INSTRUCTIONAL PERSONNEL ASSESSMENT SYSTEM

PROCEDURES MANUAL

ORANGE COUNTY PUBLIC SCHOOLS

ORANGE COUNTY, FLORIDA

2010-2011

TABLE OF CONTENTS

TOPIC **PAGE**

INTRODUCTION 2

PHILOSOPHY 2

COLLABORATION 2

TRAINING 2

ASSESSMENT PROCESS 3

ANNUAL CONTRACT TEACHERS 3

CONTINUING OR PROFESSIONAL SERVICES CONTRACT TEACHERS 4

GRAPHIC DESCRIPTION OF PROCESS 4

ANNUAL CONTRACT TEACHERS 5

CC - PSC CONTRACT TEACHERS 6

ASSESSMENT CRITERIA 7

ASSESSMENT SYSTEM FORMS 7

APPENDIX A PRELIMINARY ASSESSMENT REPORT 8

APPENDIX B INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN 12

APPENDIX C PROFESSIONAL GROWTH PLAN FORM 13

APPENDIX D FLORIDA PERFORMANCE MEASUREMENT SYSTEM 14

PPENDIX E DATA COLLECTION FORM FOR INSTRUCTIONAL SUPPORT TEACHERS 15

APPENDIX F DATA COLLECTION FORM FOR STUDENT SERVICES SPECIALIST 16

APPENDIX G DATA COLLECTION FORM FOR MEDIA/TECHNOLOGY SPECIALIST 17

APPENDIX H OBSERVATION/DATA COLLECTION FORM FOR SPECIAL INSTRUCTIONAL ASSIGNMENTS 18

APPENDIX I DATA COLLECTION/ASSESSMENT REPORT FORM FOR SCHOOL NURSE 19

APPENDIX J FINAL ASSESSMENT REPORT 23

APPENDIX K SCHOOL SOCIAL WORKERS FINAL ASSESSMENT REPORT 27

APPENDIX L PROFESSIONAL IMPROVEMENT PLAN FORM 31

INTRODUCTION

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

PHILOSOPHY

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

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

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

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

COLLABORATION

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

TRAINING

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

ASSESSMENT PROCESS

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

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

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

ANNUAL CONTRACT TEACHERS

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

8. Teachers new to the district who are eligible for fast track certification will be assessed the same as other annual contract teachers.
9. Failure to show growth on a Professional Improvement Plan may result in an "unsatisfactory" rating on one or more criteria on the assessment form.
10. An "unsatisfactory" rating on one or more criteria on the final assessment may result in the nonreappointment of a teacher.

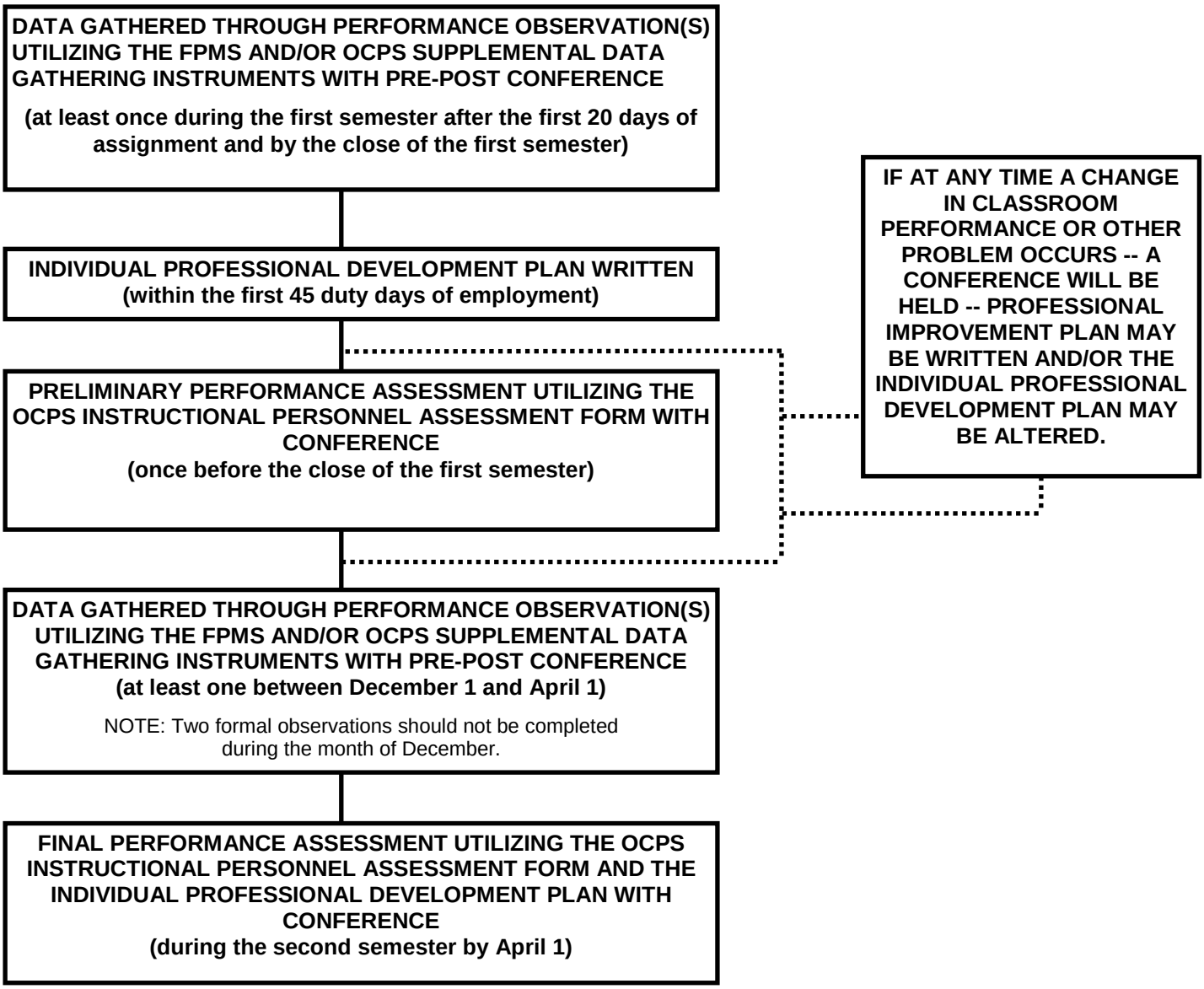
CONTINUING OR PROFESSIONAL SERVICES CONTRACT TEACHERS

1. The process for the assessment of teachers holding a continuing contract or professional services contract will include the use of the OCPS Instructional Personnel Assessment Instrument, either data collection using the FPMS Summative Observation Instrument, OCPS supplemental data collection instruments or the development and implementation of a Professional Growth Plan, and the Individual Professional Development Plan process.
2. The implementation of the National Board Certification process may be the Action Plan for the Professional Growth Plan. Teachers who withdraw from the National Board Certification process after the Professional Growth Plan has been implemented, after the first 45 days of the school year, will be assessed using either the FPMS Summative Observation Instrument or OCPS supplemental data collection instruments.
3. At first indication of an area in need of improvement, either the evaluator or evaluatee may initiate the Professional Improvement Plan in order to resolve the area of concern.
4. A teacher who selects the Professional Growth Plan option must establish at least one professional growth goal annually within the first 45 days of a school year or assignment to a campus.
5. The Professional Growth Plan goals will be based upon the criteria/indicators on the OCPS assessment form or school improvement plan and will be generated by the teacher and mutually agreed upon by the principal and teacher.
6. Support documentation for the Professional Growth Plan will be used to verify the accomplishment of the goal(s) included in the plan. Documentation will be written and mutually agreed upon when the Professional Growth Plan is developed, i.e., observations, video tapes, student productions, student portfolios, teacher portfolios.
7. Satisfactory implementation of the Professional Growth Plan is based on the completion of the identified strategies as stated in the action plan.
8. When a teacher is participating in the Professional Growth Plan and a change in classroom performance or other problem occurs, a conference will be held to identify a course of action. A Professional Improvement Plan may be written as a result of this conference.
9. When a Professional Improvement Plan is implemented, progress toward accomplishing the strategies on the Professional Growth Plan may be temporarily suspended until the identified problem(s) has (have) been corrected. If improvement in performance does not occur in the time frame established on the Professional Improvement Plan, this may be reflected on the assessment form as a "needs improvement" or "unsatisfactory" rating on one or more criteria. The following year, the teacher will be placed in the formal observation mode using the FPMS summative instrument or other appropriate OCPS observation instrument.
10. Teachers selecting the performance observation mode of assessment shall be assessed at least once each year with one or more observations occurring prior to the assessment. Assessment shall include, but not be limited to, data collected through the observation process.
11. Teachers selecting the Professional Growth Plan mode of assessment shall be assessed once annually at the end of the Professional Growth Plan cycle.

GRAPHIC DESCRIPTION OF PROCESS

Following are two charts that graphically describe the assessment process for both annual contract teachers and those holding professional services or continuing contracts.

ANNUAL CONTRACT TEACHERS



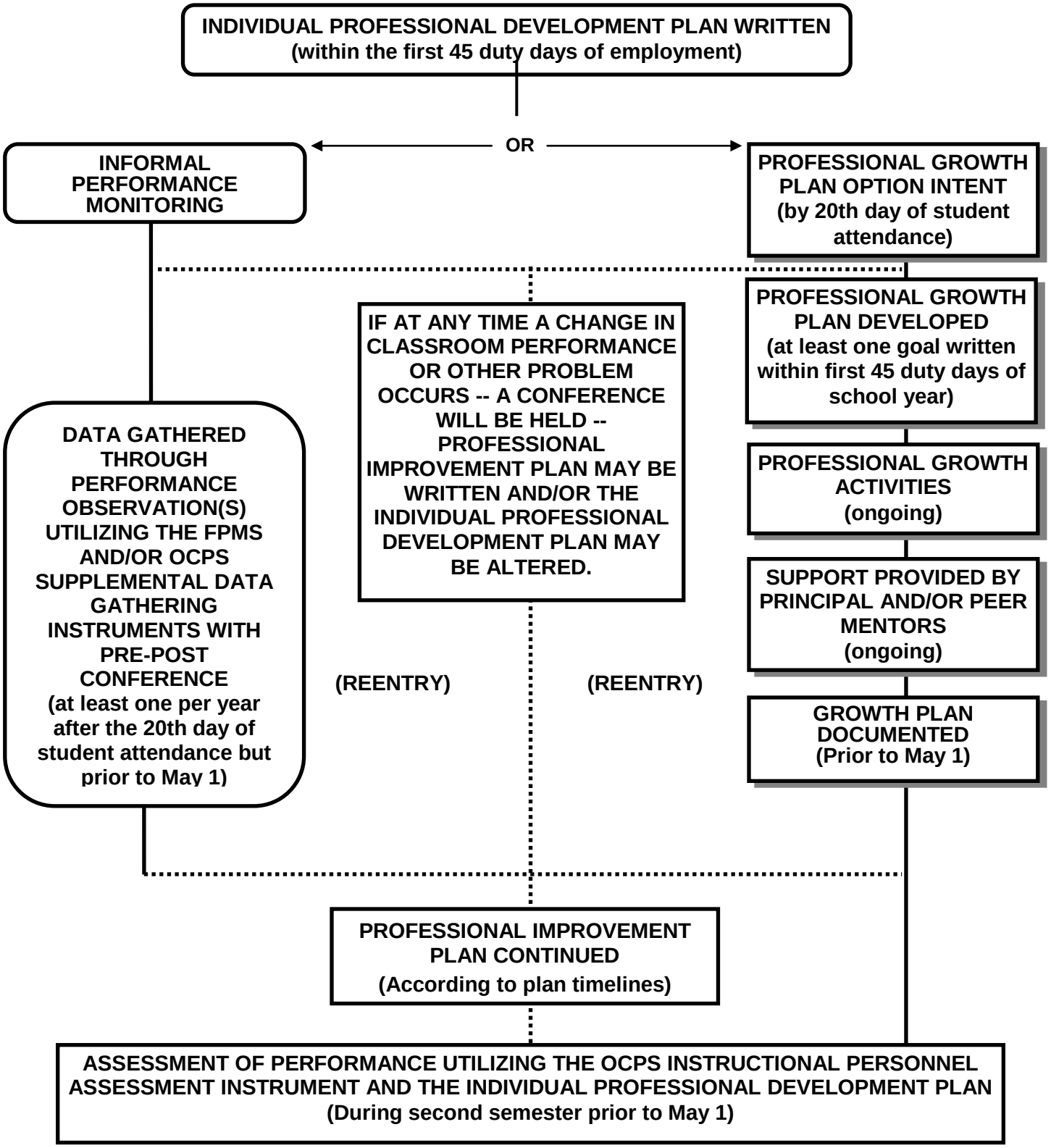
Forms to be completed by Evaluator and Evaluatee:

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

Article X: B - 6

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

CC - PSC CONTRACT TEACHERS



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

ASSESSMENT CRITERIA

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

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

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

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

ASSESSMENT SYSTEM FORMS

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

FORMS	**REQUIRED**		**OPTIONAL**	
	AC	**CC/PSC**	**AC**	**CC/PSC**
Preliminary Assessment Report (Appendix A)	X			X
Individual Professional Development Plan (Appendix B)	X	X		
Professional Growth Plan Form (Appendix C)				X
Final Assessment Report (Appendix J)	X	X		
School Social Workers Final Assessment Report (Appendix K)	X	X		
Professional Improvement Plan Form (Appendix L)			X	X
Data Collection Forms For AC Teachers or CC/PSC Teachers Not Completing Growth Plans				
Florida Performance Measurement System Observation Form (Appendix D)	X			X
Instructional Support Teachers Data Collection Form (Appendix E)	X			X
Student Services Specialist Data Collection Form (Appendix F)	X			X
Media Specialist/Technology Specialist Data Collection Form (Appendix G)	X			X
Special Instructional Assignments Data Collection Form (Appendix H)	X			X
School Nurse Data Collection/Assessment Report Form (Appendix I)	X			X

APPENDIX A

This form is submitted electronically.

ORANGE COUNTY PUBLIC SCHOOLS

INSTRUCTIONAL PERSONNEL

PRELIMINARY ASSESSMENT

REPORT

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

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

This form is submitted electronically.

ORANGE COUNTY PUBLIC SCHOOLS
INSTRUCTIONAL PERSONNEL
PRELIMINARY ASSESSMENT REPORT

Name _____ Personnel # _____ School Year _____

School _____ Teaching Assignment _____

Certification Held _____ Observation Mode _____
FPMS or Alternative Form
(Circle one)

E = Effective ER = Effective with Recommendations *NI = Needs Improvement *U = Unsatisfactory **NA = Not Applicable

Directions: Using the rating code above, place the appropriate code in the box next to the criterion named. Definitions of rating codes are printed on the reverse side of this form.
*Specific recommendations for improvement must be included.
**All indicators may not be applicable to your teaching assignment.

I. ☐ Classroom Management and Discipline

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

Comments: _____

II. ☐ Curriculum Knowledge

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

Comments: _____

III. ☐ Planning and Delivering Instruction

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

Comments: _____

IV. ☐ Assessment of Student Performance and Individual Professional Development Plan

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

Comments:_____

V. ☐ Interpersonal Skills

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

Comments:_____

VI. ☐ Professional Responsibilities

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

Comments:_____

Overall Assessment Rating (check one): ____ E = Effective ____ ER = Effective with Recommendations

____ NI = Needs Improvement ____ U = Unsatisfactory

Evaluator's Signature_____ Date_____

Evaluatee's Signature_____ Date_____

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

ASSESSMENT RATINGS AND DESCRIPTORS
FOR THE PRELIMINARY ASSESSMENT REPORT

GENERAL DIRECTIONS:

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

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

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

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

ASSESSMENT RATINGS AND DESCRIPTIONS
FOR THE PRELIMINARY ASSESSMENT REPORT

Effective:	Shows competent performance as evidenced by applicable indicators.
Effective with Recommendations:	Shows competent performance with minor recommendations for growth, improvement and/or change.
Needs Improvement:	Shows less than satisfactory performance in one or more applicable indicators.
Unsatisfactory:	Does not show adequate performance in one or more applicable indicators.
Not Applicable:	Evaluatee's job performance cannot be measured by this criterion.

APPENDIX B

ORANGE COUNTY PUBLIC SCHOOLS
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN for 20__ - 20__

TEACHER: _____ **ADMINISTRATOR:** _____ **SCHOOL:** _____

Focus (School Improvement Goal): _____

Student Baseline Data *What specific student achievement data indicates the need for improvement?*	**Needs-based Question for Professional Inquiry** *In reflecting on this student achievement data, what instructional question(s) comes to mind?*	**Expected Student Achievement Goal(s)** *What is your expectation of student achievement as a result of your professional development?*	**Related Professional Development Objective(s)** *What practice(s) will you need to enhance/develop in order to answer your question and meet your stated student achievement goals?*	**Related Professional Training & Learning Activities** *How will you use research-based knowledge and strategies that will help you achieve your stated professional development objective(s)?*	**Classroom Implementation** *What practices have you implemented in your classroom as a result of your professional development?*
(Indicated Classroom Level Data that is disaggregated by student performance level, gender, ethnicity, **and/or** socio-economic status.)	(Considering this specific student data, formulate a question that will help you improve your practice and student performance.)	(Indicate a **measurable** result on a **specific** assessment. Multiple data sources are encouraged.)	(Indicate what **you** need to know and be able to do.)	(List activities that you have planned for your personal professional learning.)	(Record new strategies as you implement in your classroom.)

Documented Results: *(Completed just prior to final review)* _____

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

□ Action Research Report □ Learning Community Sharing □ Sharing At A Workshop or Conference □ Web-based Sharing □ Dept. or Team Meeting □ Other _____

IPDP Conferences:

Initiation: _____ (Date) _____ (Teacher Signature) _____ (Administrator Signature) _____ (Interim Review date(s)--Optional)

Final Review: _____ (Date) _____ (Teacher Signature) _____ (Administrator Signature) Was the student achievement goal(s) accomplished? □ yes □ no □ to be continued

Comments: _____

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

_____Evaluatee

_____Evaluator

APPENDIX C

Copy Distribution:
Evaluator
Evaluatee

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

_____
NAME OF SCHOOL

TEACHER'S NAME_____ ADMINISTRATOR'S NAME_____

GOAL_____

GOAL INITIATED_____ _____
Teacher's Signature Date Administrator's Signature Date

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

ACTION PLAN	TARGET COMPLETION DATE	REVIEW		COMPLETION	
		Date	Initial	Date	Initial

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

COMMENTS:_____

_____

FRAME FACTOR INFORMATION (PLEASE PRINT)

Teacher's Name

_____
(Last) (First) (Middle)

SS# ___ ___ ___ — ___ ___ — ___ ___ ___ ___

*Institution of Graduation*_____ *Inst. #*_____

Graduated From a College of Education ❑ *1. YES* ❑ *2. NO*

Number of Complete Years of Teaching Experience ___ ___

District Name_____ *Number* ___ ___ ___

School Name_____ *Number* __ __ __ __

Observer's Name

_____
(Last) (First) (Middle)

SS# ___ ___ ___ — ___ ___ — ___ ___ ___ ___

Position ❑*1. Principal* ❑*2. Ass't Principal* ❑*3. Teacher* ❑*4. Other*

Class __ __ *Grade Level* *(Specify one level only - for Adult Ed. mark Level 13; for Kindergarten or Preschool mark Level 00.)*

Subject Area Observed

- ❑ *1. Language Arts*
- ❑ *2. Foreign Language*
- ❑ *3. Social Sciences*
- ❑ *4. Mathematics*
- ❑ *5. Science*
- ❑ *6. Physical Education, ROTC*
- ❑ *7. Business Education, DCT, CBE*
- ❑ *8. Industrial Arts/Education*
- ❑ *9. Home Economics*
- ❑ *10. Other Vocational Ed.*
- ❑ *11. Arts*
- ❑ *12. Music*
- ❑ *13. Exceptional Student Ed.*
- ❑ *14. Other (Specify)*

Type of Classroom/Facility in Which the Observation Occurred

- ❑ *1. Regular Classroom—Self-contained, Open, Pod*
- ❑ *2. Laboratory or Shop*
- ❑ *3. Field, Court or Gymnasium*
- ❑ *4. Media Room, Library or* _____

Total Number of Students in Class __ __

Observation Information ***Date*** __ __ / __ __ / __ __

Type of Observation ❑ *1. New Teacher* ❑ *2. Dist. Assess.* ❑ *3. Other (Specify)* _____

Screening Obs. ❑ *1.* ❑ *2.* ❑ *3.* ❑ *4.*

Summative Obs. ❑ *1.* ❑ *2.* ❑ *3.* ❑ *4.*

Time Observation Begins __ __:__ __ *Observ. Ends* __ __:__ __

Test Begins __ __:__ __ *Test Ends* __ __:__ __

Methods Used in the Observed Lesson

- ❑ *1. Lecture*
- ❑ *2. Interaction/Discussion*
- ❑ *3. Independent Study/Lab or Shop Work*

Teacher's Signature _____

Observer's Signature _____

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCE DEVELOPMENT

FLORIDA PERFORMANCE MEASUREMENT SYSTEM

SCREENING/SUMMATIVE OBSERVATION INSTRUMENT

Number of Students Not Engaged

1 ☐ 2 ☐ 3 ☐ 4 ☐

DOMAIN			*TOT. FREQ.*	*FREQUENCY*	*FREQUENCY*	*TOT. FREQ.*	
3.0 INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT	1. Begins instruction promptly						1. Delays
	2. Handles materials in an orderly manner						2. Does not organize materials systematically
	3. Orients students to classwork/maintains academic focus						3. Allows talk/activity unrelated to subject
	4. Conducts beginning/ending review						4.
	5. Questions: academic comprehension/ lesson development	a. Single factual (Domain 5.0)					5a. Allows unison response
							5b. Poses multiple questions asked as one
		b. Requires analysis/ reasons					5c. Poses nonacademic questions/nonacademic procedural questions
	6. Recognizes response/amplifies/gives correct feedback						6. Ignores student or responses/express sarcasm, disgust, harshness
	7. Gives specific academic praise						7. Uses general, nonspecific praise
	8. Provides for practice						8. Extends discourse, changes topic with no practice
	9. Gives directions/assigns/checks comprehension of homework seatwork assignments/gives feedback						9. Gives inadequate directions on homework/no feedback
	10. Circulates and assists students						10. Remains at desk/circulates inadequately
4.0 PRESENTATION OF SUBJECT MATTER	11. Treats concepts - definition/attributes/examples/ nonexamples						11. Gives definition or examples only
	12. Discusses cause-effect/uses linking words/applies law or principle						12. Discusses either cause or effect only/uses non linking word(s)
	13. States and applies academic rule						13. Does not state or does not apply academic rule
	14. Develops criteria and evidence for value judgment						14. States value judgment with no criteria or evidence
5.0 COMMUNICATION: VERBAL AND NONVERBAL	15. Emphasizes important points						15.
	16. Expresses enthusiasm verbally/challenges students						16.
	17.						17. Uses vague/scrambled discourse
	18.						18. Uses loud-grating, high-pitched, monotone, inaudible talk
	19. Uses body behavior that shows interest - smiles, gestures						19. Frowns, deadpan or lethargic
2.0 MANAGEMENT OF STUDENT CONDUCT	20. Stops misconduct						20. Delays desists/doesn't stop misconduct/desists punitively
	21. Maintains instructional momentum						21. Loses momentum - fragments nonacademic directions, overdwells

Observer's Notes: _____

_____

_____

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

Florida Department of Education
www.firn.edu/doe

This is a data collection form. The final assessment form must still be completed.

Copy Distribution:
Evaluator
Evaluatee

APPENDIX E

ORANGE COUNTY PUBLIC SCHOOLS
DATA COLLECTION FORM
INSTRUCTIONAL SUPPORT TEACHERS*
FOR AC TEACHERS OR CC/PSC TEACHERS NOT COMPLETING A GROWTH PLAN

Instructional Support Teacher's Name_____ Dept./School_____

Observer's Name_____ Observation/Data Collection Date_____

E = Effective ER = Effective with Recommendations NI = Needs Improvement U = Unsatisfactory NA = Not Applicable

			E	ER	NI	U	NA
1.	Reviews appropriate student performance data and gives input into the Individual Professional Development Plan process based on the data.	1.					
2.	Conducts instructional planning with departments, school-level administrators and/or individual teachers.	2.					
3.	Assists with implementation of appropriate curriculum and instructions.	3.					
4.	Is aware of current trends in the area of instruction for which responsible and shares pertinent information with teachers in the field.	4.					
5.	Participates in development of district/school-level curriculum and assists classroom teachers in implementation.	5.					
6.	Assists in providing inservice training to teachers and/or administrators.	6.					
7.	Assists in obtaining and providing instructional materials.	7.					
8.	Demonstrates organizational skills.	8.					
9.	Maintains adequate and accurate records.	9.					
10.	Is able to present ideas to school-based personnel in a positive, non-threatening manner.	10.					
11.	Clearly expresses meaning in both oral and written communication in a positive, honest, and constructive manner.	11.					
12.	Demonstrates expertise in area(s) in which certified.	12.					
13.	Demonstrates consideration for the feelings and needs of others, including the curricular needs of staff.	13.					
14.	Uses a variety of techniques to successfully motivate others.	14.					
15.	Demonstrates a willingness to perform a variety of tasks and challenges and to be of service to others.	15.					
16.	Exhibits rapport and understanding of job functions of district-level and school-level administrators and teachers.	16.					
17.	Demonstrates knowledge of district rules, policies, and individual school procedures.	17.					
18.	Demonstrates management of student conduct.	18.					
19.	Assists in evaluating the impact of curriculum.	19.					
20.	Assists teachers in the building of a positive classroom environment.	20.					
21.	Completes the Individual Professional Development Plan process.	21.					

Comments by Observer_____

Comments by Teacher/Specialist_____

Signature of Data Collector Date Signature of Teacher/Specialist Date

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

*Included in this group: CRT, District-Level Teacher, Learning Resource Teacher, Dean and others as appropriate.

Copy Distribution:
Evaluator
Evaluatee

This is a data collection form. The final assessment form must still be completed.

APPENDIX F

ORANGE COUNTY PUBLIC SCHOOLS
DATA COLLECTION FORM
STUDENT SERVICES SPECIALIST*

Student Services Specialist's Name_____ School_____
Observer's Name_____ Observation/Data Collection Date_____

E = Effective ER = Effective with Recommendations NI = Needs Improvement U = Unsatisfactory NA = Not Applicable

KNOWLEDGE OF SUBJECT MATTER			E	ER	NI	U	NA
1.	Displays professional knowledge of the field.	1.					
2.	Displays basic knowledge of testing and measurement concepts.	2.					
3.	Possesses generic attitudes and values identifiable in guidance functions.	3.					
4.	Displays knowledge of Exceptional Education program from referral to staffing.	4.					
PROCESS MANAGEMENT							
5.	Reviews appropriate student performance data and gives input into the Individual Professional Development Plan process.	5.					
6.	Makes a professional assessment reviewing the student's records to identify student needs.	6.					
7.	Plans strategies for solution of identified student needs.	7.					
8.	Evaluates and selects materials and resources.	8.					
9.	Interprets data to professional personnel and parents in terms of the growth and development of the students.	9.					
PROFESSIONAL SKILLS							
10.	Interprets records and other supportive information to be used in the educational and career development process.	10.					
11.	Establishes a positive relationship and environment with students and parents.	11.					
12.	Provides services to meet student needs.	12.					
13.	Communicates in a coherent and logical manner.	13.					
14.	Applies counseling theories/techniques appropriate to specific situations.	14.					
INTERPERSONAL RELATIONSHIPS							
15.	Interacts with students and/or parents in a positive manner.	15.					
16.	Shows respect for and acceptance of others.	16.					
17.	Counsels with students, parents, and teachers concerning student's needs.	17.					
18.	Provides leadership and direction for others by appropriate relationships with students, parents and staff.	18.					
19.	Establishes and maintains cooperative working relationships with schools, district staff, and community resources.	19.					
20.	Fosters cooperative home/school/agency communications.	20.					
SCHOOL AND DISTRICT REQUIREMENTS							
21.	Reviews appropriate student performance data and gives input into the Individual Professional Development Plan process.	21.					
22.	Follows required policies and regulations.	22.					
23.	Meets required work schedule.	23.					
24.	Uses district, state, and federal procedures when appropriate.	24.					
25.	Attends and participates in professional meetings.	25					
26.	Completes the Individual Professional Development Plan process.	26.					

UNIQUE SERVICES PROVIDED_____
Comments by Observer_____

Comments by Student Services Specialist_____

_____ _____
Signature of Data Collector Date Signature of Evaluatee Date

The signature of the teacher does not necessarily imply agreement with this observation, but rather, acknowledges that it has been discussed with the observer.
*Included in this group: Guidance, OCC Specialist, Staffing Coord., Student Placement Spec., Assistant Team Coord., Behavior Spec., Safe Coord., Social Workers and others as appropriate.

Copy Distribution:
Evaluator
Evaluatee

APPENDIX G
ORANGE COUNTY PUBLIC SCHOOLS
DATA COLLECTION FORM
MEDIA SPECIALIST/TECHNOLOGY SPECIALIST
FOR AC TEACHERS OR CC/PSC TEACHERS NOT COMPLETING A GROWTH PLAN

This is a data collection form. The final assessment form must still be completed.

Media/Technology Specialist's Name_____ School_____

Observer's Name_____ Observation/Data Collection Date_____

E = Effective ER = Effective with Recommendations NI = Needs Improvement U = Unsatisfactory NA = Not Applicable

MANAGEMENT PLANNING			E	ER	NI	U	NA
1.	Establishes cooperation with school community	1.					
2.	Establishes goals, objectives, priorities and strategies	2.					
3.	Establishes policies and procedures	3.					
4.	Develops and maintains budget	4.					
	ORGANIZATION						
5.	Provides access	5.					
6.	Arranges facilities	6.					
7.	Maintains user-oriented environment	7.					
8.	Arranges and circulates resources	8.					
9.	Manages Personnel	9.					
	EVALUATION						
10.	Conducts program assessment	10.					
11.	Analyzes data and modifies program	11.					
	COLLECTIONS DEPARTMENT						
	SELECTION/ACQUISITION						
12.	Uses approved selection policies	12.					
13.	Uses acceptable selection procedures	13.					
14.	Solicits educator and student input	14.					
	MAINTENANCE						
15.	Provides for maintenance and repair	15.					
16.	Weeds and inventories collection	16.					
	SERVICES						
	SKILLS INSTRUCTION						
17.	Utilizes scope and sequence guide	17.					
18.	Correlates with classroom instruction	18.					
	CONSULTATION/INFORMATION						
19.	Provides reference assistance	19.					
20.	Provides motivation and guidance in reading/viewing/listening	20.					
21.	Orients students and educators	21.					
22.	Instructs and updates educators	22.					
23.	Participates in curriculum development and planning	23.					
	PRODUCTION						
24.	Provides production resources and technical assistance	24.					
25.	Stays informed about/is familiar with current technology and information retrieval	25.					
	INSTRUCTION						
	PUBLIC RELATIONS						
26.	Promotes program	26.					
27.	Performs other duties as assigned by the principal	27.					
	TEACHING COMPETENCIES						
28.	Initiation of the Individual Professional Development Plan based on appropriate student performance data	28.					
29.	Instructional organization and development	29.					
30.	Presentation of subject matter	30.					
31.	Communication: verbal/nonverbal	31.					
32.	Management of student conduct	32.					
33.	Completion of the Individual Professional Development Plan process	33.					

Comments by Observer_____

Comments by Media/Technology Specialist_____

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

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

Copy Distribution:
Evaluator
Evaluatee

APPENDIX H

This is a data collection form. The final assessment form must still be completed.

ORANGE COUNTY PUBLIC SCHOOLS
OBSERVATION/DATA COLLECTION FORM

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

Evaluatee:_____ School/Worksite_____

Evaluator:_____ Date of Observation_____

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

Length of observation:_____

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

PART I: Observation:

PART II:	Specific Recommendations:	To be completed on or before	Recommendations carried out

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

SIGNATURES:

Observer/Data Collector:_____ Date_____

Evaluatee:_____ Date_____

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

This form is submitted electronically.

APPENDIX I

ORANGE COUNTY PUBLIC SCHOOLS
SCHOOL NURSE
DATA COLLECTION/ASSESSMENT REPORT

Name _____ Personnel # _____ School Year _____

School/Work Location _____

☐ Preliminary Assessment ☐ Final Assessment
(check one)

Employment Status:
☐ Probationary ☐ Continued
(check one)

E = Effective ER = Effective with Recommendations S = Satisfactory *NI = Needs Improvement*U = Unsatisfactory **NA = Not Applicable

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

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

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

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

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

ASSESSMENT RATINGS AND DESCRIPTIONS

Effective:	Shows competent performance as evidenced by applicable indicators.
Effective with Recommendations:	Shows competent performance with minor recommendations as evidenced by applicable indicators.
Needs Improvement:	Shows less than satisfactory performance in one or more applicable indicators.
Unsatisfactory:	Does not show adequate performance in one or more applicable indicators.
Not Applicable:	Evaluatee's job performance cannot be measured by this criterion.

Standard I: ☐ **Theory**

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

Comments: _____

Standard II: ☐ Problem Solving

Performance Indicators:

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

Comments:_____

Standard III: ☐ Clients Identified with Physical and Psychosocial Problems

Performance Indicators:

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

Comments:_____

Standard IV: ☐ Communication

Performance Indicators:

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

Comments:_____

Standard V: ☐ **Collaboration within the School System**

Performance Indicators:

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

Comments:_____

Standard VI: ☐ **Collaboration with Community Health Systems**

Performance Indicators:

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

Comments:_____

Standard VII: ☐ **Health Education**

Performance Indicators:

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

Comments:_____

Standard VIII: ☐ Professional Responsibility

Performance Indicators:

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

Comments:_____

_____

_____

_____

Overall Assessment Rating (check one):_____ E = Effective ____ ER = Effective with Recommendations

_____ NI = Needs Improvement _____ U = Unsatisfactory

Evaluator's Signature_____ Date_____

Evaluatee's Signature_____ Date_____

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

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

APPENDIX J

This form is submitted electronically.

ORANGE COUNTY PUBLIC SCHOOLS

INSTRUCTIONAL PERSONNEL

FINAL ASSESSMENT REPORT

This form is to be completed for **all** instructional personnel.

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

This form is submitted electronically.

ORANGE COUNTY PUBLIC SCHOOLS
INSTRUCTIONAL PERSONNEL
FINAL ASSESSMENT REPORT

Name _____ Personnel # _____ School Year _____

School _____ Teaching Assignment _____

Certification Held _____ AC/CC/PSC/Other Contract Status *(Circle one)* _____ Observation Mode FPMS or Alternative Form *(Circle one)* _____

E = Effective ER = Effective with Recommendations *NI = Needs Improvement *U = Unsatisfactory **NA = Not Applicable

Directions: Using the rating code above, place the appropriate code in the box next to the criterion named. Definitions of rating codes are printed on the reverse side of this form.
*Specific recommendations for improvement must be included.
**All indicators may not be applicable to your teaching assignment.

I. ☐ Classroom Management and Discipline

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

Comments: _____

II. ☐ Curriculum Knowledge

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

Comments: _____

III. ☐ Planning and Delivering Instruction

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

Comments: _____

IV. ☐ Assessment of Student Performance and Individual Professional Development Plan

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

Comments:_____

V. ☐ Interpersonal Skills

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

Comments:_____

VI. ☐ Professional Responsibilities

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

Comments:_____

Overall Assessment Rating (check one): ____E = Effective _____ ER = Effective with Recommendations

____NI = Needs Improvement _____ U = Unsatisfactory

Evaluator's Signature_____ Date_____

Evaluatee's Signature_____ Date_____

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

ASSESSMENT RATINGS AND DESCRIPTORS FOR THE FINAL ASSESSMENT REPORT

GENERAL DIRECTIONS:

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

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

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

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

ASSESSMENT RATINGS AND DESCRIPTIONS FOR THE FINAL ASSESSMENT REPORT

Effective:	Shows competent performance as evidenced by applicable indicators.
Effective with Recommendations:	Shows competent performance with minor recommendations for growth, improvement and/or change.
Needs Improvement:	Shows less than satisfactory performance in one or more applicable indicators.
Unsatisfactory:	Does not show adequate performance in one or more applicable indicators.
Not Applicable:	Evaluatee's job performance cannot be measured by this criterion.

APPENDIX K

This form is submitted electronically.

ORANGE COUNTY PUBLIC SCHOOLS

SCHOOL SOCIAL WORKERS

FINAL ASSESSMENT REPORT

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

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

This form is submitted electronically.

ORANGE COUNTY PUBLIC SCHOOLS
SCHOOL SOCIAL WORKERS
FINAL ASSESSMENT REPORT

Name _____ Personnel # _____ School Year _____

School _____ Social Work Assignment _____

Certification Held _____ Contract Status _____ Observation Mode _____

E = Effective ER = Effective with Recommendations *NI = Needs Improvement *U = Unsatisfactory **NA = Not Applicable

Directions: Using the rating code above, place the appropriate code in the box next to the criterion named. Definitions of rating codes are printed on the reverse side of this form.
*Specific recommendations for improvement must be included.
**All indicators may not be applicable to your teaching assignment.

I. ☐ Knowledge of School Social Work

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

Comments: _____

II. ☐ Planning and Delivering Service

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

Comments: _____

III. ☐ Professional Development Plan

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

Comments: _____

IV. ☐ Interpersonal Skills

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

Comments:_____

_____

_____

V. ☐ Professional Responsibilities

- Participates in the development and implementation of school policies and procedures when given the opportunity.
- Supports school and district programs and activities.
- Participates in school and district committees.
- Demonstrates a positive attitude toward the social work profession.
- Abides by state statutes, district policies, and the social work code of ethics.
- Maintains professional responsibility, accountability, and behavior.
- Develops a personal professional development plan and demonstrates work toward achieving these goals.
- Demonstrates an awareness and utilization of school resources.
- Is appropriately certified and/or licensed in social work.
- Updates knowledge in field by taking additional college courses, inservice participation or engaging in other learning activities.
- Meets professional obligations on time.
- Respects the rights of others to express divergent opinions.
- Remains controlled and effective under pressure.
- Operates as a team member as well as a leader.

Comments:_____

_____

_____

Overall Assessment Rating (check one): _____ E = Effective _____ER = Effective with Recommendations

_____ NI = Needs Improvement _____ U = Unsatisfactory

Evaluator's Signature_____ Date_____

Evaluatee's Signature_____ Date_____

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

ASSESSMENT RATINGS AND DESCRIPTORS FOR THE FINAL ASSESSMENT REPORT

GENERAL DIRECTIONS:

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

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

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

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

ASSESSMENT RATINGS AND DESCRIPTIONS FOR THE FINAL ASSESSMENT REPORT

Effective:	Shows competent performance as evidenced by applicable indicators.
Effective with Recommendations:	Shows competent performance with minor recommendations for growth, improvement and/or change.
Needs Improvement:	Shows less than satisfactory performance in one or more applicable indicators.
Unsatisfactory:	Does not show adequate performance in one or more applicable indicators.
Not Applicable:	Evaluatee's job performance cannot be measured by this criterion.

APPENDIX L

Copy Distribution:
Evaluator
Evaluatee

ORANGE COUNTY PUBLIC SCHOOLS
INSTRUCTIONAL PERSONNEL
PROFESSIONAL IMPROVEMENT PLAN

NAME OF TEACHER _____ NAME OF SCHOOL _____

ADMINISTRATOR'S NAME _____

COMPETENCY AREA/ASSESSMENT CRITERION _____

DATE PLAN INITIATED _____ REVIEW DATE(S) _____ EXPECTED COMPLETION DATE _____

PRIORITY	INDICATORS TO BE IMPROVED	IMPROVEMENT OBJECTIVE	ACTION PLAN/ TIMELINE	ASSISTANCE TO BE PROVIDED
1.				
2.				
3.				
4.				
5.				
6.				

INITIAL SESSION
_____/_____ _____/_____
TEACHER SIGNATURE DATE ADMINISTRATOR SIGNATURE DATE

REVIEW SESSION
_____/_____ _____/_____
TEACHER SIGNATURE DATE ADMINISTRATOR SIGNATURE DATE

REVIEW SESSION
_____/_____ _____/_____
TEACHER SIGNATURE DATE ADMINISTRATOR SIGNATURE DATE

REVIEW SESSION
_____/_____ _____/_____
TEACHER SIGNATURE DATE ADMINISTRATOR SIGNATURE DATE

ADEQUATE IMPROVEMENT: SHOWN_____ NOT SHOWN_____

_____/_____ _____/_____
TEACHER SIGNATURE DATE ADMINISTRATOR SIGNATURE DATE

****Individual Plans should not be written for more than one indicator. Multiple plans can be written, but each should be specific to an area identified for improvement.

Article X: B – 8, 9, 10, 13

Back Cover

The School Board of Orange County, Florida, does not discriminate in admission or access to, or treatment or employment in its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability or any other reason prohibited by law. The Equal Employment Opportunity Supervisor responsible for compliance is in the Legal Department; the Section 504 Supervisor responsible for compliance is Harriet Brown, Esq.; and the Title IX Supervisor responsible for compliance is Kevin Demer. Each may be contacted at the Educational Leadership Center, 445 W. Amelia Street, Orlando, Florida 32801 (407.317.3200).