

**Calhoun County
School District
Instructional
Performance
Appraisal
System**

2006-2007

Calhoun County School District Administrative Staff

Superintendent

Mrs. Mary Sue Neves

District Staff

Mr. Greg Jones, Assistant Superintendent

Mrs. Suzanne Mason, Finance Officer

Mr. Gary Cox, Director of Special Services

Mrs. Wynette Peacock, Director of Instruction/Curriculum

Ms. Virginia Bietenholz, Director of Exceptional Student Education

Principals

Mr. Ronnie Hand, Altha Public School

Mrs. Vicki Davis, Blountstown Elementary School

Mr. Michael Johnson, Blountstown Middle School

Mr. Keith Summers, Blountstown High School

Mr. Darryl Taylor, Jr., Carr School

Mr. Willy Pitts, Calhoun County Adult School

Calhoun County School Board

Willie Brown, Chairperson

Volena Barfield

Doyle Daniels

Tim Smith

Grant Williams

ACKNOWLEDGMENTS

The following personnel assisted in the development and review of the Calhoun County School District Instructional Performance Appraisal System, 2006-2007.

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Mr. Willy Pitts, Calhoun County Adult School

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Cindy Nichols, Altha School

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Brenda Stallworth, Blountstown High School

Lisa O'Bryan, Carr School

**Calhoun County School District
Instructional Performance Appraisal System Overview**

Performance Appraisal	Professional Development Plans	Improvement Notices
<p>Who: All instructional personnel, including special area teachers</p> <p>What: Evaluation of Performance based on Educator Accomplished Practices relating to</p> <ol style="list-style-type: none"> 1. Performance of Students 2. Ability to maintain appropriate discipline 3. Subject area knowledge 4. Ability to plan and deliver instruction, including the use of technology 5. Ability to evaluate instructional needs 6. Ability to establish and maintain a positive collaborative relationship with students' families to increase student achievement 7. Other professional competencies as defined by the State Board of Education and policies of the Calhoun County School Board <p>Purpose: Improve the quality of the instructional, administrative and supervisory process</p> <p>Method: Conferencing, Observation, Professional Growth Activities, Parent Input as appropriate, Summative Written Evaluation</p>	<p>Who: All instructional personnel, including special area teachers</p> <p>What: Professional Development Plan detailing three professional goals, established collaboratively by the teacher and principal</p> <p>Purpose:</p> <ol style="list-style-type: none"> 1. To enhance professional growth and to improve student achievement 2. To focus on school improvement initiatives 3. To provide feedback on professional issues and undertakings <p>Method: Developed by the teacher, in collaboration with the principal.</p> <p>Timeline: Developed after the previous school year's summative evaluation or no later than October 15. Reviewed as part of the annual summative evaluation.</p>	<p>Who: Any educator who receives a summative rating of Unsatisfactory or who demonstrates a serious breach of professional conduct at any time during the year</p> <p>What: Direct Assistance (encompassing the NEAT procedures) to improve effectiveness. Continued performance at this level should result in termination</p> <p>Purpose: To provide specific support to the faculty member in efforts to improve professional competency(ies) in identified domain(s) or specific Accomplished Practice Indicators</p> <p>Method: Improvement Notice (NOTE: Professional Development Plans are not affected by the issuance of the Improvement Notice. The Improvement Notice stands in addition to the existing PDP.)</p>

Calhoun County School District
Instructional Performance Appraisal System
Guidelines – Revised September, 2006

INTRODUCTION

Florida Statute 1021.34 requires the Superintendent in each school district to establish procedures for assessing the performance of all instructional, administrative and supervisory personnel. The statute establishes the primary purpose of the assessment and supporting procedures as improving the quality of instructional, administrative and supervisory services. Furthermore, action taken by the 1999 Florida Legislature requires that student performance serve as the primary focus of the evaluation process. School Improvement Plans are linked to the evaluation process as teacher and student performance is studied to determine strengths and weaknesses. School Improvement goals, strategies and activities are based on student performance.

The Calhoun County School District Instructional Performance Appraisal System is built upon the Educator Accomplished Practices for the Twenty-first Century and research based on Danielson's Enhancing Professional Practice – A Framework for Teaching, Danielson and McGreal's Teacher Evaluation to Enhance Professional Practice, and Zimmerman's Teacher Evaluation: Focusing on the Continual Improvement of Teaching and Learning. These accomplished practices were developed by the Florida Education Standards Commission and have been validated by educators across the state. These benchmarks imply that teachers must continue to develop professionally over the course of their careers. These practices are not minimums; they reflect the best practices of educators.

This system provides for an on-going evaluation that will foster continued improvement and opportunity for professional growth. All Calhoun County instructional personnel will be evaluated based on the Educator Accomplished Practices for the Twenty-first Century. A rubric has been created that will enable both the teacher and administrator to clearly distinguish between performance at each level. The school administrator will be able to appropriately rank a teacher's performance on a five point scale. It is our desire to continually "raise the bar" to encourage continual professional development geared toward improving student performance. Throughout the process, the primary focus of the evaluation will be student performance.

Additionally, the evaluation system provides linkage to the School Improvement Plan through careful study and review of student performance and teacher involvement in and compliance with the objectives established in the school's plan. During the final assessment, principals may include input received from parents as part of the evaluation. Throughout the school year, parents are provided opportunity to offer specific input to the school administrator regarding a teacher's performance. When a parent elects to provide written documentation regarding teacher performance, the Parent Survey Form may be included in the teacher's professional evaluation. Teachers will be provided a copy of any Parent Survey Form in which they are named.

INSTRUCTIONAL PERFORMANCE APPRAISAL PROCEDURES

Step 1 – Orientation: Completed by September 15

All instructional personnel shall be fully apprised of the Calhoun County Instructional Performance Appraisal System procedures. The orientation will be provided upon appointment whenever a change or modification is made to the system.

Step 2 – Professional Development Planning Session: Completed by October 15 or within first 97 days of employment for new teachers.

The purpose of a Professional Development Plan is to enhance professional growth and to improve student achievement. Each employee will participate with his/her supervisor in a performance assessment planning session to develop and approve the goals and strategies of the ePDP. Each ePDP will detail three (3) goals. Two are based on a school improvement initiative tied to student performance. The other goal is based on an individual measurable goal of the teacher. The teacher, with principal input, will develop these professional goals.

Step 3 – Implementation and Documentation of Evaluation Criteria: Ongoing

Teachers should demonstrate specific areas of expertise. Documentation of evaluation criteria will be done by teachers and school administrators and will include, but will not be limited to examples found in Appendix A.

Step 4 – Final Evaluation: Prior to the last day of school

The teacher Final Assessment Instrument will be completed by the teacher and principal during the Final Evaluation Conference, scheduled prior to the end of the school year.

RATING SCALE DEFINITIONS

Outstanding: Indicates performance that consistently exceeds and goes beyond the requirements of the position and the level of performance commensurate with the experience of the instructional personnel.

High Performing: Indicates performance that routinely exceeds the requirements of the position and the level of performance commensurate with the experience of the instructional personnel.

Satisfactory: Indicates performance that adequately meets the requirements of the position and the level of performance commensurate with the experience of the instructional personnel.

Needs Improvement: Indicates performance that requires additional attention to ensure an accepted level of proficiency. Further, this performance is not characteristic of the requirements for the position and experience of the instructional personnel.

Unsatisfactory: Indicates performance that does not meet the minimum requirements of the position and is not acceptable. An employee receiving this rating should be notified that future performance assessments will be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level may result in notice of termination when the rights of due process and just cause are evident. The School District will remain particularly sensitive to the appeal rights of employees identified in F.S. 1012.34.

STAR AWARD

To be eligible to receive a STAR Award, instructional personnel can receive no more than one “satisfactory” rating on all categories of the Instructional Performance Appraisal. Teachers who receive “unsatisfactory” or “needs improvement” on any of the categories of the Instructional Performance Appraisal will be ineligible for the STAR award.

Appendix A

Suggested List of Artifacts

<p>II. Ability to Maintain Appropriate Discipline</p> <p>Documentation of formative observations or Principal Walk-Through</p> <p>Seating Arrangements/ Physical Layouts with rationale</p> <p>A written list of classroom rules describing procedures to be followed in cases of emergencies</p> <p>Video-taping of Instruction/Photo Chronology of Unit Sequence with written reflections</p> <p>Advance Organizers with explanations of use</p>
<p>III. Knowledge of Subject Matter</p> <p>Professional Involvement in District or School Committees/ Professional Organizations</p> <p>Course Work, Conferences, Workshops, Presentations</p> <p>Professional Reading and documentation of applying research to practice</p> <p>Lesson Plans with explanations</p> <p>Video-taping of Instruction/Photo Chronology of Unit Sequence with written reflections</p> <p>Documentation of formative observations or Principal Walk-Through</p>
<p>IV. Ability to Plan and Deliver Instruction and Use of Technology in the Classroom</p> <p>Written Lesson Plans with a list of texts/supplemental materials including differentiation of instruction</p> <p>Curriculum Integration/Units of Study/Thematic Units with reflections</p> <p>Completed Student Work Samples with evidence of individually specific teacher feedback</p> <p>Analysis of student test/assessment data</p> <p>Written summary of how a decision was made to place a student at specific level or on a specific skill</p> <p>Examples/explanations of technology classroom use and integration</p> <p>Video-taping of Instruction/Photo Chronology of Unit Sequence with written reflections</p> <p>Documentation of formative observations or Principal Walk-Through</p>
<p>V. Ability to Evaluation Instructional Needs</p> <p>Analysis of student test/assessment data</p> <p>Written summary of how a decision was made to place a student at specific level or on a specific skill</p> <p>Written Lesson Plans with a list of texts/supplemental materials including differentiation of instruction</p> <p>Documentation of use of a pre-test based on intended learning outcomes and prerequisite skills.</p>
<p>VI. Ability of Establish and Maintain a Positive Relationship with Students' Families</p> <p>Examples of parent communications including notes, letters, newsletters, phone calls or meeting</p> <p>Documentation of parent involvement activities and ways to establish a risk free environment</p> <p>Documentation of formative observations or Principal Walk-Through</p>
<p>VII. Adhere to State, District, and School Policies and Promote the School Vision and Mission</p> <p>Mentoring Logs</p> <p>Attendance Records</p> <p>Examples of effective/efficient/timely record keeping procedures</p> <p>Professional Involvement--attendance at school sponsored events, district and school committees</p> <p>Documentation of formative observations or Principal Walk-Through</p>