

**SUBJECT: PROCEDURES FOR EVALUATING
INSTRUCTIONAL PERSONNEL**

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I. INTRODUCTION:

The purpose of this bulletin is to identify the necessary steps and procedures required by the Collective Bargaining Agreement of the Broward Teachers Union for evaluating Instructional employees.

II. PROCEDURES

A. REQUIRED TRAINING

All administrators who evaluate teachers are required to take the FPMS training and update, NESS training, and IPAS training.

B. ORIENTATION

All instructional personnel must be oriented to the IPAS instrument and process by September 15th, or upon hire.

C. OBSERVATION/DATA COLLECTION

Formal observations are 30 minutes in length and may be conducted by the Principal or designee. Annual Contract teachers are required to have at least one 30 minute observation during the first semester. For first year Annual Contract teachers, the assessor will notify the employee in advance of the week in which the observation is to take place. Teachers with a Professional Services Contract (PSC) or a Continuing Contract (CC) must be observed during their final year of recertification.

D. FEEDBACK CONFERENCES

Conferences are used to communicate the results of data collection activities and the completion of the assessment form. Feedback includes recommendations for individual professional development and performance improvement. Post observation conferences should take place within 10 working days of the observation.

E. STAFF DEVELOPMENT

Teachers, coaches, and administrators are encouraged to attend staff development throughout the cycle to update and hone skills. Staying abreast of innovative teaching techniques, data collection and interpretation, and conferencing skills, among others, is imperative to improving teacher performance

F. TIMELINE

1. All instructional personnel must be oriented to the IPAS instrument and process by September 15th, or upon hire.
2. AC teachers must be observed and given feedback within the first semester, and all PSC and CC teachers must be observed and given feedback in during their recertification year.
3. Any employee who has performance concerns should be notified as soon as the concerns are identified.
4. The final evaluation must be completed before the final week of school.

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G. RATINGS

1. A rating of S, or Satisfactory, indicates the employee is meeting the job standard. To receive an Overall Satisfactory, all categories must be rated as Satisfactory.
2. A rating of N, or Needs Improvement, indicates the employee does not meet the job standard. This rating can only be used for Annual Contract teachers and a Performance Development Plan (PDP) must be implemented. To receive an Overall Needs Improvement, one or more category must be rated as Needs Improvement, with no ratings of Unsatisfactory.
3. A rating of U, or Unsatisfactory, indicates the employee does not meet the job standard. To receive an Overall Unsatisfactory, a Performance Development Plan (PDP) must be implemented and one or more categories must be rated as Unsatisfactory.

H. CATEGORIES

1. Instructional Planning
2. Lesson Management
3. Lesson Presentation
4. Student Performance Evaluation
5. Communication
6. Classroom Management
7. Behavior Management
8. Records Management
9. Subject Matter Knowledge
10. Other Professional Competencies

I. PERFORMANCE DEVELOPMENT PLAN (PDP)

1. When a rating of Needs Improvement or Unsatisfactory is used, a Performance Development Plan is developed by the principal in collaboration with the employee.
2. Use and implementation of this plan requires
 - a. Identification of deficiencies
 - b. Definition of strategies for improvement
 - c. Definition of an assistance timeline
 - d. Definition of expected outcomes
 - e. Definition of possible consequences for failure to remediate
 - f. Multiple formal observations and conferences
 - g. Completion of assistance activities
 - h. Documentation
3. These plans should be implemented first semester whenever possible

III. RESPONSIBILITIES OF ALL APPLICABLE DEPARTMENTS

A. DIVISION OF HUMAN RESOURCES

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The Division of Human Resources develops and distributes an annual schedule of assessment activities. In addition, it receives completed forms, ensures the implementation of the system, and maintains assessment records in personnel files. The Division of Human Resources coordinates the Instructional Personnel Assessment Committee with the Broward Teachers Union. The Division periodically collaborates with the Department of Program Evaluation to evaluate the IPAS. A.

B. OFFICE OF PROFESSIONAL STANDARDS

This office makes direct interventions with principals and teachers when performance is determined to be unsatisfactory. In addition, it coordinates the New Educator Support System (NESS).

C. HUMAN RESOURCE DEVELOPMENT DEPARTMENT

This department coordinates training programs for assessors and teachers.

D. SCHOOL PRINCIPAL

The principal implements IPAS activities at the school level. He or she is responsible for ensuring that each instructional employee is oriented and that the required assessment is completed. He or she may delegate some data collection activities to another administrator in the school.

IV. REPORTING REQUIREMENTS

A. FORM COMPLETION

1. The three IPAS evaluation forms are to be used for all instructional, media, and student services personnel.
2. Psychologists and other employees whose assignments essentially involve extensive individual casework will be assessed by observation and review of assigned casework at least once annually. Such assessment(s) will be conducted by the Director or Area Coordinators of Psychological Services for psychologists and the similar respective program director for other employees.
3. At least one assessment of each employee will be conducted by the principal, director, or his/her designee.
4. The 'Type of Assessment' (located at the top of the form) should be checked as either:
 - a. Development – All teachers excepting those listed below in Documentation.
 - b. Documentation – All Annual Contract (AC) teachers, all teachers in their fifth year of certificate renewal, and all teachers placed into documentation for performance deficiencies.
5. The Contract Status (located at the top of the form) should be completed as AC (Annual Contract), PSC (Professional Services Contract), or CC (Continuing Contract).
6. The 'Collection Dates' (located at the top of the form) should be completed as a range, i.e. 9/15/03-5/15/04.

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7. Three groups of teachers must be observed prior to receiving an evaluation:
 - a. Annual Contract teachers
 - b. Teachers in their fifth year of certificate renewal
 - c. Teachers placed into documentation for performance deficiencies.
8. The rules for using the ratings are as follows:
 - a. An *overall* rating on the final evaluation of Needs Improvement (N) or Unsatisfactory (U) may only be given when a PDP has been developed.
 - b. A Needs Improvement may only be used for Annual Contract teachers.
 - c. One or more indicators rated as Needs Improvement results in an *overall* Needs Improvement.
9. One or more indicators rated as Unsatisfactory results in an overall Unsatisfactory.
10. The Evaluation Coordinators must be notified prior to the writing of a PDP.
11. The form is completed by the assessor and signed by the employee. The employee's signature indicates only that he/she has read the form and does not necessarily indicate agreement with its content.
12. The final assessment form and any attachments thereto become the complete documentary record of the employee's performance during the particular performance period.
13. The Substitute Teacher Evaluation is optional and is used at the discretion of the Principal. When completed, it is submitted to Supervisor, Personnel Records. An Unsatisfactory performance will result in being placed on the location's "Do Not Use" list and will count as a negative evaluation for the substitute. The Substitute Teacher Clearance Form states: *My name may be removed from the approved substitute teacher list when three or more schools have negatively evaluated my performance.*

V. DISTRIBUTION

All evaluation instruments and manuals must be made readily available to all employee and supervisors. These documents will be housed on the website:

<http://www.broward.k12.fl.us/evaluationcoordinators/>


VI. EXHIBITS

- A. Instructional
- B. Media
- C. Student Services

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Broward County Public School District, Florida		Instructional Personnel Assessment System				
Employee:		School Year	Type of Assessment: (Check One)		Rating Scale	
School:		Personnel #:	Contract Status:	Development:		N - Needs Improvement
Data Collection Dates:		Assessor:	Documentation:			U - Unsatisfactory
Performance Area		Instructional Personnel Performance Indicators			Rating	
Instructional Planning	Develops lesson plans and selects instructional materials and activities which reflect the district's curriculum scope and sequence and identified learners' needs.	Develops lesson plans which reflect the prerequisite knowledge, skills, and readiness of students.	Relates instructional elements such as content, materials, activities, format, and goals to identified student needs.			
	Identifies and sequences content.	Specifies learner objectives and relates these to the instructional activity.	Specifies the steps, sequence, and pacing of student activities appropriate to their needs and the content area.			
Lesson Management	Orients students to classwork, specifies purposes of activities and relationship to the objectives.	Prepares the classroom, materials, and equipment for the presentation of the lesson.	Transitions from one activity or topic to another in accordance with lesson plans and learners needs.			
Lesson Presentation	Selects and uses appropriate instructional techniques including available materials and technology which support learning of the specific types of knowledge or skills.	Emphasizes what is important to remember.	Asks questions which are clear and require students to reflect before responding.			
	Circulates about the room as students engage in seatwork and assists students as needed.	Uses different types of questions to obtain desired learner responses.	Gives clear, brief, and explicit directions and checks for understanding.			
Student Performance Evaluation	Selects or develops a variety of assessments and formats related to specific learning objectives.	Uses test data to diagnose individual student strengths and weaknesses.	Grades tests accurately and objectively.			
	Creates a positive test-taking atmosphere.	Monitors students during testing.	Instructs students in test-taking techniques.			
	Monitors student progress in attaining achievement standards and objectives established by the school, innovation zone, area and District. Provides evidence of improvement of student achievement gains through norm-referenced and criterion-referenced standardized test results where available and at least one of the other following assessment strategies selected by the teacher: student performance demonstrations, teacher observations and portfolios of student work. Where the above referenced standardized student tests are not available, the principal will also select one of the other assessment strategies listed above. The parties recognize that standardized test scores can be influenced by a number of factors outside the school setting such as student mobility rates, the number of special need students, parental support, etc.					
Communication	Speaks in a clear, audible, well modulated voice.	Uses correct grammar in written and oral communications.	Presents connected or associated ideas and thoughts.			
	Expresses interest and excitement through verbal and non verbal behavior.	Demonstrates basic mechanics of writing: spelling, capitalization, and punctuation.	Communicates learner status and progress to parents in order to maintain a positive, collaborative relationship. Additionally communicates learner status and progress to the student and other professionals.			
Classroom Management	Creates and maintains an organized and pleasant working environment in the classroom.	Encourages students to participate and contribute to class activities.	Promotes positive student self-concepts.			
	Identifies individual social, emotional and/or physical needs that might affect school success.	Establishes an environment conducive to positive peer interaction.	Uses appropriate procedures to refer individual students for further assessment or intervention by other professionals.			
Behavior Management	Establishes and implements specific behavioral and procedural expectations, rules, and consequences.	Demonstrates an awareness of what all students are doing. Stops inappropriate behavior before it spreads or becomes more serious.	Reinforces positive student behavior.			
Records Management	Maintains an organized, accurate, and up-to-date lesson plan and grade book.	Maintains accurate attendance records.	Maintains a system for recording individual student's knowledge and skills progress in a subject area.			
Subject Matter Knowledge	Presents accurate information.	Recognizes and promotes the relationship of the subject with the school's curriculum.	Appropriately organizes and presents content for the specific subject.			
Other Professional	Complies with Florida Statutes, State Board of Education Rules, School Board of Broward County Policies, and other applicable regulations.					
Overall Performance Rating	S - Satisfactory	N - Needs Improvement (Annual contract teachers only)		U - Unsatisfactory		
Comments by the assessor:						
Assessor _____ Date _____						
Comments by the employee:						

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Performance Area		School Media Specialist Performance Indicators			Rating
Planning	Effectively utilizes the Library Media Advisory Committee to develop short and long range goals and to evaluate the library/media program.	Establishes written policies and procedures to achieve the goals of the media program.	Provides optimal utilization of school and district media resources and facilities on a fair and equitable basis to students and staff.		S - Satisfactory
	Promotes teacher and student awareness of media resources.	Integrates a sequential program of library media skills instruction into the curriculum in cooperation with teachers.	Provides inservice training to promote effective use of resources and services.		
Lesson Management	Orients students to media center work and specifies purposes of activities and relationship to objectives.	Prepares media center materials and equipment in preparation for the presentation of activity.	Provides transitions from one activity or topic to another in accordance with lesson plans and learner needs.		N - Needs Improvement
Lesson Presentation	Selects and uses instructional techniques and available technology which support learning of the specific types of knowledge or skills.	Emphasizes what is important to remember.	Asks questions which are clear and require students to reflect before responding.		U - Unsatisfactory
	Circulates about the room as students engage in seatwork and assists students as needed.	Uses different types of questions to obtain desired participants' responses. Recognizes students' responses to questions and provides feedback.	Gives clear, brief, and explicit directions and checks for understanding. Reviews student work and provides timely and specific written or verbal feedback.		
Student Evaluation	Provides evidence of use of strategies and direct services which focus on improving student performance and helping students become self-directed learners. This will include, but not be limited to: providing instruction to foster competence in acquiring and using information and ideas and in evaluating information resources; stimulating interest in reading and a appreciation of literature through group instruction and individual guidance; providing intellectual and physical access to materials in multiple formats and working with other educators to design and carry out learning experiences.				
Communication	Speaks in a clear, audible, well modulated voice.	Uses correct grammar in written and oral communications.	Presents connected or associated ideas and thoughts.		
	Expresses interest and excitement through verbal and nonverbal behavior.	Demonstrates basic mechanics of writing: spelling, capitalization, and punctuation.	Develops rapport with parents to foster a positive, collaborative relationship. Additionally, develops rapport with students, staff, and the community to promote the library.		
Media Center Management	Creates and maintains an organized and pleasant working environment.	Encourages students to participate and contribute to media center learning activities.	Promotes positive student self-concepts.		
	Identifies individual social, emotional and/or physical needs that might affect school success.	Establishes an environment conducive to positive peer interaction.	Participates in the selection, training, supervision and evaluation of library personnel.		
Behavior Management	Establishes and implements specific behavioral and procedural expectations, rules, and consequences.	Demonstrates an awareness of what all students are doing. Stops inappropriate behavior before it spreads or becomes more serious.	Uses appropriate procedures to refer individual students for further assessment or intervention by other professionals. Reinforces positive student behavior.		
Records Management	Maintains an organized and up-to-date media center activities.	Maintains accurate user statistics of media center use.	Shows evidence of proper record keeping practices.		
Subject Matter Knowledge	Plans for changing needs and improvements in program, collection, and facilities with administration and faculty.	Maintains effective working relationships with students, faculty, media staff, district staff, and community members.	Develops a collection that supports needs of the curriculum and recognizes individual levels of ability and interests.		
	Shows evidence of professional growth.	Analyzes school goals and objectives and recorded data to plan media program, resources, and services.	Prepares and submits accurate and punctual reports.		
Other Professional	Complies with Florida Statutes, State Board of Education Rules, School Board of Broward County Policies, and other applicable regulations.				
Overall Performance Rating	S - Satisfactory	N - Needs Improvement (Annual contract teachers)	U - Unsatisfactory		
Comments by the assessor: _____ only)					
Assessor _____ Date _____					
Comments by the employee: _____					

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Performance Area		Student/Support Services Personnel Performance Indicators			Rating
Planning	Develops, plans, and selects materials and activities which reflect the identified participant's needs.	Develops plans which reflect the prerequisite knowledge, skills, and readiness of participants.	Relates content, materials, activities, format, and goals to identified participant		
	Identifies and sequences content.	Specifies participant's objectives and relates these to the activity.	Specifies the steps, sequence, and pacing of participant activities appropriate to their needs.		
Organization	Orients participants to tasks, specifies purposes of tasks, and relationship to the objective.	Prepares materials and equipment in preparation for the presentation of activity.	Transitions from one activity or topic to another.		
Presentation of Content	Selects and uses techniques which support learning.	Emphasizes what is important to remember.	Asks questions which are clear and require participants to reflect before responding.		
	Circulates about the room as participants engage in tasks and assists participants as needed.	Uses different types of questions to obtain desired participants' responses. Recognizes participants' responses to questions and provides feedback.	Gives clear, brief, and explicit directions and checks for understanding. Reviews participants' work and provides timely and specific written or verbal feedback.		
Evaluation of Student and Program	Selects or develops a variety of assessments and formats related to specific learning objectives.	Uses test data and other assessments to diagnose participant strengths and weaknesses.	Scores tests accurately and objectively.		
	Creates a positive assessment atmosphere.	Monitors participants during assessment.	Instructs participants in assessment techniques.		
Communication	Speaks in a clear, audible, well modulated voice.	Uses correct grammar in written and oral communications.	Presents connected or associated ideas and thoughts.		
	Expresses interest and excitement through verbal and nonverbal behavior.	Demonstrates basic mechanics of writing: spelling, capitalization, and punctuation.	Communicates pertinent information and progress to parents in order to foster a positive collaborative relationship. Additionally communicates pertinent information and progress to appropriate personnel.		
Student Performance	Provides evidence of use of strategies and direct services which focus clearly on improving student achievement as described in the Standards of Service policy. These may include classroom interventions, modeling alternative teaching strategies, individualized training and technical assistance for teachers in order to increase their capacity to enhance the learning environment, improving family partnerships as described in the Standards of Student Services policy, screening, evaluation, and assessment, direct interventions with students and families, identification and planning for students with special needs, formulation of behavior management plans, and/or development and implementation of monitoring and follow-up processes related to student achievement. The methods of documentation will be determined and agreed upon by the employee and the administrator.				
Management of Special Setting	Creates and maintains an organized and pleasant working environment.	Encourages participant to engage in and contribute to activities.	Promotes positive self-concepts.		
	Identifies individual's social, emotional and/or physical needs that might affect success.	Establishes an environment conducive to positive peer interaction.	Uses appropriate procedures to refer individual participants for further assessment or intervention by other.		
Behavior Management	Establishes and implements specific behavioral and procedural expectations, rules, and consequences.	Demonstrates an awareness of participant's activities. Stops inappropriate behavior before it spreads or becomes more serious.	Reinforces positive behavior.		
Records Management	Maintains organized and up-to-date records.		Maintains a system for recording individual participant's knowledge and progress.		
Professional Knowledge	Presents accurate information.	Recognizes and promotes the relationship of the professional area to the total program.	Appropriately organizes and presents content for the specific professional area.		
Other Professional	Complies with Florida Statutes, State Board of Education Rules, School Board of Broward County Policies, and other applicable regulations.				
Overall Performance Rating	S - Satisfactory	N - Needs Improvement (Annual contract teachers only)	U - Unsatisfactory		
Comments by the assessor:					
Assessor _____ Date _____					
Comments by the employee:					

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