Learning Environment	<i>No documentation is required as the learning environment is observed during the classroom observation.</i>

<sup>1</sup>*For reasons of confidentiality, any documents that contain personal information about individuals other than the employee are to be returned to the employee upon completion of the summative evaluation review.*

DRAFT

# Documentation Log

## COVER SHEET

Teacher's Name \_\_\_\_\_ School Year \_\_\_\_\_

Administrator's Name \_\_\_\_\_

Teacher Directions: Place required items in order behind this cover sheet and staple in the upper left hand corner. Submit the packet to your administrator 10 calendar days before the summative evaluation meeting.

Administrator Directions: Review the materials stapled to the cover sheet. Check off that each required item is present and make any notes relating to a particular item on this cover sheet.

<small>Check if present</small>	<b>Required Item</b>	<b>Administrator's Notes</b>
<input type="checkbox"/>	<i>Goal Setting for Learner/Program Progress Form and accompanying documentation</i>	
<input type="checkbox"/>	<i>Communication Log</i>	
<input type="checkbox"/>	<i>Professional Development Log</i>	

Reviewed by:  
Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

### Sample Communication Log

Professional's Name \_\_\_\_\_ School Year \_\_\_\_\_

Date	Person	Purpose	Mode	Notes
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	

Sample Professional Development Log

Professional's Name \_\_\_\_\_ School Year \_\_\_\_\_

Professional Development Activity	Date	Location	Evidence of Satisfactory Completion Received*
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____

\* Documentation should be maintained by the professional.

*Miami-Dade County Public Schools*  
**Teacher Summative Performance Report**

Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

School Year \_\_\_\_\_

**Contract Status:**     Annual 1    Annual 2    Annual 3    Professional    Continuing Contract

**Documentation Reviewed:**     Documentation Log    Goal Setting    Observation    Other \_\_\_\_\_

Directions

Evaluators use this form at the end of the school year<sup>1</sup> to provide the teacher with an assessment of performance. The actual performance standard appears in bold on the rubric. The teacher should receive a copy of the form. The signed form is submitted to the district office within 10 calendar days of the summative evaluation meeting.

**Performance Standard 1. Knowledge of Learners**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently plays a leadership role by integrating knowledge of learners to address the needs of the target learning community.	The teacher often meets the individual and diverse needs of learners in a highly effective manner.	<b>The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.</b>	The teacher attempts, but is often ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The teacher consistently demonstrates a lack of awareness of the needs of the target learning community or does not consistently make appropriate accommodations to meet those needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

**Performance Standard 2. Instructional Planning**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently creates standards-based curricula and evaluates appropriate curricula, instructional strategies, and resources to plan and modify instruction in order to address the diverse needs of students.	The teacher often uses appropriate curricula, instructional strategies, and resources to plan, modify, and adjust instruction in order to meet the diverse needs of students.	<b>The teacher uses appropriate curricula, instructional strategies, and resources during the planning process to address the diverse needs of learners.</b>	The teacher attempts to use appropriate curricula, instructional strategies, and/or resources during the planning process, but is often ineffective in meeting the diverse needs of all learners.	The teacher consistently demonstrates a lack of planning or does not properly address the curriculum in meeting the diverse needs of all learners..
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

<sup>1</sup> To be done: Note about any date changes as to when the evaluation should be completed if different from the top, often differs for non-renewal recommendations, etc. Awaiting dates.



**Performance Standard 3. Instructional Delivery and Engagement**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently optimizes learning by engaging all groups of students in higher order thinking and by effectively implementing a variety of appropriate instructional strategies and technologies.	The teacher often promotes learning by addressing the academic needs of all groups of students at a high level, and by using a variety of appropriate instructional strategies and technologies.	<b>The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.</b>	The teacher attempts to use a variety of appropriate instructional strategies or technology to engage students, but is often ineffective or needs additional content knowledge.	The teacher lacks content knowledge or does not consistently implement instructional strategies to academically engage learners.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

**Performance Standard 4. Assessment**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently demonstrates expertise in using a variety of formal and informal assessments based on intended learning outcomes to assess learning. Also teaches learners how to monitor and reflect on their own academic progress.	The teacher often uses a variety of formal and informal assessments based on intended learning outcomes to assess student learning and teach learners to monitor their own academic progress.	<b>The teacher gathers, analyzes, and uses data to measure learner progress, guide instruction, and provide timely feedback.</b>	The teacher attempts to use a selection of assessment strategies to link assessment to learning outcomes, or uses assessment to plan/modify instruction, but is often ineffective.	The teacher consistently does not to use baseline or feedback data to make instructional decisions and does not report on learner progress in a timely manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

**Performance Standard 5. Learner Progress**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently takes a key leadership role in assisting other professionals to achieve high levels of learner progress, or the work of the teacher consistently results in recognition of high levels of learner progress or achievement.	The work of the teacher often results in a high level of student achievement and/or progress.	<b>The work of the teacher results in acceptable and measurable learner progress based on established standards, district goals, and/or school goals.</b>	The work of the teacher results in some student progress, but more progress is often needed to meet established standards, district goals, and/or school goals.	The work of the teacher consistently does not result in acceptable student progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

**Performance Standard 6. Communication**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently uses a variety of communication techniques to inform, network, and collaborate with students, staff, and other members of the learning community to enhance student learning.	The teacher often communicates information and responds to students and other stakeholders in a highly effective manner.	<b>The teacher communicates effectively with students, staff, and other members of the learning community.</b>	The teacher often communicates with students, staff, and other members of the learning community in an inconsistent or ineffective manner.	The teacher consistently does not communicate effectively with students, staff and other members of the learning community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

**Performance Standard 7. Professionalism**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher at a high level consistently demonstrates professional conduct, contributes to the professional growth of others, and assumes a leadership role within the learning community.	The teacher demonstrates a high level of professional conduct, and often engages in a high level of professional growth, and contributes to the professional development of others	<b>The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</b>	The teacher often does not display professional judgment or only occasionally participates in professional development activities.	The teacher does not adhere to legal, ethical, or professional standards, including all requirements for professional development activities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

**Performance Standard 8. Learning Environment**

<b>Exemplary</b> <i>The professional's work is exceptional. In addition to meeting the standard ...</i>	<b>Superior</b> <i>In addition to meeting the standard ...</i>	<b>Proficient</b> <i>The description is the actual performance standard.</i>	<b>Developing</b>	<b>Unsatisfactory</b>
The teacher consistently provides a well-managed, safe, student-centered environment that is academically challenging and respectful.	The teacher often uses effective management strategies so that learning time is maximized and disruptions are minimized.	<b>The teacher creates and maintains a safe classroom environment while encouraging fairness, respect, and enthusiasm.</b>	The teacher attempts to address student behavior and needs required for a safe, positive, social, and academic environment, but is often ineffective.	The teacher consistently addresses student behavior in an ineffective manner or does not maintain a safe, equitable learning environment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments</i>				

**Overall Evaluation Summary**

Met; recommended for continued employment

Not met due to:

1 or more *Unsatisfactory* rating(s)

The teacher is recommended for:

Placement<sup>1</sup> on an  
*Improvement Plan*

Dismissal/Non-renewal

---

Principal's Signature/Date

---

Teacher's Signature/Date

Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

---

<sup>1</sup> If a professional service contract employee is placed on an *Improvement Plan*, the protocol as stated in Florida Statute 1012.34 (3)(d) will be followed. Appendix A contains the Florida Statute.

Miami-Dade County Public Schools

**IMPROVEMENT PLAN**

Professional

Worksite/School

Site Administrator

School Year

**Standard(s) and strategies for support<sup>1</sup>:**

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Resources/Assistance Provided Activities to be Completed by the Employee</i>	<i>Target Dates</i>

The professional's signature denotes receipt of the form, Appendix A, and acknowledgment that the evaluator has notified the employee of unsatisfactory work performance.

Site Administrator's Signature/Date Initiated

Professional's Signature/Date Initiated

**Results of improvement plan<sup>1</sup>:**

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Comments</i>	<i>Review Dates<sup>2</sup></i>

**Final recommendation based on outcome of Improvement Plan:**

- The performance deficiencies have been satisfactorily corrected: The professional is no longer on an *Improvement Plan*.
- The deficiencies were not corrected: professional is recommended for non-renewal/dismissal.

Site Administrator's Signature/Date Reviewed

Professional's Signature/Date Reviewed  
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

<sup>1</sup> These sections are to be completed collaboratively by the evaluator and the professional. Pages may be added, if needed.

<sup>2</sup> Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the professional. **\_\_\_ Additional Pages Attached**

## Appendix A

### From the Florida Statute 1012.34 (3)(d) Assessment procedures and criteria.

*NOTE: The excerpt only contains the portion of the statute relating to an employee not performing his or her duties in a satisfactory manner.*

(d) If an employee 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:

1. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.
- 2.a. If the employee holds a professional service contract as provided in s. 1012.33, the employee 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 inservice 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, a transfer does not extend the period for correcting performance deficiencies.
- b. Within 14 days after the close of the 90 calendar days, the evaluator must assess 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:
  - (I) 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
  - (II) 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.

**History.**--s. 708, ch. 2002-387; s. 7, ch. 2004-255; s. 11, ch. 2004-295.

## **Appendix B**

*Appendix B will contain a copy of the School Climate Survey form that is administered in schools.*

# References

- Beckham, J. C. (1985). Legally sound criteria, processes and procedures for the evaluation of public school professional employees. *Journal of Law and Education*, 14, 529-551.
- Bolton, D. L. (1980). *Evaluating administrative personnel in school systems*. New York: Teachers College Press.
- Cambron-McCabe, N. H., McCarthy, M. M., & Thomas, S. B. (2004). *Public school law: Teachers' and students' rights* (5<sup>th</sup> ed.). Boston: Pearson Education, Inc.
- Cascio, W. F. (1998). *Managing human resources: Productivity, quality of work life, profits* (5<sup>th</sup> ed.). Boston: Irwin McGraw-Hill.
- Castetter, W. B. (1996). *The personnel function in educational administration* (6<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Colby, S. A., Bradshaw, L. K., & Joyner, R. L. (2002, April). *Teacher evaluation: A review of the literature*. Paper presented at the Annual Meeting of the American Educational Research Association in New Orleans, LA.
- Conley, D. T. (1987). Critical attributes of effective evaluation systems. *Educational Leadership*, 44(7), 60-64.
- Connellan, T. K. (1978). *How to improve human performance: Behaviorism in business and industry*. New York: Harper & Row.
- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation: To enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Educational Review Office (1998). *The capable teacher*. Retrieved online at <http://www.ero.gov.nz/Publications/eers1998/98no2hl/hlm#part2>.
- Florida Statute, 1012.34.7, Retrieved January 29, 2006, from [http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App\\_mode=Display\\_Statute&Search\\_String=&URL=CH0231/SEC29.HTM](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=&URL=CH0231/SEC29.HTM)
- Florida Statute, 6A-5.065, Retrieved January 29, 2006, from <http://www.firn.edu/doe/rules/6a-5.htm>
- Florida Statute, 6B-4, Retrieved January 29, 2006, from <http://www.firn.edu/doe/rules/6b-4.htm>
- Frels, K., & Horton, J. L. (1994). *A documentation system for teacher improvement and termination*. Topeka, KS: National Organization on Legal Problems in Education.
- Goodale, J. G. (1992). Improving performance appraisal. *Business Quarterly*, 51(2), 65-70.
- Helm, V. M., & St. Maurice, H. (2005). Conducting a successful evaluation conference. In J. H. Stronge (Ed.), *Evaluating teaching* (2<sup>nd</sup> ed.) (pp.235-252). Thousand Oaks, CA: Corwin Press.

- Hunter, M. (1988). Create rather than await your fate in teacher evaluation. In S. J. Stanley & W. J. Popham (Eds.), *Teacher evaluation: Six prescriptions for success* (pp. 32-54). Alexandria, VA: Association for Supervision and Curriculum Development.
- Iwanicki, E. F. (1990). Teacher evaluation for school improvement. In J. Millman & L. Darling-Hammond (Eds.), *The new handbook for teacher evaluation*. Newbury Park, CA: Sage Publication.
- Johnson, B. L. (1997). An organizational analysis of multiple perspectives of effective teaching: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11(1), 69-88.
- Joint Committee on Standards for Educational Evaluation (D. L. Stufflebeam, Chair). (2005). *The personnel evaluation standards: How to assess systems of evaluating educators* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Locke, E. A. (1968). Toward a theory of task motivation and incentives. *Organizational Behavior and Human Performance*, 3, 157-189.
- Manatt, R. P. (1988). Teacher performance evaluation: A total systems approach. In S. J. Stanley & W. J. Popham (Eds.), *Teacher evaluation: Six prescriptions for success* (pp. 79-108). Alexandria, VA: Association for Supervision and Curriculum Development.
- McGrath, M. J. (1993). When it's time to dismiss an incompetent teacher. *School Administrator*, 50(3), 30-33.
- Medley, D. M., Coker, H., & R. S. Soar. (1984). *Measurement-based evaluation of teacher performance*. New York: Longman.
- Peterson, K. D. (2000). *Teacher evaluation: A comprehensive guide to new directions and practices* (2<sup>nd</sup> ed). Thousand Oaks, CA: Corwin Press.
- Phi Delta Kappa National Study Committee on Evaluation. (1971). *Educational evaluation and decision making*. Itasca, IL: F. E. Peacock.
- Redfern, G. B. (1980). *Evaluating teachers and administrators: A performance objectives approach*. Boulder, CO: Westview.
- Sawyer, L. (2001). Revamping a teacher evaluation system. *Educational Leadership*, 58(5), 44-47.
- Seyfarth, J. T. (2002). *Human resources management for effective schools* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.
- Scriven, M. S. (1973). The methodology of evaluation. In B. R. Worthen & J. R. Sanders (Eds.), *Educational evaluation: Theory and practice*. Belmont, CA: Wadsworth.
- Scriven, M. S. (1988a). Duties-based teacher evaluation. *Journal of Personnel Evaluation in Education*, 1, 319-334.



- Scriven, M. S. (1988b). Evaluating teachers as professionals: The duties-based approach. In S. J. Stanley & W. J. Popham (Eds.), *Teacher evaluation: Six prescriptions for success* (pp. 110-142). Arlington, VA: Association for Supervision and Curriculum Development.
- Scriven, M. S. (1991). *Duties of the teacher (TEMP A Memo)*. Kalamazoo, MI: Center for Research on Educational Accountability and Teacher Evaluation.
- Scriven, M. S. (1995). A unified theory approach to teacher evaluation. *Studies in Educational Evaluation, 21*, 111-129.
- Stronge, J. H. (1995). Balancing individual and institutional goals in educational personnel evaluation: A conceptual framework. *Studies in Educational Evaluation, 21*, 131-151.
- Stronge, J. H. (1997). *Evaluating teaching*. Thousand Oaks, CA: Corwin Press.
- Stronge, J. H. (Ed.). (2005). *Evaluating teaching* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Stronge, J. H., & Helm, V. M. (1990). Evaluating educational support personnel: A conceptual and legal framework. *Journal of Personnel Evaluation in Education, 4*, 145-156.
- Stronge, J. H., & Helm, V. M. (1991). *Evaluating professional support personnel in education*. Newbury park, CA: Sage Publications.
- Stronge, J. H., & Helm, V. M. (1992). A performance evaluation system for professional support personnel. *Educational Evaluation and Policy Analysis, 14*, 175-180.
- Stronge, J. H., & Tucker, P. D. (1995). Performance evaluation of professional support personnel: A survey of the states. *Journal of Personnel Evaluation in Education, 9*, 123-138.
- Stronge, J. H., & Tucker, P. D. (2003a). *Handbook on educational specialist evaluation: Assessing and improving performance*. Larchmont, NY: Eye On Education.
- Stronge, J. H., & Tucker, P. D. (2003b). *Handbook on teacher evaluation: Assessing and improving performance*. Larchmont, NY: Eye On Education.
- Stufflebeam, D. L., & J. R. Sanders. (1990). Using the Personnel Evaluation Standards to improve teacher evaluation. In J. Millman & L. Darling-Hammond (Eds.), *The new handbook of teacher evaluation: Assessing elementary and secondary school teachers* (pp. 416-428). Newbury Park, CA: Sage Publications.
- Tucker, P. D., & Stronge, J. H. (2005a). *Linking teacher evaluation and student learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tucker, P. D., & Stronge, J. H. (2005b). Student achievement and teacher evaluation. In J.H. Stronge (Ed.), *Evaluating teaching*, (2<sup>nd</sup> ed). Thousand Oaks, CA: Corwin Press.
- Valentine, J. W. (1992). *Principles and practices for effective teacher evaluation*. Boston: MA: Allyn and Bacon.

Weiss, E. M. & Weiss, S. G. (1998). *New directions in teacher evaluation*. Washington, DC: ERIC Clearinghouse on teaching and teacher education. (ERIC Document Reproduction Service No. ED429052)

Wilkerson, D. J., Manatt, R. P., Rogers, M. A., & Maughan, R. (2000). Validation of student, principal, and self-ratings in 360<sup>0</sup> feedback<sup>®</sup> for teacher evaluation. *Journal of Personnel Evaluation in Education*, 14(2), 179-192.

---

## Endnotes

<sup>1</sup> Peart, N. A., & Campbell, F. A. (1999). At-risk students' perceptions of teacher effectiveness. *Journal for a Just and Caring Education*, 5(3), 269-284.

<sup>2</sup> Covino, E. A., & Iwanicki, E. (1996). Experienced teachers: Their constructs on effective teaching. *Journal of Personnel Evaluation in Education*, 11, 325-363.

<sup>3</sup> McAllister, G., & Irvine, J. J. (2000). Cross cultural competency and multicultural teacher education. *Review of Educational Research*, 70(1), 3-24.

<sup>4</sup> Cruickshank, D. R., & Haefele, D. (2001). Good teachers, plural. *Educational Leadership*, 58(5), 26-30.

<sup>5</sup> Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory Into Practice*, 42(4), 269-276.

<sup>6</sup> McEwan, E. K. (2002). *10 traits of highly effective teachers: How to hire, coach, and mentor successful teachers*. Thousand Oaks, CA: Corwin Press.

<sup>7</sup> McEwan, 2002.

<sup>8</sup> Marzano, R. J., Pickering, D., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model*. Alexandria, VA: ASCD.

<sup>9</sup> Marzano et al., 1993.

<sup>10</sup> Panasuk, R., Stone, W., & Todd, J. (2002). Lesson planning strategy for effective mathematics teaching. *Education*, 2(2), 714, 808-827.

<sup>11</sup> Buttram, J. L., & Waters, J. T. (1997). Improving America's schools through standards-based education. *Bulletin*, 81(590), 1-5.

<sup>12</sup> Education USA Special Report. (n. d.). *Good teachers: What to look for*. Rockville, MD: National School Public Relations Association; Panasuk, Stone, & Todd, 2002.

<sup>13</sup> Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership*, 5(8), 12-17; Educational Review Office. (1998). *The capable teacher*. Retrieved January 19, 2002, from <http://www.ero.govt.nz/Publications/eers1998/98no2hl.html>

<sup>14</sup> Johnson, B. L. (1997). An organizational analysis of multiple perspectives of effective teaching: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 69-87.

<sup>15</sup> Shellard & Protheroe, 2000.

<sup>16</sup> Covino & Iwanicki, 1996.

<sup>17</sup> Shellard, E., & Protheroe, N. (2000). Effective teaching: How do we know it when we see it? *The Informed Educator Series*. Arlington, VA: Educational Research Service.

<sup>18</sup> Cawelti, G. (1999). *Handbook of research on improving student achievement* (2<sup>nd</sup> ed.). Arlington, VA:

Educational Research Service; Cotton, K. (2000). *The schooling practices that matter most*. Portland, OR:

Northwest Regional Educational Laboratory and Alexandria, VA: ASCD; Covino & Iwanicki, 1996; Good, T. L., &

Brophy, J. E. (1997). *Looking in classrooms* (7<sup>th</sup> ed.). New York: Addison-Wesley; Tobin, K. (1980). The effect of

extended teacher wait-time on science achievement. *Journal of Research in Science Teaching*, 17, 469-475; Wang,

M., Haertel, G. D., & Walberg, H. (1993). What helps students learn? *Educational Leadership*, 51(4), 74-79.

<sup>19</sup> Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: ASCD.

<sup>20</sup> Cotton, K. (2000). *The schooling practices that matter most*. Portland, OR: Northwest Regional Educational Laboratory and Alexandria, VA: Association for Supervision and Curriculum Development.

<sup>21</sup> Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: ASCD.

<sup>22</sup> Eisner, E. W. (1999). The uses and limits of performance assessment. *Phi Delta Kappan*, 80(9), 658-660.

<sup>23</sup> Gronlund, N. E. (2002). *Assessment of student achievement* (7<sup>th</sup> ed.). Boston: Allyn & Bacon.

- 
- <sup>24</sup> Stronge, 2002.
- <sup>25</sup> Collinson, V., Killeavy, M., & Stephenson, H. J. (1999). Exemplary teachers: Practicing an ethic of care in England, Ireland, and the United States. *Journal for a Just and Caring Education*, 5 (4), 349-366.
- <sup>26</sup> Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.
- <sup>27</sup> Bloom, B. S. (1984). The search for methods of group instruction as effective as one-to-one tutoring. *Educational Leadership*, 41(8), 4-17.
- <sup>28</sup> National Association of Secondary School Principals (NASSP). (1997). Students say: What makes a good teacher? *Schools in the Middle*, 6(5), 15-17; Peart & Campbell, 1999;
- <sup>29</sup> Covino & Iwanicki, 1996; Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effective classroom management at the beginning of the year. *The Elementary School Journal*, 80(5), 219-231.
- <sup>30</sup> Rockwell, R. E., Andre, L. C., & Hawley, M. K. (1996). *Parents and teachers as partners: Issues and challenges*. Fort Worth, TX: Harcourt Brace College.
- <sup>31</sup> Swap, S. A. (1993). *Developing home-school partnerships from concepts to practice*. New York: Teachers College Press.
- <sup>32</sup> Danielson, C. (2001). New trends in teacher evaluation. *Educational Leadership*, 5(5), 12-15; Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59(6), 45-51.
- <sup>33</sup> *ISTE research reports: Overview: Research on IT [informational technology] in education*. (n.d.). Retrieved September 22, 2002, from <http://www.iste.org/research/reports/tlcu/overview.html>
- <sup>34</sup> School Board News. (1997). Teacher quality is key to student achievement (electronic version). *American School Board Journal*. Retrieved November 21, 2000, from <http://www.asbj.com/achievement/ci/ci3.html>; Camphire, G. (2001). Are our teachers good enough? *SEDLetter*, 13(2). Retrieved November 12, 2001, from <http://www.sedl.org/pubs/sedletter/v13n2/1.htm>
- <sup>35</sup> Collinson, et al., 1999.
- <sup>36</sup> Education USA Special Report. (n.d.).
- <sup>37</sup> Johnson, B. L. (1997). An organizational analysis of multiple perspectives of effective teaching: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 69-87.
- <sup>38</sup> Haberman, M. (1995). *STAR teachers of children in poverty*. West Lafayette, IN: Kappa Delta Pi.
- <sup>39</sup> Cruickshank & Haefele, 2001.
- <sup>40</sup> Shellard & Protheroe, 2000.