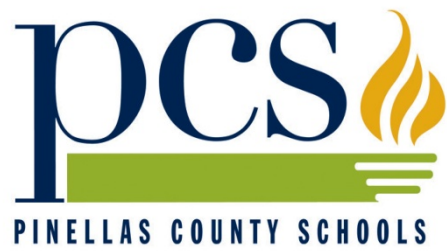


Pinellas County School Teacher Evaluation System

Revised December 2011



Revised September 2011

Pinellas County Schools Teacher Evaluation System

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Pinellas County Schools Teacher Evaluation System

PILOT SCHOOLS

High Schools

1. Gibbs
2. Dixie Hollins
3. Boca Ciega
4. Lakewood

Middle Schools

1. John Hopkins
2. Azalea
3. Pinellas Park
4. Bay Point

Elementary

1. Fairmount Park
2. Gulfport
3. Lakewood
4. Melrose
5. Sandy Lane
6. New Heights
7. Woodlawn

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Introduction

Pinellas County Schools is committed to a philosophy of continual improvement. The Evaluation System is designed to promote the continual growth and improvement of instructional staff. That professional growth and improvement should translate, at the classroom level, into an improved quality of instruction and learning opportunities for students. In order to facilitate this process, an effective assessment system provides a means for verifying the professional competence of teachers, and then follows up with professional development and growth opportunities. This is best accomplished by setting clear expectations for all instructional personnel, data gathering, observation, feedback, self-reflection, and focusing on improvement and growth activities. The improvement and growth activities are supported through the alignment of other district processes and systems including district, school and individual improvement plans. The revised assessment system incorporates each of these components.

The goal and expectation of the Teacher Evaluation System is to support teachers' incremental growth in order to increase their expertise year to year producing gains in student achievement from year to year with a powerful cumulative effect.

Evaluation System Components

1. Core of Effective Practices

- Florida Educator Accomplished Practices
- Practices strongly linked to increased student achievement
- Criteria for evaluation systems listed in s. 1012.35, F.S.
- Contemporary research on effective practices
- The principal, direct supervisor, and any other individual performing observation will use, at a minimum, this same core of effective practices

a. Purpose:

The purpose of the redeveloped evaluation system is to increase student learning by continually and incrementally improving the quality of instructional, administrative, and supervisory service. Pinellas County Schools has established an appraisal system that evaluates the performance of instructional staff, providing feedback, support and growth opportunities.

The system provides stakeholders with a transparent, fair, and reliable system that is legally defensible and meets requirements of Race to the Top and The Student Success Act.

The appraisal system is aligned with the district strategic plan and with each school's School Improvement Plan. District wide and school level evaluation data trends will be used as one data source and a component of the needs assessment and improvement plan development process.

Pinellas County Schools Teacher Evaluation System

b. Observation instruments with indicators of effective practice

The observation instrument forms are included in Appendix A. These forms are designed to facilitate the process of teacher feedback, growth, and improvement.

- Pre-Observation Conference form
- Observation Data Collection Tool
- Post-Observation Conference form
- Expectation Rubric

The forms will be digitized for efficiency, effectiveness, and transparency of the process and the information collected. The teacher and administrator will manage the forms on-line.

c. Clear connection to each of the six FEAPs

The new appraisal system is directly aligned with the Florida Educator Accomplished Practices (FEAPs). The FEAPs are the expectations defining the quality instruction rubric. The rubric was designed, in collaboration with stakeholders, to explain the components of quality instruction and to connect instruction to student achievement.

The rubric, including the expectations and the key indicators, are based upon contemporary research.

Pinellas Expectation	Florida Educator Accomplished Practices	Research Framework
Ability to Assess Instructional Needs	(a) Quality of Instruction 4. Assessment	Danielson Marzano
Plans and Delivers Instruction	(a) Quality of Instruction 1. Instructional Design and Lesson Planning 2. Instructional Delivery and Facilitation	Danielson Marzano Instructional Review (FL DOE)
Maintains a Student-Centered Environment	(a) Quality of Instruction 3. The Learning Environment	Marzano
Performs Professional Responsibilities	(a) Continuous Improvement, Responsibility and Ethics 2. Professional	Florida Educator Code of Ethics Danielson

Pinellas County Schools Teacher Evaluation System

	Responsibility and Ethical Conduct	
Engages in Continuous Improvement for Self and School	(b)Continuous Improvement, Responsibility and Ethics 1. Continuous Professional Improvement	Danielson Marzano

d. References/List of Related Research

Design teams reviewed research, attended conferences, gathered input from a variety of sources, focusing on the contemporary research of Charlotte Danielson and Robert Marzano.

Pinellas County Schools have framed the teacher evaluation system with key elements from Marzano and Danielson’s frameworks. Marzano’s evaluation model is based upon an extensive meta-analysis and the comprehensive framework of effective teaching. Charlotte Danielson’s framework is a research-based set of components of effective instruction.

The district also aligned the evaluation model with the state Instructional Review model and criteria.

Contemporary Research Reference List

Moir, E., Freeman, S., Petrock, L., and Baron, W. (2004). *Continuum of Teacher Development*. New Teacher Center at the University of California, Santa Cruz.

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching (2nd ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Florida Educator Code of Ethics and The Principles of Professional Conduct of the Education Profession in the State of Florida (2011). Retrieved from www.fldoe.org.

Instructional Review for Differentiated Accountability (2010). Retrieved from www.fbsi.org/DA/index.htm

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Marzano, R.J. (2007). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J., Brown, J.L. (2009). *A Handbook for the Art and Science of Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J., Frontier, T. & Livingston, D. (2011). *Effective Supervision: Supporting the Art and Science of Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

e. Procedures for how the same core is used for all who are conducting evaluations

Observations and evaluations will be conducted using the district evaluation system documents. Administrators will use the teacher rubric, observation and evaluation process and forms or the appropriate specialists' rubric, observation and evaluation forms.

Beginning in June 2011 and continuing monthly, administrators will be trained in order to develop expertise and skill in the rubric describing quality teaching and in conducting observations and teacher feedback and evaluation conferences. In their training administrators will receive copies of the books listed below as a resource:

- Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*
- Marzano, R.J., (2007). *The Art of Science of Teaching: A Comprehensive Framework for Effective Instruction*
- Marzano, R.J., Frontier, T., & Livingston, D. (2011). *Effective Supervision: Supporting the Art and Science of Teaching*

Administrators will have an evaluation handbook describing district processes and procedures for observation, feedback, and evaluation. Regional Superintendents will ensure administrators follow the district evaluation system procedures and processes.

2. Student Growth Measures:

The Student Success Act requires the use of student performance data as the primary criterion in the appraisal. The Race to the Top MOU defines how to connect student growth to individual teacher appraisal. The use of student performance data in the Pinellas County evaluation system meets the requirements of The Student Success Act and the MOU.

Pinellas County Schools Teacher Evaluation System

**a. List of student assessments for each subject and grade level for 2011-12
Assessments for Each Subject and Grade Level
School Year 2011-2012**

LEVEL	TEACHING ASSIGNMENT	STUDENT PERFORMANCE DATA		PERCENTAGE of DATA EVALUATION SCORE
HIGH SCHOOL				
Grades 9 & 10	FCAT Subjects (Reading/LA, Math)	FCAT Reading or Math	Value Added score : Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%
	Non FCAT Subjects	FCAT Reading	Value Added score : Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Grades 11 & 12		School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
MIDDLE SCHOOL				
Grades 6, 7 & 8	FCAT Subjects (Reading/LA, Math)	FCAT Reading or Math	Value Added score : Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Grades 6, 7 & 8	Non FCAT Subjects	FCAT Reading	Value Added score : Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%

Pinellas County Schools Teacher Evaluation System

ELEMENTARY				
Pre K, Kindergarten Grades 1, 2 & 3	Classroom	School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Grades 4 & 5	Classroom	FCAT Reading or Math	Value Added score: Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Specialists: PE, Music, Art, Guidance	Specialist Assignment	School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
EXCEPTIONAL STUDENT EDUCATION				
Center Schools				
Center Schools	Alternative Assessment Students (Nina, PB Stephens)	School-wide FAA Reading	School-wide FAA Reading Learning Gain Score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Center Schools	Classroom-FCAT Assessment Students (HDisston, CHunsinger)	FCAT Reading or Math	Value Added score: Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%

Pinellas County Schools Teacher Evaluation System

	School-wide Services	School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Center Schools	Multi Level & Service (Sanders) *extended transition excluded	School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
General Education Schools				
Self Contained Classrooms	Alternative Assessment Students	School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Self Contained Classrooms	FCAT Assessment Students	FCAT Reading or Math	Value Added score: Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Resource & Non-Classroom Based ESE (VE Resource, Speech/Language, OT, PT)	School-wide Services	School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
DROP OUT PREVENTION				
Alternative Schools		School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%

Pinellas County Schools Teacher Evaluation System

DISTRICT & ITINERANT POSITIONS				
	Itinerant or District-wide Services	District FCAT Reading or Math	District Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%

b. The timeline for development/selection of student assessments for each subject and grade level that will be also used for evaluation and the anticipated timeline when they will be incorporated into the evaluation

An evaluation assessment committee, comprised of teachers, building administrators, and representatives from Professional Development, Curriculum and Instruction, Research and Accountability, and the PCTA will be formed for the purpose of researching the best available assessment tools for use between 2012 and 2014 and the creation of an implementation timeline. The committee will convene August 2011 and will meet regularly during the 2011-2012 school year.

Pinellas County is a member of the Florida Organization of Instructional Leaders (FOIL). The organization meets twice each year following the state legislative session. At these meetings, Florida Department of Education representatives meet with FOIL members. Pinellas has been part of these conversations regarding the appraisal system and intends to partner with other districts to coordinate the creation of quality assessments tools for hard to test subject areas that are reliable and valid.

By 2014, the district will have evaluations for all subject and content areas. The timeline for implementation between 2011 and 2014 will be completed by January 2012. The full timeline for 2014 will be completed by June 2012.

c. Verification of using the state-adopted student growth measure for courses associated with FCAT for 2011-2012

Pinellas will use the state adopted Learning Growth measure for courses associated with FCAT. The department of Research and Accountability and MIS will apply the state Learning Growth measure to our data systems developed for 2011-2012 teacher evaluation implementation.

Pinellas County Schools Teacher Evaluation System

d. The timeline for developing/selecting growth measures for additional grades and subjects

As End of Course (EOC) exams are developed, our district will incorporate the use of EOC data into the student performance data portion of a teacher’s evaluation. We will incorporate the use of data according to the state development timeline for EOC development. We will also use test banks developed for the hard to test subject areas.

A committee with representation from MIS, R&A, C&I, PD, PCTA leadership, teachers and administrators will be developed summer 2011. Throughout the 2011-2012 school year the committee will develop the growth measures and specific implementation timeline for additional grades and subjects.

e. How the growth results are combined for each teacher with only FCAT course assignments and for teachers with assignments that utilize results for multiple assessments to equal 50% of the evaluation results

Three years of data, if available, will be included in the evaluation process. See table on following pages

**List of Assessments for Each Subject and Grade Level
School Year 2011-2012**

LEVEL	TEACHING ASSIGNMENT	STUDENT PERFORMANCE DATA		PERCENTAGE of DATA EVALUATION SCORE
HIGH SCHOOL				
Grades 9 & 10	FCAT Subjects (Reading/LA, Math)	FCAT Reading or Math	Value Added score : Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%
	Non FCAT Subjects	FCAT Reading	Value Added score : Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Grades 11 & 12		School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%

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MIDDLE SCHOOL				
Grades 6, 7 & 8	FCAT Subjects (Reading/LA, Math)	FCAT Reading or Math	Value Added score : Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Grades 6, 7 & 8	Non FCAT Subjects	FCAT Reading	Value Added score : Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%
ELEMENTARY				
Pre K, Kindergarten Grades 1, 2 & 3	Classroom	School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Grades 4 & 5	Classroom	FCAT Reading or Math	Value Added score: Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Specialists: PE, Music, Art, Guidance	Specialist Assignment	School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%

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EXCEPTIONAL STUDENT EDUCATION				
Center Schools				
Center Schools	Alternative Assessment Students (Nina, PB Stephens)	School-wide FAA Reading	School-wide FAA Reading Learning Gain Score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Center Schools	Classroom-FCAT Assessment Students (H.Disston, C.Hunsinger)	FCAT Reading or Math	Value Added score: Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%
	School-wide Services	School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Center Schools	Multi Level & Service (Sanders) *extended transition excluded	School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
General Education Schools				
Self Contained Classrooms	Alternative Assessment Students	School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%

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Self Contained Classrooms	FCAT Assessment Students	FCAT Reading or Math	Value Added score: Students assigned to teacher	40% or 50% *3 years of data=50% Less than 3 years of data=40%
Resource & Non-Classroom Based ESE (VE Resource, Speech/Language, OT, PT)	School-wide Services	School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
DROP OUT PREVENTION				
Alternative Schools		School-wide FCAT Reading or Math	School-wide Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%
DISTRICT & ITINERANT POSITIONS				
	Itinerant or District-wide Services	District FCAT Reading or Math	District Value Added score	40% or 50% *3 years of data=50% Less than 3 years of data=40%

The district MIS department has created a system to manage the student performance data, calculating and storing individual teacher assessment data. Administrators have access to each teacher's data. Each teacher will have access to his or her individual data. A process for data verification prior to completion of the summative evaluation will be implemented during the 2011-2012 school year.

f. District decisions on whether and how to implement the following criteria from the new law:

Three years of data, if available, will be included in the evaluation process. For classroom teachers with less than three years of data, the student percentages will be reduced from 50% to 40% of the teacher’s total evaluation score and the administrator evaluation percentage will increase from 40% to 50% of the total evaluation score. The remaining 10% will include the professional development metric.

For non-classroom teachers with less than three years of data, the student performance percentages will be reduced from 50% to 40% of the teacher’s total evaluation score and the administrator evaluation percentage will increase from 40% to 50% of the teacher’s total evaluation score.

3. Evaluation Rating Criteria

a. A description of the four rating labels

Rating Label	Description
Highly Effective	A level of proficiency in which the teacher shows the ability to <i>consistently utilize and integrate complex elements</i> of instruction, student achievement, curriculum, and professional development into their practice.
Effective	A level of proficiency in which the teacher <i>consistently</i> utilizes elements of instruction, student achievement, curriculum, and professional development into their practice.
Needs Improvement/Developing	A level of proficiency in which the teacher <i>begins</i> to utilize elements of instruction, student achievement, curriculum, and professional development into their practice.
Unsatisfactory	A level of proficiency in which the teacher demonstrates <i>little ability</i> to utilize elements of instruction, student achievement, curriculum, and professional development into their practice.

Pinellas County Schools Teacher Evaluation System

b. The rubric(s) and weighting scales/scoring systems used to define and assign an employee’s final evaluation rating

Student performance data, teacher performance as reviewed by the administrator using formative feedback and the formal observation process and professional development are the three metrics used to determine an employee’s final evaluation rating.

Individual Teacher Value-Added Score/Student Performance Data Used (with 3 years of data):

Performance of Student Data (valued-added data)	50%
Administrative Review	40%
Professional Development	10%

School-wide Value Added Score/Student Performance Data Used or Less than 3 Years of Individual Data:

Performance of Student Data (value-added data)	40%
Administrative Review	50%
Professional Development	10%

Total evaluation rating ranges

Highly Effective	≤ 75	to	≤ 100
Effective	≤ 50	to	< 75
Needs Improvement/Developing	≤25	to	< 50
Unsatisfactory	0	to	< 25

The district is measuring student performance as a percentage of students meeting expectation through the value-added model. The point range for the student performance metric using three years of data will be a 0-50 point scale. The point range for the student performance data using less than three years of data will be a 0-40 point scale.

c. The process of aligning the final rating

The direct supervisor(s)/administrator for each instructional personnel will be responsible for formal and informal observation(s), determination of the Professional Development score, the administrative review, and completion of the summative evaluation. The summative evaluation is digital and the final rating is automatically calculated in the form.

d. The calculation and weighting method for the final rating

The final overall evaluation ratings for the 2010-2011 appraisal pilot were:

Pinellas County Schools Teacher Evaluation System

Highly Effective 75% and above
 Effective 40% to 74%
 Ineffective 39% and below

The pilot evaluation results were analyzed and used to develop the final ranges, including an additional fourth category of Developing/Needs Improvement, as indicated above. The state ranges for overall rating will be implemented as soon as they are determined.

The calculation of the final rating is illustrated below:

Final Scoring System					
Performance Review Scoring Components	Points Possible (A)	Actual Point Score (B)	Component Weights (C)	Score Quotient* (D)	Component Score** (E)
Professional Expectations Data	40 (or 50)				
Performance of Students Data	50 (or 40)				
Professional Development Data	10				
Component Total					
***Final Score					
*The component weight of professional expectations and student performance data may vary depending upon the number of years' data available and the data used for the individual teacher.					
Highly Effective (≤ 75 to ≤ 100); Effective (≤ 50 to < 75); Needs Improvement/Developing (≤ 25 to < 50); Unsatisfactory (0 to < 25)					

2011-2012 Final Evaluation Ratings:

Total evaluation rating ranges

Highly Effective	≤ 75	to	≤ 100
Effective	≤ 50	to	< 75
Needs Improvement/Developing	≤ 25	to	< 50
Unsatisfactory	0	to	< 25

Section 2. System Components Referenced Only by the MOU

4. Teacher and Principal Involvement

a. The process for development of the evaluation system

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In January 2009, Human Resources began the process to revise the Performance Appraisal instrument. The district reviewed the teacher appraisal process to determine what was working and make adjustments for improvement. Teacher representatives met at north and south county locations to review the state requirements, and examine the appraisal process. The information that was gathered from each group included: what worked, obstacles, and improvement considerations. A committee completed a draft appraisal system in the summer.

In the fall, additional state requirements, in the form of Differentiated Accountability and Florida's application for the Race to the Top required the district to further revise the initial draft to include mandated elements in the performance appraisal instrument.

The information from the goals and actions generated at SPC's collaborative labs captured stakeholder input (teachers, principals, community, and district personnel) on the Race to the Top grant application. This information also influenced the revision of the performance appraisal process. In addition, the visions expressed through the work done with our professional development partnership, The UF Lastinger Center, shaped the direction of the performance appraisal process.

The synthesis of this information and consultation with District General Counsel to insure initial understanding of Florida Statute was developed and done by Research and Accountability. Initial draft instrument proposals were shared with Human Resources, Curriculum and Instruction, District Regional offices, teacher representatives, teacher's union representatives, and principal representatives for feedback on key issues and concerns. Revisions were made and a draft was presented to the Board in May 2010.

The new performance appraisal was piloted in fifteen schools during the 2010/2011 school year. Professional development collected feedback from administrative teams, teachers and peer reviewers throughout the pilot year. Teachers and administrators were invited to an Illuminate session to review and provide feedback for the revised performance rubric. In addition a forum was set up to allow teachers to view the rubric and provide additional comments and input. This information together with the new requirements from the Student Success Act was used to revise the pilot evaluation system. The purpose of the redeveloped evaluation system is to increase student learning growth by improving the quality of instruction, administrative, and supervisory service.

b. The process that will be used for continued teacher and principal involvement

Each spring the district conducts a survey to assess the effectiveness of the appraisal process. The survey results and disaggregated appraisal information will be distributed to each building principal and area superintendent in the fall.

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The evaluation development committee, which includes district administration, school administration, teachers, and other instructional personnel, will meet at least annually to assess progress and propose improvements to the system using appraisal results and student achievement data correlation. Teacher focus group feedback and administrator feedback will also be considered.

Regarding the use of data within the appraisal, a committee will be developed summer 2011 and will meet throughout the 2011-2012 school year to develop the growth measures and specific implementation timeline for additional grades and subjects. The committee will include representation from MIS, R&A, C&I, PD, PCTA leadership, teachers and administrators.

c. Evidence of collective bargaining prior to June 1, 2011

The district values the involvement of the Pinellas Teachers' Association in the appraisal development and implementation process. The PCTA has been a collaborative partner throughout the appraisal development and pilot appraisal process. This communication and collaboration is vital to the success of the evaluation system and our teachers.

Letters signed by the superintendent and PCTA leadership is included in Appendix B.

5. Multiple Evaluations for First Year Teachers:

a. The number of classroom observations and reviews of student performance data

First year teachers will be observed at least twice formally, once per evaluation cycle. The observation conferences will include a review of student work, student performance data, and documentation of teacher performance. The conference will serve as a process to identify areas of strength and expectations to be developed as part of the teacher's individual professional development plan.

b. The types of student performance data to be included

A variety of data sources, dependent upon the teacher's level and teaching assignment, will be used during the conferences to support teacher feedback and continual growth. Data sources include:

Elementary

- FAIR
- Pinellas County Assessment System (conducted three times per year)
 - Math
 - Science

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- Writing
 - Discipline Referral Data
- Middle
- FAIR
 - Discipline Referral Data
 - Pinellas County Assessment System (conducted three times per year)
 - Math
 - Science
 - Writing
- High School
- FAIR
 - Discipline Referral Data
 - Student Attendance Data

c. Who conducts the observations and data reviews

The supervising administrator will conduct the required observations, data reviews, and evaluations.

d. The feedback process for newly hired teachers

Two formal pre-observation and post-observation conferences will be facilitated by the supervising administrators.

The first evaluation will be completed within the first 60 days of employment, including a formal observation and feedback conference.

New teachers will also have a mentor to provide on-going support and feedback on a regular basis. In addition, the early career support program will offer on-going just in time training and the use of video to provide both feedback and support.

Early career teachers will participate in a beginning teacher program. This comprehensive instructional model provides a trained mentor to guide teachers in their professional growth, move teaching practices forward, and support student achievement. The mentor component will include observation and feedback, planning, and co-teaching or modeling teaching practices, while respecting the mentor/teacher confidentiality. In addition, early career teachers will join a professional learning community designed to assist them in their first three years to develop their knowledge and skills. Teachers will study, reflect, and plan using research based strategies proven to increase student learning.

e. If a modified observation instrument or rating system is employed

A modified observation instrument and rating system will not be employed. Rather, the same observation and evaluation form will be used in order to provide meaningful, aligned feedback.

6. **Additional Metric Evaluation element**
 - a. **The additional “metric(s)” employed as part of the multi-metric evaluation**

The three metrics that will be included in the teacher evaluation system are student performance data, administrative review, and professional development. The professional development metric measures completion of individual professional goals included on the teacher’s Individual Professional Development Plan (IPDP). The goals on the IPDP will be based upon the teacher’s previous annual appraisal and the teacher’s student growth data. Review of the previous appraisal and analysis of the student data will be an integral part of the IPDP development process.
 - b. **The scope of the workforce to which the added metric(s) apply**

All instructional staff will utilize the professional development metric.
 - c. **How the results of the additional metrics figure into the calculation of the final rating**

The professional development metric will comprise 10% of the final rating for all instructional staff.
 - d. **For any additional metrics that the district has not yet developed, the timeline for development and implementation of those**

The district continues to research a cost efficient and effective peer review system. The goal is to develop and implement a peer review system by the 2014 -2015 school year.
 - e. **Where additional metrics are used, explain how a proficiency rating for the metric will impact the summative evaluation**

The district will negotiate the impact of the peer review metric on the proficiency rating with the Pinellas County Teachers’ Association (PCTA).

7. **Milestone career event(s)**
 - a. **Descriptions of milestone event(s) selected**

Pinellas County defines a milestone event as, but not limited to, a promotion, addition of job responsibilities (team leader, department chair, mentor), selection for the instructional coach pool, selection as a teacher on special assignment or selection for the assistant principal pool.

 - b. **When the multi-metric evaluations will occur for these employees**

All instructional and administrative employees will have a multi-metric annual evaluation beginning in the 2011-2012 school year.

c. Any additional explanation of how these are conducted or who is involved if different from the regular evaluation process

The multi-metric evaluation process is the same regardless of a milestone event.

8. Annual Evaluation

Every employee will have an annual evaluation, including at least one formal observation cycle. A pre-conference will be held between the administrator and the teacher and a Pre-Observation Conference form will be completed by the teacher prior to the observation. The observation must be no less than one half-hour in duration without interruption. The administrator will use the Observation Tool to collect information. The administrator and teacher will have a post-conference to discuss the observation and provide the teacher with feedback. This conference will take place within ten days of the observation. The Post-Observation Conference form will be completed during the conference. Prior to the end of May, each teacher will complete a self evaluation and submit it to the administrator before the evaluation conference. The supervising administrator will complete a summative evaluation and meet with each individual teacher to discuss and finalize the annual evaluation.

9. Improvement Plans

a. How the evaluation system supports the district and school improvement plans

The district and school improvement plans are aligned to the new appraisal



system. Results of teacher evaluation will be used to develop the district improvement plan, school improvement plan, and professional development system.

b. How evaluation results are used when developing school and district improvement plans

Teacher appraisal results will be analyzed district wide to identify professional development priorities and district improvement goals. These priorities will become an integral part of the district improvement plan. District appraisal trends from first year teachers' appraisals will also be used to inform and make revisions to the Early Career teacher support program. Correlation between student learning growth and performance evaluation results will be analyzed annually.

Trends identified in administrator appraisal data will be used to design administrator professional development and to inform improvements in leadership programs.

Annually, each school will receive the overall evaluation results of teachers, including results with the number and percentage of teachers scoring at each rating level for each indicator of the quality teaching rubric. These results will be analyzed as part of the School Improvement Plan (SIP) development process and will help determine, in conjunction with student results, the school's professional development activities included in the school's SIP. Schools will receive school wide teacher appraisal results. These results will be analyzed and used in development of the school improvement plan and school professional development initiatives.

Each summer the overall district evaluation results will be analyzed, both by overall rating category and by specific expectation and indicator within the administrator review. These results will be shared with the school board and will be used to make revisions to the District Improvement Plan. As part of this review process, the Professional Development Advisory Council will review the results and identify areas of priority for district professional development. These priorities will be used to revise the district professional development initiatives and Professional Development System (PDS).

10. Continuous Professional Improvement

a. How information from the evaluation system will be returned to the teacher as feedback for individual continuous improvement

Professional development is integral to the success of the new appraisal system. Teachers receive a copy of their annual evaluation during a conference with their supervising administrator. *Each formal observation is followed by a post conference where the administrator and teacher discuss the observation and the teacher is provided with formative feedback for individual continuous improvement. This conference and the feedback are documented on the Post Observation conference form and the teacher is given a copy. Administrators will also provide teachers with ongoing feedback about their performance through the use of a substantive feedback form. The substantive form includes feedback*

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regarding individual indicators on the teaching rubric as well as comments/suggestions regarding recommendations for growth.

b. The district's timeline for using evaluation results to inform individual professional development – OR-

Data from the annual appraisal and student performance data will be used to create a professional development plan (IPDP). *The revised IPDP includes a link to the previous year's evaluation and a section where the teacher reviews the previous year's evaluation results, completes a self-assessment form and then identifies gaps between the current data and performance and the desired state. At the beginning of the year, the teacher and administrator will review the previous year's evaluation and student data to identify potential areas of IPDP goals. In addition, a section of the revised IPDP asks teachers to collaborate with peers and consult research regarding their current performance and desired state. Periodically throughout the year the teacher and administrator will review and revise the IPDP for continuous improvement. At the end of the IPDP there is a reflection section asking the teacher to describe the impact upon their practice and the impact upon student learning. As part of the end of the year summative evaluation conference, the teacher and administrator will review the IPDP and the changes in the teacher's practice and student learning.*

A timeline is included below:

<i>August – October</i>	<i>Teacher and administrator review previous year's evaluation and student performance results. The current year's IPDP is developed.</i>
<i>September-December</i>	<i>The first semester evaluation is completed for new teachers and struggling teachers. The IPDP is reviewed and revised based upon the evaluation results.</i>
<i>December-February</i>	<i>Teacher and administrator review IPDP, current student data and formative feedback. Revisions to the IPDP are made.</i>
<i>April-June</i>	<i>The teacher completes the Reflection section Of the IPDP. The teacher and administrator Review and discuss the IPDP as part of the Summative evaluation process. Potential areas of focus for the next year's IPDP are identified.</i>
<i>June-August</i>	<i>The district analyzes evaluation results, gathers feedback regarding IPDPs and makes revisions to improve the process.</i>

c. How the district currently uses evaluation results to inform individual professional development and the general timeline for improvements to the process under RTTT

11. Teaching Fields Requiring Special Procedures

a. The district process for identifying fields that need special procedures/criteria

Historically, Pinellas County has had separate appraisals for personnel with unique job responsibilities. This process applies to instructional and/or district personnel whose job responsibilities provide services to students but are not tied directly to student instruction. A group of identified stakeholders are developing rubrics that parallel the new teacher appraisal system.

b. A list of any that have been identified

Library Information Specialist
Therapist
Teacher on Special Assignment
School Counselor
Psychologist
Social Worker
Mentor/Coach

12. Evaluator Training

a. A description of the initial training process

All administrators will initially complete approximately 10-12 hours of training between June 2011 and August 2011 on the new appraisal system. The initial training will include an overview as well as an in depth study of the new rubric. This training will include a synopsis of Robert Marzano and Charlotte Danielson's contemporary research, which is the framework of the new appraisal system. Administrators will observe instructional training videos and practice using the new appraisal instrument and tools. There will be a verification of competence using the new tools accurately prior to completing formal observations. During the August administrator training, there will be a continued focus on the formative and summative processes of appraisal including ongoing feedback and the revised IPDP.

b. The process for on-going training of evaluators

An administrator training schedule will be developed that contains trainings consistent with the framework of the appraisal rubric. Administrators will receive ongoing training on the framework of the new teacher evaluation each month at their Communities of Practice PLC. These trainings will include the use of video and continued practice with the new appraisal tools. New and individual administrator training and support will be provided by district personnel as needed. Monthly region meetings for administrators will review and discuss portions of the appraisal framework with principals.

c. The process for monitoring evaluator performance and consistency of results

Building administrators will be required to conduct at least 2 dual and simultaneous classroom observations. The principal will complete at least one dual observation with the Assistant Principal to check for inter-rater reliability. Administrators in need of individual training will receive differentiated support in order to acquire the skills needed to perform classroom observations.

13. Process of informing Teachers About the Evaluation Process

a. The process whereby personnel are informed of the criteria and procedures by which they will be evaluated, including the transition to the district's new evaluation system under RTTT

Teachers will complete a 3 hour summer training offered in June and July 2011. This training will be an overview of the transition to the new teacher appraisal system. It will include the components of the new teacher appraisal system that describes the metrics of measurement, the process of the evaluation cycle, the contemporary research of Robert Marzano and Charlotte Danielson and the framework of the rubric, as well as how the appraisal system links to their continuous professional improvement. The PCTA will complete this training and partner with the school district to offer continued support to teachers with the transition to the new teacher appraisal system. Teachers will continue to be exposed to information concerning the new appraisal process through electronic communication and the monthly Professional Development newsletter.

In addition, administrators will review the process and criteria of the new evaluation system during pre-school.

b. The procedures for new employees who join the workforce

Teachers hired after the beginning of school will receive the information as part of the early career pathway as well as the site orientation from their administrator. A professional development calendar will consistently offer training on the system throughout the year to train new employees as well as provide follow-up and support to employees already in the district.

14. Parent Input

a. A description of opportunities for parent input

Administrators receive feedback from SAC, PTA, and individual parents all year. The district provides parents a standard process and form to utilize for the purpose of input. Parents are advised that the input form is available in the front office and must be returned to an administrator when it is completed. A copy is made available to the teacher. Input from the parent must be signed to be given consideration. The administrator decides how much weight is given to the parent input form. Florida Statute does not dictate the weight but simply indicates a mechanism must be provided for parents to give input "when appropriate." Any administrator receiving input, which indicates a serious professional or ethical problem, should contact the Office of Professional Standards for advice regarding

the situation. Parent Input forms need only be kept on file for one year and then may be discarded. (See Appendix C)

- b. If parent input is used as an additional metric documentation for this component, it should be included with #6 above**

Does not apply.

15. Annual Review by the District

- a. The procedures, time frames, data analysis and personnel involved**

The Professional Development Department and Department of Research and Accountability will analyze the overall appraisal results as well as the appraisal survey data. In addition, the Professional Development Department will conduct annual teacher and administrator focus groups to obtain qualitative feedback about the appraisal system and input for continual improvements. The feedback will be reported to the evaluation committee and used to make system revisions and improvements.

- b. The process for evaluating the effectiveness of the system in supporting improvements in instruction and student learning**

The purpose of the evaluation system is to provide teachers quality feedback regarding their effectiveness and overall performance and to support continual growth that positively impacts student achievement.

The district will perform a comprehensive annual review at the completion of the annual summative evaluations once FCAT student data is received from the state. The review will include an analysis of FCAT results in correlation to teacher appraisal results and the district, school, administrator and individual teacher level.

During the summer of 2011 the district will analyze the pilot appraisal results and use the information to design an evaluation process for the new evaluation system. The evaluation committee as well as the school board will review and approve the system evaluation process. The annual review and system evaluation process will be implemented Spring 2012.

16. Peer Review Option

- a. Whether peer assistance is part of the evaluation system**

The district piloted peer review in 15 schools during the 2010-2011 school year. Utilizing what was learned from the pilot, the district continues to research options for a peer review system that is cost effective and adds value to the process. The goal is to develop and implement a peer review system by the 2014 - 2015 school year.

17. Evaluation by Supervisor

Teacher evaluations must be conducted by a certified administrator. Teachers will be evaluated by their immediate supervisor. Principals will determine which assistant principal will be the supervisor for each teacher.

18. Input into Evaluation by Trained Personnel other than the Supervisor

19. Amending Evaluations

The district and PCTA are currently collaborating and negotiating a process for amendment of evaluations. This process will be included in the new teacher contract.

The amendment process will comply with 1012.34(3), F.S. requiring amendment procedures based on receipt of additional data. “The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. The evaluator must then comply with the procedures set forth.”

**Appendix A
Pre-Observation Conference form**

Teacher	School
Subject/Grade	Date of Conference
Evaluator	Date/Time of Observation
This form is to be used during the conference held prior to the planned classroom visitation. Its purpose is to enhance and clarify the understanding of both the teacher and evaluator of what will be observed during the visitation.	
Directions: Please complete and submit this form to your evaluator prior to the conference. Also, bring a copy of your lesson plans with you to the conference.	
1.2 Plans and Delivers Instruction	
Overall student data for this classroom. (Example: FCAT scores, AYP subgroups)	
List the Essential Learnings (These are the standard(s) to be addressed in the lesson.)	
Describe the method(s) you will use to evaluate that student learning has taken place and how you will differentiate the instruction.	
Identify and Sequence your Activities	
Identify the activities that you and your students will engage in during the lesson and indicate their sequence by numbering the activities in the order in which they will occur in the lesson. Describe what the students will be doing with technology during the lesson. Identify the materials that you will use with your students during the lesson.	
Other Information (anything relevant that will help the evaluator better understand the lesson or classroom environment during the observation)	

Appendix A
Pre-Observation Conference form (page 2)

The following are questions which will be asked during the pre-observation conference. Please reflect and answer these questions in advance of the conference.

What is the essential question(s) for this lesson?

In what ways will you differentiate instruction in this lesson?

At the end of the lesson how will you determine what the students have learned?

How will you use this information to drive instruction?

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Appendix B
Observation Data Collection Tool

<i>Teacher</i>	<i>School</i>
<i>Subject/Grade</i>	<i>Date of Conference</i>
<i>Evaluator</i>	<i>Date/Time of Observation</i>
<i>Observation Data Collection Tool contains indicators that may be observable during a formal observation.</i>	
1.1 Ability to Assess Instructional Needs	
<i>How do I use formative assessments to collect and track student progress and guide instruction? How do I use multiple assessments and information to plan instruction?</i>	
<i>Teacher Evidence</i>	<i>Student Evidence</i>
1.2 Plans and Delivers Instruction	
<i>What do I do to plan and organize for effective instruction? What do I do to establish and communicate learning goals?</i>	
<i>Teacher Evidence</i>	<i>Student Evidence</i>
<i>How do I effectively use a gradual release model for instructional delivery? What do I do to help students effectively interact with new knowledge? What do I do to help students practice and deepen their understanding of new knowledge?</i>	
<i>Teacher Evidence</i>	<i>Student Evidence</i>

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<p><i>What do I do to help students generate and test hypotheses about new knowledge? What do I do to engage students in learning?</i></p>	
<p><i>Teacher Evidence</i></p>	<p><i>Teacher Evidence</i></p>
<p>2.1 Maintains a Student Centered Learning Environment</p>	
<p><i>How do I establish classroom procedures? How do I organize the physical layout of the classroom?</i></p>	
<p><i>Teacher Evidence</i></p>	<p><i>Student Evidence</i></p>
<p><i>How do I apply consequences for lack of adherence to rules and procedures? How do I acknowledge adherence to rules and procedures?</i></p>	
<p><i>Teacher Evidence</i></p>	<p><i>Student Evidence</i></p>
<p><i>How do I demonstrate an understanding of students' interests and background? How do I use verbal and nonverbal behaviors that indicate caring for students? How do I display emotional objectivity and control?</i></p>	
<p><i>Teacher Evidence</i></p>	<p><i>Student Evidence</i></p>
<p><i>How do I provide opportunities to respond for all students? How do I probe incorrect answers by students?</i></p>	
<p><i>Teacher Evidence</i></p>	<p><i>Student Evidence</i></p>

Appendix A
Professional Indicator Rubric: Defining Quality Teaching in Pinellas County Schools

1.1 Ability to Assess Instructional Needs (FEAP a4)				
Key Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
<p>a. How do I involve and guide all students in tracking their own progress toward meeting the goals? (Marzano, 2007)</p>	<p>Adapts or creates new strategies for unique student needs</p>	<p>Integrates student self-assessment and reflection of progress toward performance levels. Engages students in peer assessment of work against criteria/rubric.</p>	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>
<p>b. How do I use formative assessments to collect and track student progress and guide instruction? (Danielson, 1996) (Marzano, 2007) (IRDA, FLDOE)</p>	<p>Adapts or creates new strategies for collecting and tracking student progress</p>	<p>Includes a variety of assessments/checks for understanding as a regular part of instruction. Identifies student understanding/mastery of the lesson goals. Facilitates tracking of student progress using a formative approach to assessment.</p>	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>
<p>c. How do I use multiple assessments and information to plan instruction? (Danielson, 1996) (Marzano, 2007) (IRDA, FLDOE)</p>	<p>Designs or selects researched-based tools and assessments</p>	<p>Adjusts teaching to meet students' immediate needs. Utilizes assessments to determine if adjustments need to be made to curriculum. Utilizes assessments to target and implement specific interventions needed for students not</p>	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>

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			<p>making progress toward learning goals. Follow-up to monitor students' retention, reinforcement, or enrichment of skills and plans for re-teaching, additional practice and follow-up. Monitors the extent to which students understand their level of performance.</p>		
<p>d. How do I utilize available technology to collect, analyze, and communicate student data? (Danielson, 1996)</p>	<p>Adapts or creates new strategies with the use of available technology to collect, analyze and communicate student data.</p>	<p>Uses a defined process for disseminating information and receive feedback through the use of two-way communication tools such as forum posts in Moodle, Outlook e-mail, or Portal messaging. Uses district database methods to gather and analyze student data. Uses technology to create visual displays of results.</p>	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>	
<p>e. How do I maintain accurate, complete, and updated documentation of student data? (IRDA, FLDOE)</p>	<p>Adapts or created new strategies</p>	<p>Provides and implements a structure to document current student data for all assessments as well as observational and anecdotal records in the course of monitoring students' development.</p>	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>	

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1.2 Plans and Delivers Instruction (FEAP a1, a3)				
Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
a. What do I do to plan and organize for effective instruction? (Danielson, 1996) (Marzano, 2007)	Adapts or created new strategies for unique student needs	Develop goals that are aligned to district curriculum and/or NGSSS. Select instructional strategies based on student learning needs. Organize students to interact with new knowledge.	Implements incorrectly or with parts missing.	
b. What do I do to establish and communicate learning goals? (Marzano, 2007)	Adapts or created new strategies for unique student needs	Provide clear learning goals and scales to measure those goals. Post objectives in a student-friendly essential question/teaching point and reference throughout the lesson to help students make connections to the learning goal.	Implements incorrectly or with parts missing.	Implementation was called for but not exhibited.
c. How do I effectively utilize a gradual release model for instructional delivery? (IRDA, FLDOE)	Adapts or created new strategies for unique student needs	Use an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice Science and Math may use the 5 Es Model	Implements incorrectly or with parts missing.	Implementation was required but not exhibited.
d. What do I do to help students effectively interact with new knowledge? (Marzano, 2007)	Adapts or created new strategies for unique student needs	Use <i>one or more</i> of the following strategies correctly <i>when appropriate</i> : <ul style="list-style-type: none"> • identify critical information • organize students 	Implements incorrectly or with parts missing.	Implementation was called for but not exhibited.

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			<ul style="list-style-type: none"> to interact with new knowledge • preview new content • chunk into digestible bites • process and elaborate on new information • record and represent new knowledge • use questioning techniques to promote learning 		
<p>e. What do I do to help students practice and deepen their understanding of new knowledge? (Marzano, 2007)</p>	<p>Adapts or created new strategies for unique student needs</p>	<p>Use <i>one or more</i> of the following strategies correctly <i>when appropriate</i>:</p> <ul style="list-style-type: none"> • review content • organize students to practice and deepen knowledge • use homework effectively • examine similarities and differences • examine errors in reasoning • practice skills, strategies, and processes • revise knowledge • use questioning techniques to promote learning 	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>	

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<p>f. What do I do to help students generate and test hypotheses about new knowledge? (Marzano, 2007)</p>	<p>Adapts or created new strategies for unique student needs</p>	<p>Use <i>one or more</i> of the following strategies correctly <i>when appropriate</i>:</p> <ul style="list-style-type: none"> • organize students for cognitively complex tasks • engage students in cognitively complex tasks involving hypothesis generating and testing • provide resources and guidance • use questioning techniques to promote learning 	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>
<p>g. What do I do to engage students in learning? (IRDA, FLDOE) (Danielson, 1996) (Marzano, 2007)</p>	<p>Adapts or created new strategies for unique student needs</p>	<p>Use <i>one or more</i> of the following strategies correctly <i>when appropriate</i>:</p> <ul style="list-style-type: none"> • Notice and react when students are not engaged • Use academic games • Manage response rates • Use physical movement • Maintain a lively pace • Demonstrate intensity and enthusiasm • Use friendly controversy • Provide opportunities for students to talk about themselves 	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>

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			<ul style="list-style-type: none"> Present unusual or intriguing information 		
h.	How do I use available technology tools and resources to engage students in learning? (IRDA, FLDOE)	Adapts and creates new strategies for unique student needs and situations	Utilizes different forms of technology during daily classroom instruction.	Implements incorrectly or with parts missing.	Implementation was called for but not exhibited.
i.	How do I provide students with opportunities to use technology to support learning? (Danielson, 1996)	Adapts and creates new strategies for unique student needs and situations	Students are utilizing technology tools to create products to support learning. Students are working collaboratively with the technology. Students are directed to the appropriate technology tool for learning.	Implements incorrectly or with parts missing.	Implementation was called for but not exhibited.

2.1 Maintains a Student-Centered Learning Environment (FEAP a2)

Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
a. How do I celebrate student success? (Marzano, 2007)	Adapts and creates new strategies for unique student needs and situations by using data from monitoring results to improve student results.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal, and monitors the extent to which students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Implementation was called for but not exhibited.

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<p>b. How do I establish classroom routines? (Marzano, 2007)</p>	<p>Adapts and creates new strategies for unique student needs and situations by using data from monitoring results to improve student results.</p>	<p>Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students exhibit expected behavior.</p>	<p>Establishes and reviews expectations regarding rules and procedures.</p>	<p>Implementation was called for but not exhibited.</p>
<p>c. How do I organize the physical layout of the classroom for learning? (Marzano, 2007)</p>	<p>Adapts and creates new strategies for unique student needs and situations by using data from monitoring results to improve student results.</p>	<p>Organizes the physical layout of the classroom to facilitate movement, instructional groups, and to focus on learning and monitors the impact of the environment on student learning.</p>	<p>Uses strategy incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>
<p>d. How do I demonstrate “withitness”? (Marzano, 2007)</p>	<p>Adapts and creates new strategies for unique student needs and situations by using data from monitoring results to improve student results.</p>	<p>Uses behaviors associated with “withitness” including circulation and scanning to monitor the students’ behavior and engagement. Demonstrates an awareness of student activity, engagement, and understanding. Intervenes as appropriate.</p>	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>
<p>e. How do I apply consequences for lack of adherence to rules and</p>	<p>Adapts and creates new strategies for unique student needs and</p>	<p>Develops, teaches, and applies consequences for not following rules and procedures consistently and fairly, and monitors</p>	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>

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procedures? (Marzano, 2007)	situations by using data from monitoring results to improve student results.	the extent to which rules and procedures are followed.		
f. How do I acknowledge adherence to rules and procedures? (Marzano, 2007)	Adapts and creates new strategies for unique student needs and situations by using data from monitoring results to improve student results.	Acknowledges adherence to rules and procedures consistently and fairly, by using at least 3:1 Positive to Negative Ratio of Interactions, and monitors the extent to which students exhibit expected behavior.	Implements incorrectly or with parts missing.	Implementation was called for but not exhibited.
g. How do I demonstrate an understanding of students' interests and background? (Marzano, 2007)	Adapts and creates new strategies for unique student needs and situations by using data from monitoring results to improve student results.	Uses students' interests and background to engage in respectful interactions with students and monitors the sense of community in the classroom.	Implements incorrectly or with parts missing.	Implementation was called for but not exhibited.
h. How do I use verbal and nonverbal behaviors that indicate caring for students? (Marzano, 2007)	Adapts and creates new strategies for unique student needs and situations by using data from monitoring results to improve student	Uses verbal and nonverbal behaviors that indicate caring for students while maintaining at least a 3:1 Positive to Negative Ratio of Interactions which will monitor the quality of relationships in the classroom. (tone , volume, cadence)	Implements incorrectly or with parts missing.	Implementation was called for but not exhibited.

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	results.				
i.	How do I display emotional objectivity and control? (Marzano, 2007)	Adapts and creates new strategies for unique student needs and situations by using data from monitoring results to improve student results.	Behaves in an objective and controlled manner (rational detachment) and monitors the effect on the classroom climate.	Implements incorrectly or with parts missing.	Implementation was called for but not exhibited.
j.	How do I provide opportunities to respond for all students? (Marzano, 2007)	Adapts and creates new strategies for unique student needs and situations by using data from monitoring results to improve student results.	Provide opportunities for all students to respond, regardless of perceived ability level, expectancy or performance, with the same frequency and depth and monitors the quality of participation of each student.	Implements incorrectly or with parts missing.	Implementation was called for but not exhibited.
k.	How do I probe incorrect answers by all students? (Marzano, 2007)	Adapts and creates new strategies for unique student needs and situations by using data from monitoring results to improve student result.	Probes incorrect answers of all students, regardless of perceived ability level, expectancy or performance, with the same frequency and depth and monitors the level and quality responses of students.	Implements incorrectly or with parts missing.	Implementation was called for but not exhibited.
3.1 Performs Professional Responsibilities (FEAP b1)					
Indicator	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory	

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<p>a. How do I demonstrate and implement the Principles of Professional Conduct of the Educational in Florida?</p>	<p>Models the Principles of Professional Conduct of the Educational Profession in Florida.</p> <p>PCSB Policy 3210 Standards of Ethical Conduct for Instructional Personnel</p>	<p>Demonstrates and implements the Principles of Professional Conduct of the Educational Profession in Florida.</p>	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>
<p>b. How do I adhere to state, district and school guidelines and policies?</p>	<p>Demonstrates the ability to: Mentors and guides colleagues in implementing the state, district and school guidelines. Serves as Peer teacher. Classroom serves as a demonstrator model. Serves as a resource for site based professional development regarding state, district and school guidelines and policies.</p>	<p>Consistently reports to work on time. Follows the guidelines for absences/tardies. Follows procedures for reporting absences/tardies. Completes specified federal, state, district and school professional development as required for certification, and job requirements.</p>	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>
<p>3.2 Engages in Continuous Improvement for Self and School (FEAP b2)</p>				
<p>Indicator</p>	<p>Highly Effective</p>	<p>Effective</p>	<p>Developing/Needs Improvement</p>	<p>Unsatisfactory</p>

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<p>a. How do I contribute to the school and district? (Danielson, 1996)</p>	<p>Volunteers to participate in school and district projects making substantial contributions. Assumes a leadership role in a major school or district project.</p>	<p>Implements school initiatives. Implements strategies that contribute to meeting the goals in the SIP.</p>	<p>Participates in school and district projects when specifically asked.</p>	<p>Avoids becoming involved in school and district projects.</p>
<p>b. How do I work with colleagues to improve professional practice? (Marzano, 2007) (Danielson, 1996)</p>	<p>Assumes a leadership role in facilitating work with colleagues, to improve professional practice (participates actively in multiple groups).</p>	<p>Engages in dialog and reflection utilizing the cycle of improvement that analyzes data, student work, instructional strategies, and discusses opportunities to improve student learning and professional practice. (PLCs) Consults, when necessary, with School Based Leadership team to determine types of interventions needed based on assessments for students not making progress in core instruction.</p>	<p>Exhibits minimal participation in discussion, reflection or the cycle of improvement to improve student learning and professional practice.</p>	<p>Involvement was called for but not exhibited.</p>
<p>c. How do I grow and develop professionally? (Danielson, 1996)</p>	<p>Contributes to professional organizations, literature, and/or professional development opportunities to extend own</p>	<p>Develops and implements IPDP-analyzes disaggregated student data, student work, SIP, and appraisal. Sets and modifies goals considering self-assessment and a variety</p>	<p>Participates in professional activities to a limited extent when they are convenient.</p>	<p>Implementation was called for but not exhibited.</p>

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	teaching practice and that of colleagues.	of sources. Completes professional development aligned to the Individual Professional Development Plan. Demonstrates knowledge and skills acquired from professional development. Engages in district initiatives that include the intentional study of my practice (ex: inquiry or lesson study).		
d. How do I advocate for students? (Danielson, 1996)	Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.	Works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Does not knowingly contribute to some students being ill served by the school.	Implementation was called for but not exhibited.
e. How do I establish processes to ensure ongoing parent or guardian communication? (Danielson, 1996)	Adapts or creates new strategies for unique student/family needs.	Provides frequent information to parents about the instructional program in a variety of ways. Provides regular communication with parents/guardians about student progress for learning and behavior. Responds to request for parent conferences in a timely manner.	Implements incorrectly or with parts missing.	Implementation was called for but not exhibited.

Pinellas County Schools Teacher Evaluation System

<p>f. How do I respond to the diverse needs of families when communicating and planning instruction? (Danielson, 1996)</p>	<p>Adapts or creates new strategies for unique student/family needs.</p>	<p>Provides information in various formats to meet the needs of diverse populations. Attends trainings to increase knowledge and understanding how to effectively communicate with diverse populations (e.g., Cultural Competency Training).</p>	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>
<p>g. How do I use available technology as a tool for communication with parents and colleagues? (Danielson, 1996)</p>	<p>Adapts or created new strategies for unique student/family needs</p>	<p>Develops and consistently utilizes a defined process for disseminating information and receiving feedback utilizing two-way communication tools such as forum posts in Moodle, Outlook e-mail, or Portal messaging.</p>	<p>Implements incorrectly or with parts missing.</p>	<p>Implementation was called for but not exhibited.</p>

Appendix B



June 1, 2011

Ms. Kim Black, President
Pinellas Classroom Teachers Association
650 Seminole Blvd
Largo, FL 33770

Dear Ms. Black,

On behalf of the Pinellas County School District, I want to gratefully acknowledge the support of the Pinellas Classroom Teachers Association in regard to the district's submission of its teacher evaluation system to the Florida Department of Education for review and approval.

We appreciate the Association's acknowledgment that Senate Bill 735 requires Florida school districts to have a multi-metric evaluation system in place for the 2011-12 school year that depends in part on student performance data and provides for "continual quality improvement of the professional skill of instructional personnel." We further appreciate the Association's recognition that the district is required to have an evaluation system in place that meets those criteria under the terms of our Race to the Top grant.

We especially are grateful for the Association's support of these specific elements of the new evaluation system:

- The teacher performance rubric
- The development process
- The temporary student performance data system

I believe that our continued combined support and collaboration on behalf of the teachers of Pinellas County Schools will provide the leadership necessary for attaining the highest levels of student achievement.

Respectfully,

A handwritten signature in black ink that reads 'Julie M. Janssen'.

Julie M. Janssen, Ed.D.
Superintendent
Pinellas County Schools

Cc: Marshall Ogletree, Executive Director of PCTA
Lisa Grant, Director of Professional Development

PINELLAS COUNTY SCHOOLS
200 EAST 11TH ST., 10th FL.
LARGO, FL 33770-2540
TEL: 727-253-7541
FAX: 727-253-8222
WWW.PCSB.ORG

SCHOOL DISTRICT OF
PINELLAS COUNTY, FLORIDA
Chairperson
Carol J. Cook

Vice-Chairperson
Toby L. Smith

District Clerk
Jill A. Gannon
 District Treasurer
Lisa A. Lerner
 District Auditor
Jill A. Gannon

Superintendent
Julie M. Janssen, Ed.D.

Pinellas County Schools Teacher Evaluation System

Appendix B

FROM: PCTA LETTER

FILE NO.: 17275965722

DATE: 31 MAY 2011 05:52:11 PM



Pinellas Classroom Teachers Association

650 Seminole Boulevard, Largo, Florida 33770-3605 Tel: 727-585-6948 Fax: 727-586-6722

Kim Black, President

Marshall Opletree, Executive Director

May 31, 2011

Dear Dr. Janssen:

Please be advised that the Pinellas County School District and the Pinellas Classroom Teachers Association have been actively engaged in collective bargaining negotiations and/or teacher evaluation system development consistent with the precepts contained in SB 736 and the Race to the Top grant in order to revise the teacher evaluation system for the 2011-2012 school year. It remains our intent to continue good faith negotiations in accordance with Chapter 447. Following implementation of the pilot appraisal of 2010-2011, we will continue to design a teacher evaluation system that combines the Race to the Top requirements with those required in the recent passage of SB 736.

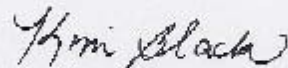
The checklist and the activities of negotiations included with this letter will illustrate what we have accomplished, the process that we are using, the challenges that we now or will soon confront and the work yet to be developed and negotiated. It is also our intent that this document will assist the Department of Education (DOE) in ensuring that we have met the requirements in each area for the RTTT grant and SB 736.

It is the intent of the bargaining parties to fully address and comply with the law and the mandates of the Race to the Top grant while maintaining a focus on the needs of the district with regard to time, capacity, flexibility, and fairness. For this reason, the parties agree to maintain ongoing, regular meetings to address any substantive revisions required following the DOE's review and to monitor the ongoing implementation of the new system.

While we are concerned about the manner in which student achievement will impact teacher evaluation, we will continue to be a partner with the district in making decisions regarding student performance data to be used in the teacher evaluation system.

Should the current statute and/or any portion thereof be overturned as a result of legal challenges, the parties will immediately resume negotiations to seek agreement on a successor system. We look forward to our continued work on the new teacher appraisal.

Sincerely,


Kim Black

Pinellas County Schools Teacher Evaluation System

Appendix C

PINELLAS COUNTY SCHOOLS PARENT INPUT FORM (REGARDING TEACHER PERFORMANCE)

Pinellas County Schools welcomes the input of parents regarding the job performance of district instructional employees. When you have completed the form, please return it to the school, c/o the principal. Please be sure to retain your copy. The Parent Input Forms are available in the main office. All comments will be shared with the employee for professional growth and/or recognition.

Employee Name _____ Date _____

Parent/Guardian Name _____ Student Name _____

School _____

Parent's Comments:

For your comments to be considered, you must sign below.

Parent/Guardian Signature _____
(required)

White - Principal

Yellow - Teacher

Pink - Parent

Appendix D

IPDP



**Pinellas County Schools
Individual Professional Development**
Professional development is fundamental to school improv

The purpose of the IPDP is to intentionally and incrementally improve our practice in order to increase student achievement.

DEMOGRAPHIC DATA

1 Last Name, First Name

2 Position/Job Title

3 School Site

4 Subjects

5 School Year

6 Grades Taught

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7 Total Number of Students

8 Certification Areas

DATA ANALYSIS: Define Your Current Reality

Review your school improvement plan. <http://www.flbsi.org/SIP/>

9 Type 2 of your school-wide initiatives in the box below.

Teacher appraisal data - please review your most recent appraisal.

[Click here](#) and fill out your teacher evaluation self assessment form for the current school year.

Data Comparison

10 Please explain the assessment data you are comparing. (ie: FCAT, subtests of FAIR, District Assessments)

11 Current Level of Performance: *(ie: % level 3 and above, % meeting/exceeding expectation)*

12 Expected Level of Performance: *(ie: 84% Level 3 or above, % meeting/exceeding expectation)*

ACTION PLAN DEVELOPMENT

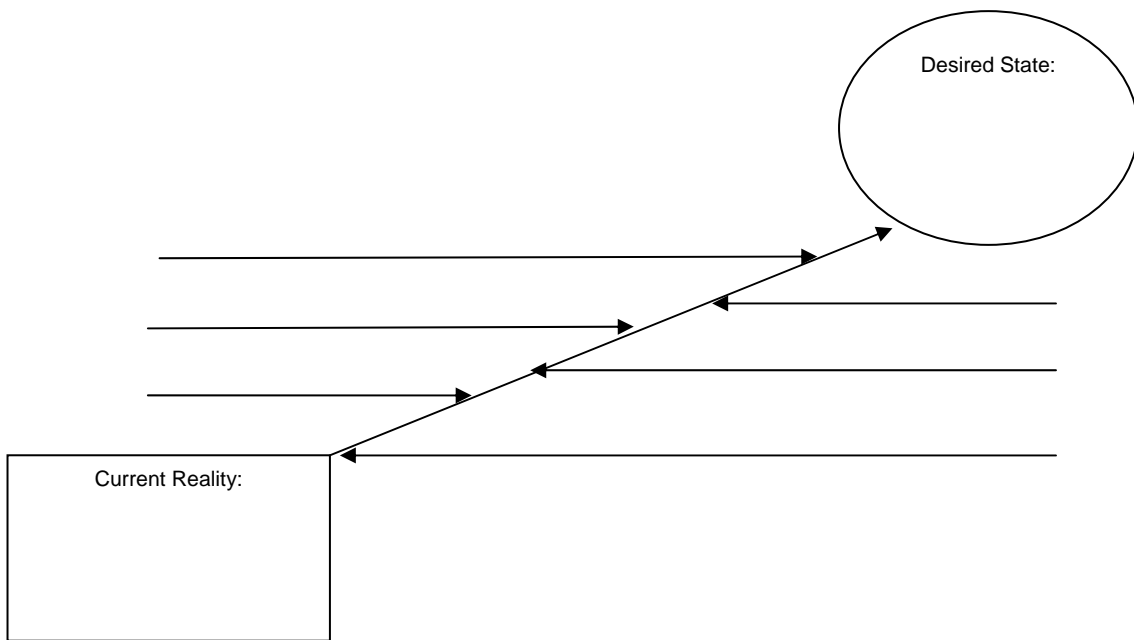
13 **Collaboration with Peers**

Review your School-wide Initiatives/SIP, teacher appraisal data and your student data. What questions begin to surface concerning your instructional practice in relation to the data? Discuss this with your peers.

ex: For the first time in my 5th grade classroom, I have ESOL students. I'm wondering what strategies I can use to ensure that these students can engage in the learning while I still meet the needs of native speakers.

14

ACTION



Problem Solving or Inquiry Process

What is the problem I wish to investigate? What issue or dilemma is worrying, or challenging me in my practice?

ex: How will weekly class meetings affect the ability of my 5th grade students to become problem solvers?

ex. How will using bilingual book buddies affect the reading achievement of ESOL kindergarteners?

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GOAL DEVELOPMENT

***15 IPDP Goal 1 REQUIRED (A measurable goal related to student achievement)**

16 IPDP Goal 2:

OPTIONAL (required for new teachers and those identified as not meeting expectations through teacher appraisal; may be used by others for Personal Career Development identification)

RESEARCH

Consult with peers (e.g., grade level team, PLCs, or departmental colleagues). Describe current state. Try to frame the dilemma in an open-ended way. Use structures like “What will be the outcome if I implement...?” or “What is the effect of ...?” “What am I going to do about it/what steps can I take to resolve this dilemma?”

What are some professional resources (journals, experts, books, web sites) that I can consult to learn more about what is known in relation to my dilemma? What data do I need to collect to tell me about the impact of the changes I try in relation to my dilemma? Be sure to think about both quantitative (numbers) and qualitative (attitudes, opinions, observations, patterns) sources of data that you might use to measure your results.

ACTION PLAN IMPLEMENTATION

Develop a plan to move from current to desired state. Show checkpoints (chronological) along the way.

Checkpoints include:

- Frame problem or dilemma using data.
- Consult with colleagues for feedback.
- Read about issue in professional journals.
- Design a plan of action.
- Implement.
- Collect data on effect.
- Analyze data.
- Share results with other educators.

17 Action Plan: Goal 1 - What is your plan for professional development? Explain your inquiry project or list MoodleLMS courses that you will participate in to improve your practice.

18 Action Plan: Goal 2 **OPTIONAL** (required for new teachers and those identified as not meeting expectations through teacher appraisal; may be used by others for Personal Career Development identification)

REVIEW AND REFLECTIONS

19 In the box below, please list IPDP review dates and notes regarding conferences with your administrator.

RESULTS

20 What was the impact upon my practice?

21 What was the impact upon student learning? Refer to your IPDP goal(s). Describe the student achievement results.

Goal 1 results:

Goal 2 results: