

**Special Teachers Are Rewarded (STAR)  
Performance Pay Plan**

**Gilchrist County School Board  
2006-2007**

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## Introduction

The Gilchrist County School Board implemented its first Performance Pay Plan during the 1998-99 school year. This plan was put in place in response to the Legislature's enactment of Florida Statute 230.23(5)(c) requiring school districts to base a portion of each instructional employee's salary on performance. The Performance Pay plan was subject to collective bargaining and was ratified by both GE/United (the Union) and the Board.

The first payments under this plan were made in August of 1999 to employees earning "Outstanding" and "Very Effective" performance ratings. The school board has modified and revised the plan over the years to comply with the changes in Florida Statutes. For the 1998-99 school year, the plan called for payments to "Outstanding" teachers in the amount of \$1,500 per individual with a cap of \$30,000 for the district. If there were more than 20 teachers that qualified, the individual amount would be reduced so that the \$30,000 limit was not exceeded. The plan also called for individual payments to "Very Effective" teachers of up to ½ the amount awarded to Outstanding Teachers, with a district cap of \$15,000 to be awarded. This has helped the district reward high performing teachers while maintaining budgetary control over the amount awarded. In 2002, the plan was changed to comply with the legislative mandate to pay "Outstanding" teachers a 5% bonus. To do this, the Board changed its evaluation process to include additional requirements for consideration of being ranked Outstanding. The terminology for ranking performance was modified to add a new classification. The classifications are now: 1) Unsatisfactory, 2) Needs Improvement, 3) Effective, 4) Very Effective, 5) Highly Effective, and 6) Outstanding. Under the new ranking system the "Highly Effective" performers are rewarded like the old "Outstanding" performers and the new "Outstanding" performers are rewarded with a 5% bonus. The Gilchrist County School Board's STAR Plan proposes to continue the use of the preceding six classifications with performance pay being awarded to the top three classifications.

Since the inception of the plan, student and teacher achievement have flourished. Schools in Gilchrist County earned 2 A's and 2 B's for the 2001-02 school year. Since that time, the district has earned 3 A's and 1 B each year for school years 2003, 2004, and 2005. In the

2005-06 school year the district earned all A's. We feel the plan is effective and working well, as demonstrated by the consistent outstanding performance of our students on the FCAT.

We applaud the Legislature for providing specific funding for what we feel is an important component of teacher compensation. In the event that STAR funding is not continued by the Legislature, the Gilchrist County School Board will continue to reward employees by utilizing our previously agreed to plan.

## Legal Context

- A. Instructional personnel, as defined by 1012.01(2)(a) – (d), F.S., shall be considered eligible for participation in the STAR award program for the 2006-07 school year.
  
- B. The district appraisal system shall be found to be in full compliance with the provisions of 1012.34, F.S. Specific components of our plan are highlighted to demonstrate compliance.
  - 1. The requirements of 1012.34(2)(a) – (f), F.S., were considered and incorporated in the development of our appraisal system.
  - 2. The requirements of 1012.34(3) have been incorporated inasmuch as student gains (learning gains) constitute sixty percent (60%) of the overall performance score. The remaining percentage of performance incorporates the requirements of 1012.34(3)(a)2 – 7. These items are included in the appropriate job context performance category.
  - 3. The requirements of 1012.34(3)(a) which states, “The assessment must be based upon sound educational principles and contemporary research...” have been met. Our system is based on the field research conducted by EMCS, Inc. which has been validated by additional action research and refined each school year.
  - 4. Instructional personnel are not required to apply for participation in STAR.
  - 5. All administrators and instructional personnel will be provided training in the use of the assessment criteria and process before the assessment takes place.
  - 6. A minimum of twenty-five percent (25%) of the instructional personnel at the elementary, middle and secondary schools will be provided a five percent (5%) bonus calculated on the individual’s base annual salary, provided that at least twenty-five percent (25%) at each school level designation meets the other criteria of the STAR program.
  - 7. Any recalculated funds from the state received after April 1, 2007 will be distributed in the same manner as previously described.

**Gilchrist County School Board**  
**2006-07 STAR Plan**

**Section 1**

**Eligibility**

All Instructional Personnel as defined by §1012.01 (2) (a) – (d), Florida Statutes, are automatically eligible to receive awards under this plan regardless of which grade level(s) they are assigned. There is **no** application process.

## Section 2

### Determination of Number and Amounts of Awards

From the funds allocated by the Legislature for this program, the Gilchrist County School Board will reward the best performing 25 percent of instructional personnel 5% of their individual base pay. In the event that more than 75% of the district's instructional personnel receive below effective ratings, less than 25% of the district's instructional personnel may receive this 5% bonus.

Procedures for determining STAR eligibility and awards:

1. Separate individuals into Elementary (PK-5), Middle (6-8), and High (9-12) School levels
2. Eliminate all personnel with any Needs Improvement or Unsatisfactory ratings on their evaluation
3. Eliminate all personnel with more than one Effective rating on their evaluation
4. Award points to each individual based on their evaluation – See Table 1
5. Award points to each individual based on their Value Table scores (percentile) – See Table 2
6. Combine both sets of awarded points to arrive at the individual's STAR score
7. Within each level, determine the top 25% (from the **total** number of individuals in each level) of STAR scores and award those with STAR funds
8. In case of ties, surplus STAR funds or local funds will be used for awards
9. If additional STAR funds are available, additional awards will be made available to Very Effective and Highly Effective performers that did not receive STAR bonuses pursuant to the Gilchrist County School Board's negotiated Instructional Salary Schedule (Appendix A)
10. If there are yet funds remaining, awards will be given to school level administrators based on the Gilchrist County School Board's approved Performance Based Pay Salary Schedule (Appendix B)

Table 1

Evaluation Score	Evaluation Points
85-87	25
88-89	28
90-92	31
93-95	34
96-98	37
99-100	40

Table 2

Value Table Percentile	Value Table Points
90-99	60
85-89	56
80-84	53
75-79	50
70-74	40
65-69	35
60-64	30
55-59	25
50-54	20
Below 50	0

Should any Charter School have a STAR Plan approved by the State Board of Education, a pro-rata share of the District's allocation will be distributed to the school(s). Currently, there are no charter schools in the district. It is understood that these awards are bonuses and are not eligible for retirement credit.

### Section 3

#### Evaluation Instrument

The Gilchrist County School Board has developed evaluation instruments pursuant to §1012.34, Florida Statutes. The evaluation instruments for Instructional Personnel are included in Appendix C of this plan. Sixty (60) percent of the evaluation is based upon student learning gains. Student learning gains are defined as a plus 2 normal curve equivalency points (NCE) on a norm referenced test or eighty percent (80%) mastery on FCAT or SSS. On formative tests, eighty percent (80%) mastery is required. The remaining 40 percent is spread among the following areas:

Technology	8%
Professional Development	8%
Planning/Preparation	4%
Classroom Management	4%
Assessment/Management	4%
Intervention/Direct Services	4%
Collaboration	4%
Professional Responsibilities	4%

Each area will be graded on the following scale: Unsatisfactory, Needs Improvement, Effective, Very Effective, Highly Effective and Outstanding. Each Instructor shall receive no Unsatisfactory or Needs Improvement rating and no more than one Effective rating on the areas evaluated to be considered for Performance Pay. Pursuant to the collective bargaining agreement, this instrument will be reviewed with each instructor no later than 2 weeks following the first nine-week grading period.

#### **Rating Scale Definitions**

Unsatisfactory – Indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

Needs Improvement – Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

Effective – Consistently meets a basic quality standard. This is professional level service which meets the **minimum** system expectations.

Very Effective – Indicates performance that consistently meets a high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues.

Highly Effective – Indicates performance that consistently meets a very high quality standard. This service exceeds the level of service delivered by most other employees. Again, this level of service is held in high regard by supervision and colleagues.

Outstanding – Indicates exceptional performance of the highest quality. This service is of such a nature that when described, it can be used to exemplify the “best of the best”. If this category is used, there must be written support with specific comments and examples.

## Section 4

### Instructional Personnel Evaluation Based on Student Performance

The Gilchrist County School Board will develop a master list of all courses taught and instructional positions within the district to link the appropriate student assessment instrument/tool to measure improved student achievement. The following guiding principles shall apply to individual Value Table Scores:

- (A) Improved student achievement for all instructional personnel linked by course numbers in math and reading shall be determined by FCAT and the state's value table in grades 4-10. The average score (Reading and Math) will be used when both subjects are taught by the same instructor.
- (B) For all Non-FCAT linked instructional personnel in Grades 4-10, one-half their improved student achievement will be tied to FCAT scores (as shown in Appendices D – F) of their individual students utilizing the state value table. Appendices D (Elementary), E (Middle Grades), and F (High School Grades) display the instruments to be used for the other one-half of their improved student achievement. A district developed value table will be developed for weighting these gains. These two scores will be averaged to get to the individuals score.
- (C) For all Non-FCAT linked instructional personnel in Grades PK-3 and 11-12, improved student achievement will be determined by applying a district developed value table to performance shown in testing defined in Appendices D, E, and F.

Student data for any individual teacher may only be used in the teacher's data if the student was enrolled in the class for both FTE survey periods, with the exception of semester courses. Semester courses shall only require student enrollment in one FTE survey period.

Teachers that are assigned to cross grade level assignments (Elementary PK-5, Middle 6-8, High 9-12) shall be placed in the group that is the majority of their assignment for overall performance ranking. Non-classroom teachers shall be assigned to the appropriate group based upon majority of FTE at their respective school(s).

# SCHOOL DISTRICT OF GILCHRIST COUNTY

## TEACHER

### PERFORMANCE APPRAISAL

Name \_\_\_\_\_ Position \_\_\_\_\_  
 Employee # \_\_\_\_\_ Course Code Number \_\_\_\_\_  
 School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

### 1. STUDENT GAINS

Category Definitions	
*(1)	Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification. Indicators are included in Appendices D, E, and F of the STAR Plan.
*(2)	Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.
<b>Source Code</b> (check all that apply)	
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided
	<input type="checkbox"/> C. Indirect Documentation
	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>	<b>Maximum Score - 60</b>
<b>Classroom Learning Gains – FCAT 3-5 or similar assessment</b>	<b>Points Earned</b>
80% or more students showing one year's growth or more	60
73% - 79% of students showing one year's growth or more	55
65% - 72% of students showing one year's growth or more	50
57% - 64% of students showing one year's growth or more	45
50% - 56% of students showing one year's growth or more	40
0% - 49% of students showing one year's growth or more	0
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 40
<input type="checkbox"/> Very Effective - 50	<input type="checkbox"/> Highly Effective - 55
	<input type="checkbox"/> Effective - 45
	<input type="checkbox"/> Outstanding - 60

## 2. PLANNING/PREPARATION

### Category Definitions

- \* (3) Establish long and short range plans based on student needs and District and state curriculum requirements.
- \* (4) Select, develop, or modify instructional materials to enhance learning and meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.
- \* (5) Plan and prepare work for students which is clear, compelling and engaging.
- \* (6) Plan and prepare lessons and instructional delivery systems which include clear links to the school improvement plan and the District mission.
- \* (7) Plan and prepare instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences.
- \* (8) Assist in preparing for changing curriculum needs and continuous improvement.

Source Code (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> A. Behavioral Event Interview               | <input type="checkbox"/> B. Direct Documentation | <input type="checkbox"/> C. Indirect Documentation |
| <input type="checkbox"/> D. Training Programs Competency Acquisition | <input type="checkbox"/> E. Evaluatee Provided   | <input type="checkbox"/> F. Confirmed Observation  |

Category Score

Maximum Score - 4

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Unsatisfactory - 0   | <input type="checkbox"/> Needs Improvement - 2.8 | <input type="checkbox"/> Effective - 3.3 |
| <input type="checkbox"/> Very Effective - 3.6 | <input type="checkbox"/> Highly Effective - 3.8  | <input type="checkbox"/> Outstanding - 4 |

### 3. CLASSROOM MANAGEMENT

Category Definitions		
*(9)	Maintain a positive, organized, and safe learning environment.	
*(10)	Manage time effectively.	
*(11)	Manage materials and equipment effectively.	
*(12)	Instruct and supervise the work of volunteers and aides when assigned.	
*(13)	Establish and maintain effective and efficient record-keeping procedures.	
*(14)	Use appropriate student behavior management techniques.	
*(15)	Assist in enforcement of school rules, administrative regulations, and Board policies.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2.8	<input type="checkbox"/> Effective - 3.3
<input type="checkbox"/> Very Effective - 3.6	<input type="checkbox"/> Highly Effective - 3.8	<input type="checkbox"/> Outstanding - 4

### 4. ASSESSMENT/EVALUATION

Category Definitions		
*(16)	Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.	
*(17)	Interpret and use data, including but not limited to standardized and other test results, for diagnosis, instructional planning, and program evaluation.	
*(18)	Carry out responsibilities for test administrators, i.e., handle materials in a secure manner.	
*(19)	Seek out multiple data sources providing evidence of student growth and developmental needs. Examples include: parent interaction, collegial team interaction, and planning.	
*(20)	Maintain specific records of data collection.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2.8	<input type="checkbox"/> Effective - 3.3
<input type="checkbox"/> Very Effective - 3.6	<input type="checkbox"/> Highly Effective - 3.8	<input type="checkbox"/> Outstanding - 4

## 5. INTERVENTION/DIRECT SERVICES

Category Definitions		
*(21)	Demonstrate knowledge and understanding of curriculum content.	
*(22)	Apply principles of learning and effective teaching in instructional delivery.	
*(23)	Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.	
*(24)	Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.	
*(25)	Use appropriate materials, technology, and resources to help meet learning needs of all students.	
*(26)	Provide appropriate instruction and modification for students with special needs.	
*(27)	Provide quality work for students, focused on meaningful, relevant, and engaging learning experiences.	
*(28)	Provide a positive environment in which students are encouraged to be actively engaged in the learning process.	
*(29)	Provide instruction on safety procedures and proper handling of materials and equipment.	
*(30)	Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/>	<b>A. Behavioral Event Interview</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>B. Direct Documentation</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>C. Indirect Documentation</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>D. Training Programs Competency Acquisition</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>E. Evaluatee Provided</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>F. Confirmed Observation</b>	<input type="checkbox"/>
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/>	<b>Unsatisfactory - 0</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Needs Improvement - 2.8</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Effective - 3.3</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Very Effective - 3.6</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Highly Effective - 3.8</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Outstanding - 4</b>	<input type="checkbox"/>

## 6. TECHNOLOGY

### Category Definitions

- \*(31) Use appropriate technology in instructional delivery.
- \*(32) Use technology to establish an atmosphere of active learning.
- \*(33) Provide students with opportunities to use technology to gather and share information with others.
- \*(34) Facilitate student access to the use of electronic resources.
- \*(35) Explore and evaluate new technologies and their educational impact.
- \*(36) Use technology to review student assessment data.
- \*(37) Use technology for administrative tasks.

Source Code (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> A. Behavioral Event Interview               | <input type="checkbox"/> B. Direct Documentation | <input type="checkbox"/> C. Indirect Documentation |
| <input type="checkbox"/> D. Training Programs Competency Acquisition | <input type="checkbox"/> E. Evaluatee Provided   | <input type="checkbox"/> F. Confirmed Observation  |

Category Score

Maximum Score - 8

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Unsatisfactory - 0 | <input type="checkbox"/> Needs Improvement - 5.5 | <input type="checkbox"/> Effective - 6.4 |
| <input type="checkbox"/> Very Effective - 7 | <input type="checkbox"/> Highly Effective - 7.5  | <input type="checkbox"/> Outstanding - 8 |

## 7. COLLABORATION

### Category Definitions

- \*(38) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
- \*(39) Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student standards.
- \*(40) Maintain effective communication with parents to solicit input in relation to student needs.
- \*(41) Collaborate with peers to create quality instructional environment.

Source Code (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> A. Behavioral Event Interview               | <input type="checkbox"/> B. Direct Documentation | <input type="checkbox"/> C. Indirect Documentation |
| <input type="checkbox"/> D. Training Programs Competency Acquisition | <input type="checkbox"/> E. Evaluatee Provided   | <input type="checkbox"/> F. Confirmed Observation  |

Category Score

Maximum Score - 4

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Unsatisfactory - 0   | <input type="checkbox"/> Needs Improvement - 2.8 | <input type="checkbox"/> Effective - 3.3 |
| <input type="checkbox"/> Very Effective - 3.6 | <input type="checkbox"/> Highly Effective - 3.8  | <input type="checkbox"/> Outstanding - 4 |

## 8. PROFESSIONAL DEVELOPMENT

Category Definitions		
*(42)	Assist others in acquiring knowledge and understanding of particular areas of responsibility.	
*(43)	Engage in continuing improvement of professional knowledge and skills in an ongoing and consistent manner.	
*(44)	Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and District programs.	
*(45)	Participate in District sponsored staff development programs.	
*(46)	Manage within an organizational context a personal professional development program by setting specific goals and timetables.	
*(47)	Participate in school data collection of teacher input on principal's performance assessment program.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 8</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 5.5	<input type="checkbox"/> Effective - 6.4
<input type="checkbox"/> Very Effective - 7	<input type="checkbox"/> Highly Effective - 7.5	<input type="checkbox"/> Outstanding - 8

## 9. PROFESSIONAL RESPONSIBILITIES

Category Definitions		
*(48)	Act and dress in a professional and ethical manner and adhere at all times to the professional Code of Ethics.	
*(49)	Perform and fulfill professional responsibilities.	
*(50)	Support by active participation in school improvement activities, services, and programs.	
*(51)	Contribute to the overall school mission by supporting various school committees and services such as PTO, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation.	
*(52)	Share experience and new learnings by mentoring new colleagues.	
(53)	Perform other tasks or assigned duties consistent with the goals and objectives of this position.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2.8	<input type="checkbox"/> Effective - 3.3
<input type="checkbox"/> Very Effective - 3.6	<input type="checkbox"/> Highly Effective - 3.8	<input type="checkbox"/> Outstanding - 4

**OVERALL RATING**

**Total Score** \_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> <b>Unsatisfactory 0 - 63</b>  | <input type="checkbox"/> <b>Needs Improvement 64 - 73</b> | <input type="checkbox"/> <b>Effective 74 - 84</b>    |
| <input type="checkbox"/> <b>Very Effective 85 - 89</b> | <input type="checkbox"/> <b>Highly Effective 90 - 95</b>  | <input type="checkbox"/> <b>Outstanding 96 - 100</b> |

Comments of the Evaluatee: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments of the Evaluator: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This evaluation has been discussed with me.     Yes     No

_____	_____	_____	_____
Signature of Evaluatee	Date	Signature of Evaluator	Date

# SCHOOL DISTRICT OF GILCHRIST COUNTY

## READING – ACADEMIC COACH PERFORMANCE APPRAISAL

Name \_\_\_\_\_ Position \_\_\_\_\_  
 Employee # \_\_\_\_\_ Course Code Number \_\_\_\_\_  
 School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

### 1. STUDENT GAINS

Category Definitions															
*(1) Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.															
*(2) Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.															
Source Code (check all that apply)															
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation														
<input type="checkbox"/> C. Indirect Documentation	<input type="checkbox"/> D. Training Programs Competency Acquisition														
<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation														
Category Score	Maximum Score - 60														
<ul style="list-style-type: none"> <li>Up to 30 points may be earned for district-wide student gains.                             <table style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">District Learning Gains – FCAT 3-5 or similar assessment</th> <th style="text-align: right;">Points Earned</th> </tr> </thead> <tbody> <tr> <td>80% or more students showing one year's growth or more</td> <td style="text-align: right;">30</td> </tr> <tr> <td>73% - 79% of students showing one year's growth or more</td> <td style="text-align: right;">27.5</td> </tr> <tr> <td>65% - 72% of students showing one year's growth or more</td> <td style="text-align: right;">25</td> </tr> <tr> <td>57% - 64% of students showing one year's growth or more</td> <td style="text-align: right;">22.5</td> </tr> <tr> <td>50% - 56% of students showing one year's growth or more</td> <td style="text-align: right;">20</td> </tr> <tr> <td>0% - 49% of students showing one year's growth or more</td> <td style="text-align: right;">0</td> </tr> </tbody> </table> </li> </ul>		District Learning Gains – FCAT 3-5 or similar assessment	Points Earned	80% or more students showing one year's growth or more	30	73% - 79% of students showing one year's growth or more	27.5	65% - 72% of students showing one year's growth or more	25	57% - 64% of students showing one year's growth or more	22.5	50% - 56% of students showing one year's growth or more	20	0% - 49% of students showing one year's growth or more	0
District Learning Gains – FCAT 3-5 or similar assessment	Points Earned														
80% or more students showing one year's growth or more	30														
73% - 79% of students showing one year's growth or more	27.5														
65% - 72% of students showing one year's growth or more	25														
57% - 64% of students showing one year's growth or more	22.5														
50% - 56% of students showing one year's growth or more	20														
0% - 49% of students showing one year's growth or more	0														
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 20														
<input type="checkbox"/> Very Effective - 25	<input type="checkbox"/> Highly Effective - 27.5														
<input type="checkbox"/> Effective - 22.5	<input type="checkbox"/> Outstanding - 30														
<ul style="list-style-type: none"> <li>Up to 30 points may be earned for documented contacts with parents that result in specific student improvement; increase in active participation in the development of reading components in instructional units or in the development of academic units; increase in the number of demonstration lessons taught; increase in active participation in parent sessions that focus on reading or an academic area; increase in number of staff development activities related to reading or academic area; increase in use of technology by students and teachers.</li> </ul>															
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 20														
<input type="checkbox"/> Very Effective - 25	<input type="checkbox"/> Highly Effective - 27.5														
<input type="checkbox"/> Effective - 22.5	<input type="checkbox"/> Outstanding - 30														
Overall Score for Student Gains															
<input type="checkbox"/> Unsatisfactory 0-34	<input type="checkbox"/> Needs Improvement 34-42														
<input type="checkbox"/> Very Effective 48-52	<input type="checkbox"/> Highly Effective 53-57														
<input type="checkbox"/> Effective 43-47	<input type="checkbox"/> Outstanding 58-60														

## 2. PLANNING/PREPARATION

Category Definitions		
*(3)	Establish long and short range plans based on student needs and District and state curriculum requirements.	
*(4)	Select, develop, or modify instructional materials to enhance learning and meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.	
*(5)	Plan and prepare lessons and instructional delivery systems which include clear links to the school improvement plan and the District mission.	
*(6)	Plan and prepare instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences.	
*(7)	Participate in the planning, implementation, and evaluation of the academic program.	
*(8)	Assist in preparing for changing curriculum needs and continuous improvement.	
*(9)	Participate in cooperative long-range planning with departments and schools.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2.8	<input type="checkbox"/> Effective - 3.3
<input type="checkbox"/> Very Effective - 3.6	<input type="checkbox"/> Highly Effective - 3.8	<input type="checkbox"/> Outstanding - 4

## 3. CLASSROOM MANAGEMENT

Category Definitions		
*(10)	Maintain a positive, organized, and safe learning environment.	
*(11)	Manage time effectively.	
*(12)	Manage materials and equipment effectively.	
*(13)	Instruct and supervise the work of volunteers and aides when assigned.	
*(14)	Establish and maintain effective and efficient record-keeping procedures.	
*(15)	Use appropriate student behavior management techniques when modeling lessons.	
*(16)	Assist in enforcement of school rules, administrative regulations, and Board policies.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2.8	<input type="checkbox"/> Effective - 3.3
<input type="checkbox"/> Very Effective - 3.6	<input type="checkbox"/> Highly Effective - 3.8	<input type="checkbox"/> Outstanding - 4

## 4. ASSESSMENT/EVALUATION

### Category Definitions

- \* (17) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
- \* (18) Interpret and use data, including but not limited to standardized and other test results, for diagnosis, instructional planning, and program evaluation.
- \* (19) Carry out responsibilities for test administrators, *i.e.*, handle materials in a secure manner.
- \* (20) Seek out multiple data sources providing evidence of student growth and developmental needs. Examples include: parent interaction, collegial team interaction, and planning.
- \* (21) Maintain specific records of data collection.
- \* (22) Coordinate the evaluation of the reading/academic program.

### Source Code (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> A. Behavioral Event Interview               | <input type="checkbox"/> B. Direct Documentation | <input type="checkbox"/> C. Indirect Documentation |
| <input type="checkbox"/> D. Training Programs Competency Acquisition | <input type="checkbox"/> E. Evaluatee Provided   | <input type="checkbox"/> F. Confirmed Observation  |

### Category Score

**Maximum Score - 4**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Unsatisfactory - 0   | <input type="checkbox"/> Needs Improvement - 2.8 | <input type="checkbox"/> Effective - 3.3 |
| <input type="checkbox"/> Very Effective - 3.6 | <input type="checkbox"/> Highly Effective - 3.8  | <input type="checkbox"/> Outstanding - 4 |

## 5. INTERVENTION/DIRECT SERVICES

<b>Category Definitions</b>		
*(23)	Coordinate the development and revision of academic curriculum.	
*(24)	Assist with the selection of appropriate academic resources related to identified needs at school sites.	
*(25)	Develop guides and other support materials needed for assigned programs or service area.	
*(26)	Coordinate the summer programs.	
*(27)	Demonstrate knowledge and understanding of academic instruction and skill acquisition.	
*(28)	Model effective instructional strategies in classrooms as requested.	
*(29)	Apply principles of learning and effective teaching in instructional delivery.	
*(30)	Assist schools with various initiatives.	
*(31)	Develop or assist in the development of grants or proposals related to assignment.	
*(32)	Provide oversight to ensure successful implementation of activities and integrity of program.	
*(33)	Provide technical support and expertise to school and district personnel.	
*(34)	Assist in interpreting statutes, Department of Education rules and programs, and policies and procedures of the district as they relate to the academic program.	
*(35)	Make recommendations for the selection of and coordinate the activities of reading/academic teachers.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/>	<b>A. Behavioral Event Interview</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>B. Direct Documentation</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>C. Indirect Documentation</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>D. Training Programs Competency Acquisition</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>E. Evaluatee Provided</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>F. Confirmed Observation</b>	<input type="checkbox"/>
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/>	<b>Unsatisfactory - 0</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Needs Improvement - 2.8</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Effective - 3.3</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Very Effective - 3.6</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Highly Effective - 3.8</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Outstanding - 4</b>	<input type="checkbox"/>

## 6. TECHNOLOGY

Category Definitions		
*(36)	Use technology resources effectively.	
*(37)	Use technology to establish an atmosphere of active learning.	
*(38)	Provide students with opportunities to use technology to gather and share information with others.	
*(39)	Facilitate student access to the use of electronic resources.	
*(40)	Explore and evaluate new technologies and their educational impact.	
*(41)	Use technology to review student assessment data.	
*(42)	Use technology for administrative tasks.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 8</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 5.5	<input type="checkbox"/> Effective - 6.4
<input type="checkbox"/> Very Effective - 7	<input type="checkbox"/> Highly Effective - 7.5	<input type="checkbox"/> Outstanding - 8

## 7. COLLABORATION

Category Definitions		
*(43)	Communicate effectively, both orally and in writing, with other professionals, students, parents and community.	
*(44)	Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student standards.	
*(45)	Maintain effective communication with parents to solicit input in relation to student needs.	
*(46)	Collaborate with peers to create quality instructional environment.	
*(47)	Serve as liaison to outside agencies related to assigned programs or services.	
*(48)	Use appropriate styles and methods to motivate, gain commitment and facilitate task accomplishment.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2.8	<input type="checkbox"/> Effective - 3.3
<input type="checkbox"/> Very Effective - 3.6	<input type="checkbox"/> Highly Effective - 3.8	<input type="checkbox"/> Outstanding - 4

## 8. PROFESSIONAL DEVELOPMENT

### Category Definitions

- \* (49) Conduct personal assessment periodically to determine professional development needs with reference to specific assignment.
- \* (50) Develop and implement a Professional Development Plan annually in accordance with state and district requirements.
- \* (51) Maintain expertise in assigned areas to fulfill position goals and objectives.
- \* (52) Set high standards and expectations and promote professional growth for self and others.
- \* (53) Facilitate the development, implementation and evaluation of training activities in reading and academic areas for school based staff.
- \* (54) Promote professional growth activities in reading and academic areas.
- \* (55) Attend training sessions, conferences and workshops as assigned or appropriate to keep abreast of current practices, programs and legal issues.
- \* (56) Participate in cross-training activities as required.
- \* (57) Participate in data collection of teacher input on administrator's performance assessment program.

Source Code (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> A. Behavioral Event Interview               | <input type="checkbox"/> B. Direct Documentation | <input type="checkbox"/> C. Indirect Documentation |
| <input type="checkbox"/> D. Training Programs Competency Acquisition | <input type="checkbox"/> E. Evaluatee Provided   | <input type="checkbox"/> F. Confirmed Observation  |

Category Score

Maximum Score - 8

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Unsatisfactory - 0 | <input type="checkbox"/> Needs Improvement - 5.5 | <input type="checkbox"/> Effective - 6.4 |
| <input type="checkbox"/> Very Effective - 7 | <input type="checkbox"/> Highly Effective - 7.5  | <input type="checkbox"/> Outstanding - 8 |

## 9. PROFESSIONAL RESPONSIBILITIES

### Category Definitions

- \*(58) Exercise a service orientation when working with others.
- \*(59) Respond to inquiries and concerns in a timely manner.
- \*(60) Keep supervisor informed of potential problems or unusual events.
- \*(61) Serve on district committees as assigned or appropriate.
- \*(62) Work closely with district and school staffs to support school improvement initiatives and processes.
- \*(63) Recommend improvements for policies or procedures related to assignment.
- \*(64) Prepare or assist in the preparation of all required reports and maintain all appropriate records.
- \*(65) Follow federal and state laws as well as School Board policies.
- \*(66) Follow attendance, punctuality and other qualities of an appropriate work ethic.
- \*(67) Maintain confidentiality regarding school/workplace matters.
- \*(68) Represent the district in a positive and professional manner.
- \*(69) Demonstrate support for the school district and its goals and priorities.
- \*(70) Assist in implementing the district's goals and strategic commitment.
- \*(71) Exercise proactive leadership in promoting the vision and mission of the district.
- \*(72) Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
- (73) Perform other tasks or assigned duties consistent with the goals and objectives of this position.

Source Code (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> A. Behavioral Event Interview               | <input type="checkbox"/> B. Direct Documentation | <input type="checkbox"/> C. Indirect Documentation |
| <input type="checkbox"/> D. Training Programs Competency Acquisition | <input type="checkbox"/> E. Evaluatee Provided   | <input type="checkbox"/> F. Confirmed Observation  |

Category Score

Maximum Score - 4

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Unsatisfactory - 0   | <input type="checkbox"/> Needs Improvement - 2.8 | <input type="checkbox"/> Effective - 3.3 |
| <input type="checkbox"/> Very Effective - 3.6 | <input type="checkbox"/> Highly Effective - 3.8  | <input type="checkbox"/> Outstanding - 4 |

**OVERALL RATING**

**Total Score** \_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report.

- Unsatisfactory 0 - 63**       **Needs Improvement 64 - 73**       **Effective 74 - 84**  
 **Very Effective 85 - 89**       **Highly Effective 90 - 95**       **Outstanding 96 - 100**

Comments of the Evaluatee: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Comments of the Evaluator: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

This evaluation has been discussed with me.     Yes     No

\_\_\_\_\_  
Signature of Evaluatee                      Date                      Signature of Evaluator                      Date

**SCHOOL DISTRICT OF GILCHRIST COUNTY**  
**TEACHER, SCHOOL-WIDE ASSIGNMENT**  
**PERFORMANCE APPRAISAL**

Name \_\_\_\_\_ Position \_\_\_\_\_  
 Employee # \_\_\_\_\_ Course Code Number \_\_\_\_\_  
 School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

**1. STUDENT GAINS**

Category Definitions															
*(1)	Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.														
*(2)	Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.														
<b>Source Code</b> (check all that apply)															
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation														
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided														
<input type="checkbox"/> C. Indirect Documentation	<input type="checkbox"/> F. Confirmed Observation														
<b>Category Score</b>	<b>Maximum Score - 60</b>														
<ul style="list-style-type: none"> <li>Up to 30 points may be earned for school-wide student gains.</li> </ul> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Classroom Learning Gains – FCAT 3-5 or similar assessment</th> <th style="text-align: right;">Points Earned</th> </tr> </thead> <tbody> <tr> <td>80% or more students showing one year's growth or more</td> <td style="text-align: right;">30</td> </tr> <tr> <td>73% - 79% of students showing one year's growth or more</td> <td style="text-align: right;">27.5</td> </tr> <tr> <td>65% - 72% of students showing one year's growth or more</td> <td style="text-align: right;">25</td> </tr> <tr> <td>57% - 64% of students showing one year's growth or more</td> <td style="text-align: right;">22.5</td> </tr> <tr> <td>50% - 56% of students showing one year's growth or more</td> <td style="text-align: right;">20</td> </tr> <tr> <td>0% - 49% of students showing one year's growth or more</td> <td style="text-align: right;">0</td> </tr> </tbody> </table> <p> <input type="checkbox"/> Unsatisfactory - 0                      <input type="checkbox"/> Needs Improvement - 20                      <input type="checkbox"/> Effective - 22.5  <input type="checkbox"/> Very Effective - 25                      <input type="checkbox"/> Highly Effective - 27.5                      <input type="checkbox"/> Outstanding - 30         </p>		Classroom Learning Gains – FCAT 3-5 or similar assessment	Points Earned	80% or more students showing one year's growth or more	30	73% - 79% of students showing one year's growth or more	27.5	65% - 72% of students showing one year's growth or more	25	57% - 64% of students showing one year's growth or more	22.5	50% - 56% of students showing one year's growth or more	20	0% - 49% of students showing one year's growth or more	0
Classroom Learning Gains – FCAT 3-5 or similar assessment	Points Earned														
80% or more students showing one year's growth or more	30														
73% - 79% of students showing one year's growth or more	27.5														
65% - 72% of students showing one year's growth or more	25														
57% - 64% of students showing one year's growth or more	22.5														
50% - 56% of students showing one year's growth or more	20														
0% - 49% of students showing one year's growth or more	0														
<ul style="list-style-type: none"> <li>Up to 30 points may be earned for documented student performance gains within the subject area.</li> </ul> <p> <input type="checkbox"/> Unsatisfactory - 0                      <input type="checkbox"/> Needs Improvement - 20                      <input type="checkbox"/> Effective - 22.5  <input type="checkbox"/> Very Effective - 25                      <input type="checkbox"/> Highly Effective - 27.5                      <input type="checkbox"/> Outstanding - 30         </p>															
<b>Overall Score for Student Gains</b>															
<input type="checkbox"/> Unsatisfactory 0-34	<input type="checkbox"/> Needs Improvement 34-42														
<input type="checkbox"/> Very Effective 48-52	<input type="checkbox"/> Highly Effective 53-57														
<input type="checkbox"/> Effective 43-47	<input type="checkbox"/> Outstanding 58-60														

## 2. PLANNING/PREPARATION

### Category Definitions

- \* (3) Establish long and short range plans based on student needs and District and state curriculum requirements.
- \* (4) Select, develop, or modify instructional materials to enhance learning and meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.
- \* (5) Plan and prepare work for students which is clear, compelling and engaging.
- \* (6) Plan and prepare lessons and instructional delivery systems which include clear links to the school improvement plan and the District mission.
- \* (7) Plan and prepare instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences.
- \* (8) Assist in preparing for changing curriculum needs and continuous improvement.

Source Code (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> A. Behavioral Event Interview               | <input type="checkbox"/> B. Direct Documentation | <input type="checkbox"/> C. Indirect Documentation |
| <input type="checkbox"/> D. Training Programs Competency Acquisition | <input type="checkbox"/> E. Evaluatee Provided   | <input type="checkbox"/> F. Confirmed Observation  |

Category Score

Maximum Score - 4

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Unsatisfactory - 0   | <input type="checkbox"/> Needs Improvement - 2.8 | <input type="checkbox"/> Effective - 3.3 |
| <input type="checkbox"/> Very Effective - 3.6 | <input type="checkbox"/> Highly Effective - 3.8  | <input type="checkbox"/> Outstanding - 4 |

### 3. CLASSROOM MANAGEMENT

Category Definitions		
*(9)	Maintain a positive, organized, and safe learning environment.	
*(10)	Manage time effectively.	
*(11)	Manage materials and equipment effectively.	
*(12)	Instruct and supervise the work of volunteers and aides when assigned.	
*(13)	Establish and maintain effective and efficient record-keeping procedures.	
*(14)	Use appropriate student behavior management techniques.	
*(15)	Assist in enforcement of school rules, administrative regulations, and Board policies.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2.8	<input type="checkbox"/> Effective - 3.3
<input type="checkbox"/> Very Effective - 3.6	<input type="checkbox"/> Highly Effective - 3.8	<input type="checkbox"/> Outstanding - 4

### 4. ASSESSMENT/EVALUATION

Category Definitions		
*(16)	Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.	
*(17)	Interpret and use data, including but not limited to standardized and other test results, for diagnosis, instructional planning, and program evaluation.	
*(18)	Carry out responsibilities for test administrators, i.e., handle materials in a secure manner.	
*(19)	Seek out multiple data sources providing evidence of student growth and developmental needs. Examples include: parent interaction, collegial team interaction, and planning.	
*(20)	Maintain specific records of data collection.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2.8	<input type="checkbox"/> Effective - 3.3
<input type="checkbox"/> Very Effective - 3.6	<input type="checkbox"/> Highly Effective - 3.8	<input type="checkbox"/> Outstanding - 4

## 5. INTERVENTION/DIRECT SERVICES

Category Definitions		
*(21)	Demonstrate knowledge and understanding of curriculum content.	
*(22)	Apply principles of learning and effective teaching in instructional delivery.	
*(23)	Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.	
*(24)	Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.	
*(25)	Use appropriate materials, technology, and resources to help meet learning needs of all students.	
*(26)	Provide appropriate instruction and modification for students with special needs.	
*(27)	Provide quality work for students, focused on meaningful, relevant, and engaging learning experiences.	
*(28)	Provide a positive environment in which students are encouraged to be actively engaged in the learning process.	
*(29)	Provide instruction on safety procedures and proper handling of materials and equipment.	
*(30)	Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/>	<b>A. Behavioral Event Interview</b>	<input type="checkbox"/>
	<b>B. Direct Documentation</b>	<input type="checkbox"/>
	<b>C. Indirect Documentation</b>	
<input type="checkbox"/>	<b>D. Training Programs Competency Acquisition</b>	<input type="checkbox"/>
	<b>E. Evaluatee Provided</b>	<input type="checkbox"/>
	<b>F. Confirmed Observation</b>	
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/>	<b>Unsatisfactory - 0</b>	<input type="checkbox"/>
	<b>Needs Improvement - 2.8</b>	<input type="checkbox"/>
	<b>Effective - 3.3</b>	
<input type="checkbox"/>	<b>Very Effective - 3.6</b>	<input type="checkbox"/>
	<b>Highly Effective - 3.8</b>	<input type="checkbox"/>
	<b>Outstanding - 4</b>	

## 6. TECHNOLOGY

### Category Definitions

- \*(31) Use appropriate technology in instructional delivery.
- \*(32) Use technology to establish an atmosphere of active learning.
- \*(33) Provide students with opportunities to use technology to gather and share information with others.
- \*(34) Facilitate student access to the use of electronic resources.
- \*(35) Explore and evaluate new technologies and their educational impact.
- \*(36) Use technology to review student assessment data.
- \*(37) Use technology for administrative tasks.

Source Code (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> A. Behavioral Event Interview               | <input type="checkbox"/> B. Direct Documentation | <input type="checkbox"/> C. Indirect Documentation |
| <input type="checkbox"/> D. Training Programs Competency Acquisition | <input type="checkbox"/> E. Evaluatee Provided   | <input type="checkbox"/> F. Confirmed Observation  |

Category Score

Maximum Score - 8

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Unsatisfactory - 0 | <input type="checkbox"/> Needs Improvement - 5.5 | <input type="checkbox"/> Effective - 6.4 |
| <input type="checkbox"/> Very Effective - 7 | <input type="checkbox"/> Highly Effective - 7.5  | <input type="checkbox"/> Outstanding - 8 |

## 7. COLLABORATION

### Category Definitions

- \*(38) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
- \*(39) Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student standards.
- \*(40) Maintain effective communication with parents to solicit input in relation to student needs.
- \*(41) Collaborate with peers to create quality instructional environment.

Source Code (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> A. Behavioral Event Interview               | <input type="checkbox"/> B. Direct Documentation | <input type="checkbox"/> C. Indirect Documentation |
| <input type="checkbox"/> D. Training Programs Competency Acquisition | <input type="checkbox"/> E. Evaluatee Provided   | <input type="checkbox"/> F. Confirmed Observation  |

Category Score

Maximum Score - 4

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Unsatisfactory - 0   | <input type="checkbox"/> Needs Improvement - 2.8 | <input type="checkbox"/> Effective - 3.3 |
| <input type="checkbox"/> Very Effective - 3.6 | <input type="checkbox"/> Highly Effective - 3.8  | <input type="checkbox"/> Outstanding - 4 |

## 8. PROFESSIONAL DEVELOPMENT

Category Definitions		
*(42)	Assist others in acquiring knowledge and understanding of particular areas of responsibility.	
*(43)	Engage in continuing improvement of professional knowledge and skills in an ongoing and consistent manner.	
*(44)	Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and District programs.	
*(45)	Participate in District sponsored staff development programs.	
*(46)	Manage within an organizational context a personal professional development program by setting specific goals and timetables.	
*(47)	Participate in school data collection of teacher input on principal's performance assessment program.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 8</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 5.5	<input type="checkbox"/> Effective - 6.4
<input type="checkbox"/> Very Effective - 7	<input type="checkbox"/> Highly Effective - 7.5	<input type="checkbox"/> Outstanding - 8

## 9. PROFESSIONAL RESPONSIBILITIES

Category Definitions		
*(48)	Act and dress in a professional and ethical manner and adhere at all times to the professional Code of Ethics.	
*(49)	Perform and fulfill professional responsibilities.	
*(50)	Support by active participation in school improvement activities, services, and programs.	
*(51)	Contribute to the overall school mission by supporting various school committees and services such as PTO, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation.	
*(52)	Share experience and new learnings by mentoring new colleagues.	
(53)	Perform other tasks or assigned duties consistent with the goals and objectives of this position.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2.8	<input type="checkbox"/> Effective - 3.3
<input type="checkbox"/> Very Effective - 3.6	<input type="checkbox"/> Highly Effective - 3.8	<input type="checkbox"/> Outstanding - 4



# SCHOOL DISTRICT OF GILCHRIST COUNTY

## GUIDANCE COUNSELOR PERFORMANCE APPRAISAL

Name \_\_\_\_\_ Position \_\_\_\_\_  
 Employee # \_\_\_\_\_ Course Code Number \_\_\_\_\_  
 School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

### 1. STUDENT GAINS

Category Definitions																					
*(1)	Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.																				
*(2)	Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.																				
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	<input type="checkbox"/> C. Indirect Documentation																				
	<input type="checkbox"/> F. Confirmed Observation																				
<b>Category Score</b>	<b>Maximum Score - 60</b>																				
<ul style="list-style-type: none"> <li>• <b>Up to 30 points may be earned for school-wide student gains.</b></li> </ul>																					
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## 2. PLANNING/PREPARATION

<b>Category Definitions</b>		
*(3)	Develop counseling programs by taking into consideration developmental needs of students, needs assessments, and School Improvement Plan goals.	
*(4)	Establish priorities and an implementation schedule for counseling and student service programs.	
*(5)	Participate in multidisciplinary conferences concerning individual cases of special need, including academic, social, cultural, emotional, and economic.	
*(6)	Select appropriate variety of materials for a well balanced counseling program.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2.8	<input type="checkbox"/> Effective - 3.3
<input type="checkbox"/> Very Effective - 3.6	<input type="checkbox"/> Highly Effective - 3.8	<input type="checkbox"/> Outstanding - 4

## 3. CLASSROOM MANAGEMENT

<b>Category Definitions</b>		
*(7)	Implement, coordinate, and monitor school-wide counseling services and activities.	
*(8)	Maintain student records according to established guidelines.	
*(9)	Contribute to the effective operation of the school including participation in school-wide events, committees, and supervisory responsibilities to assure student safety.	
*(10)	Organize and create an environment for an effective counseling program.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
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<input type="checkbox"/> Very Effective - 3.6	<input type="checkbox"/> Highly Effective - 3.8	<input type="checkbox"/> Outstanding - 4

## 4. ASSESSMENT/EVALUATION

### Category Definitions

- \*(11) Demonstrate knowledge of theories, techniques, and instruments used for assessment.
- \*(12) Administer tests, interpret scores, and communicate results.
- \*(13) Explain nature and purpose of assessment in an understandable manner, including its uses and limitations, and provide feedback to appropriate individuals.
- \*(14) Exercise confidentiality in the sharing of test results.
- \*(15) Assess attainment of counseling program objectives, including using feedback from students, parents, and staff.

### Source Code (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> A. Behavioral Event Interview               | <input type="checkbox"/> B. Direct Documentation | <input type="checkbox"/> C. Indirect Documentation |
| <input type="checkbox"/> D. Training Programs Competency Acquisition | <input type="checkbox"/> E. Evaluatee Provided   | <input type="checkbox"/> F. Confirmed Observation  |

### Category Score

Maximum Score - 4

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Unsatisfactory - 0   | <input type="checkbox"/> Needs Improvement - 2.8 | <input type="checkbox"/> Effective - 3.3 |
| <input type="checkbox"/> Very Effective - 3.6 | <input type="checkbox"/> Highly Effective - 3.8  | <input type="checkbox"/> Outstanding - 4 |

## 5. INTERVENTION/DIRECT SERVICES

### Category Definitions

- \* (16) Provide personal/social growth counseling including individual and group concerning academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict resolution, goal setting, and effective coping skills necessary to refuse participation in substance abuse and physical violence.
- \* (17) Recognize, appreciate, and serve the cultural differences and special needs of individuals and families.
- \* (18) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
- \* (19) Provide crisis intervention services, including follow-up services as appropriate.
- \* (20) Develop transitional services by orienting new students and their parents and assisting students moving from grade to grade or school to school.
- \* (21) Provide interventions for at-risk students and those with special learning and behavioral needs.
- \* (22) Provide students with programs for career awareness and development of work/study skills.
- \* (23) Develop with each student (at the secondary level) a comprehensive educational/career plan which targets high school completion, exploration and requirements of postsecondary opportunities, criteria for scholarships, and financial aid information.
- \* (24) Monitor the implementation of Individual Education Plans (IEPs).

**Source Code** (check all that apply)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> <b>A. Behavioral Event Interview</b>               | <input type="checkbox"/> <b>B. Direct Documentation</b> | <input type="checkbox"/> <b>C. Indirect Documentation</b> |
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**Category Score**

**Maximum Score - 4**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> <b>Unsatisfactory - 0</b>   | <input type="checkbox"/> <b>Needs Improvement - 2.8</b> | <input type="checkbox"/> <b>Effective - 3.3</b> |
| <input type="checkbox"/> <b>Very Effective - 3.6</b> | <input type="checkbox"/> <b>Highly Effective - 3.8</b>  | <input type="checkbox"/> <b>Outstanding - 4</b> |

## 6. TECHNOLOGY

Category Definitions		
*(25)	Use technology resources effectively.	
*(26)	Use technology to establish an atmosphere of active learning.	
*(27)	Provide students with opportunities to use technology to gather and share information.	
*(28)	Facilitate student access to the use of electronic resources.	
*(29)	Explore and evaluate new technologies and their educational impact.	
*(30)	Use technology to review student assessment data.	
*(31)	Use technology for administrative tasks.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/>	<b>A. Behavioral Event Interview</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>B. Direct Documentation</b>	<input type="checkbox"/>
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<input type="checkbox"/>	<b>E. Evaluatee Provided</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>F. Confirmed Observation</b>	
<b>Category Score</b>		<b>Maximum Score - 8</b>
<input type="checkbox"/>	<b>Unsatisfactory - 0</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Needs Improvement - 5.5</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Effective - 6.4</b>	
<input type="checkbox"/>	<b>Very Effective - 7</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Highly Effective - 7.5</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Outstanding - 8</b>	

## 7. COLLABORATION

Category Definitions		
*(32)	Communicate goals and services of the counseling programs to school administration, staff, students, and parents.	
*(33)	Consult with students, parents, teachers and other school staff to assist in meeting needs of students.	
*(34)	Work effectively with parents.	
*(35)	Participate in the Child Study Team to help meet needs of identified students.	
*(36)	Serve as an advocate for students.	
*(37)	Develop a communications link and rapport with outside services and make appropriate referrals for psychological, social work, health, or community services.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/>	<b>A. Behavioral Event Interview</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>B. Direct Documentation</b>	<input type="checkbox"/>
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<input type="checkbox"/>	<b>Needs Improvement - 2.8</b>	<input type="checkbox"/>
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<input type="checkbox"/>	<b>Highly Effective - 3.8</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Outstanding - 4</b>	

## 8. PROFESSIONAL DEVELOPMENT

<b>Category Definitions</b>		
*(38)	Provide information and/or inservice to teachers, administrators, and other school staff.	
*(39)	Keep abreast of current trends in counseling and guidance.	
*(40)	Engage in continuing improvement of professional knowledge and skills in an ongoing and consistent manner.	
*(41)	Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs.	
*(42)	Manage within an organizational context a personal professional development program by setting specific goals and time tables.	
*(43)	Participate in district sponsored staff development programs.	
*(44)	Participate in school data collection of input on principal's performance assessment program.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
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<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 5.5	<input type="checkbox"/> Effective - 6.4
<input type="checkbox"/> Very Effective - 7	<input type="checkbox"/> Highly Effective - 7.5	<input type="checkbox"/> Outstanding - 8

## 9. PROFESSIONAL RESPONSIBILITIES

<b>Category Definitions</b>		
*(45)	Maintain professional and ethical standards as outlined by the American School Counselor Association and the Code of Ethics and Principles of Conduct of the Education Profession in Florida.	
*(46)	Keep updated on student/school legal issues and follow established procedures.	
*(47)	Perform and fulfill professional responsibilities.	
*(48)	Contribute to the overall school mission by supporting various school committees and services such as PTO, School Advisory committee, text book selection, curriculum development, student activities, and accreditation.	
*(49)	Share experience and new learnings by mentoring new colleagues.	
(50)	Perform other incidental tasks consistent with the goals and objectives of this position.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
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# SCHOOL DISTRICT OF GILCHRIST COUNTY

## MEDIA SPECIALIST

### PERFORMANCE APPRAISAL

Name \_\_\_\_\_ Position \_\_\_\_\_

Employee # \_\_\_\_\_ Course Code Number \_\_\_\_\_

School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

### 1. STUDENT GAINS

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	<input type="checkbox"/> Effective 43-47																										
	<input type="checkbox"/> Outstanding 58-60																										

## 2. PLANNING/PREPARATION

### Category Definitions

- \* (3) Develop long and short range goals and objectives for the media program based on student, faculty, and curriculum needs.
- \* (4) Plan with teachers and instructional leaders to develop curriculum and integrate media/information skills into the school program.
- \* (5) Develop schedules and organize resources to allow easy access to information and services.
- \* (6) Select library and other instructional support materials to enhance learning consistent with the needs of students with diverse cultural and social-economic backgrounds, learning styles, and special needs.
- \* (7) Review the School Improvement Plan, search out and plan for the procurement of materials necessary to support the media needs of students and staff.
- \* (8) Participate in the preparation for changing curriculum and continuous improvement requirements.

### Source Code (check all that apply)

- A. Behavioral Event Interview       B. Direct Documentation       C. Indirect Documentation
- D. Training Programs Competency Acquisition       E. Evaluatee Provided       F. Confirmed Observation

### Category Score

Maximum Score - 4

- Unsatisfactory - 0       Needs Improvement - 2.8       Effective - 3.3
- Very Effective - 3.6       Highly Effective - 3.8       Outstanding - 4

### 3. CLASSROOM MANAGEMENT

<b>Category Definitions</b>		
*(9)	Develop and implement policies and procedures necessary for the efficient and effective operation of the media center.	
*(10)	Prepare, submit, and administer media center budget based on program goals and objectives.	
*(11)	Create an inviting, attractive, safe atmosphere conducive to learning.	
*(12)	Maintain complete and accurate records as required by law, District policy, and administrative regulations.	
*(13)	Instruct, assign, and supervise support staff and volunteers.	
*(14)	Coordinate the selection and acquisition process for media resources and equipment.	
*(15)	Provide for the use, maintenance, repair, and inventory of all media center materials and equipment.	
*(16)	Ensure accessibility to resources.	
*(17)	Provide for use of current technologies.	
*(18)	Manage student conduct in a positive manner.	
*(19)	Establish an operating environment which inviting, stimulating and contemporary.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> <b>A. Behavioral Event Interview</b>	<input type="checkbox"/> <b>B. Direct Documentation</b>	<input type="checkbox"/> <b>C. Indirect Documentation</b>
<input type="checkbox"/> <b>D. Training Programs Competency Acquisition</b>	<input type="checkbox"/> <b>E. Evaluatee Provided</b>	<input type="checkbox"/> <b>F. Confirmed Observation</b>
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/> <b>Unsatisfactory - 0</b>	<input type="checkbox"/> <b>Needs Improvement - 2.8</b>	<input type="checkbox"/> <b>Effective - 3.3</b>
<input type="checkbox"/> <b>Very Effective - 3.6</b>	<input type="checkbox"/> <b>Highly Effective - 3.8</b>	<input type="checkbox"/> <b>Outstanding - 4</b>

#### 4. ASSESSMENT/EVALUATION

##### Category Definitions

- \*(20) Evaluate the efficiency and effectiveness of the media program.
- \*(21) Use evaluation results to improve media services.
- \*(22) Assist with responsibilities for school testing program by proctoring and scheduling space.
- \*(23) Handle all test materials in a confidential and secure manner.
- \*(24) Solicit ongoing feed back from members of the school staff regarding the availability, use and impact of media instructional support materials.
- \*(25) Develop a system of records which provide an appropriate database for evaluating the use and distribution of the media collection and supporting materials.
- \*(26) Provide feedback to classroom teachers regarding students and their media center habits with the intent of providing additional evidence of student growth and developmental needs.

##### Source Code (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> A. Behavioral Event Interview               | <input type="checkbox"/> B. Direct Documentation | <input type="checkbox"/> C. Indirect Documentation |
| <input type="checkbox"/> D. Training Programs Competency Acquisition | <input type="checkbox"/> E. Evaluatee Provided   | <input type="checkbox"/> F. Confirmed Observation  |

##### Category Score

Maximum Score - 4

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Unsatisfactory - 0   | <input type="checkbox"/> Needs Improvement - 2.8 | <input type="checkbox"/> Effective - 3.3 |
| <input type="checkbox"/> Very Effective - 3.6 | <input type="checkbox"/> Highly Effective - 3.8  | <input type="checkbox"/> Outstanding - 4 |

## 5. INTERVENTION/DIRECT SERVICES

<b>Category Definitions</b>		
*(27)	Teach library media skills in collaboration with teachers to support classroom instruction.	
*(28)	Provide instruction in use of resources, services and equipment.	
*(29)	Encourage and train faculty to incorporate library media resources into curriculum.	
*(30)	Provide reference assistance.	
*(31)	Demonstrate knowledge and understanding of a broad curriculum base.	
*(32)	Apply principles of learning and effective teaching in instructional delivery.	
*(33)	Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.	
*(34)	Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.	
*(35)	Use appropriate materials, technology, and resources to help meet learning needs of all students.	
*(36)	Provide a positive environment in which students are encouraged to be actively engaged in the learning process.	
*(37)	Provide instruction on safety procedures and proper handling of materials and equipment.	
*(38)	Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting actions.	
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/>	<b>A. Behavioral Event Interview</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>B. Direct Documentation</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>C. Indirect Documentation</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>D. Training Programs Competency Acquisition</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>E. Evaluatee Provided</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>F. Confirmed Observation</b>	<input type="checkbox"/>
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/>	<b>Unsatisfactory - 0</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Needs Improvement - 2.8</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Effective - 3.3</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Very Effective - 3.6</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Highly Effective - 3.8</b>	<input type="checkbox"/>
<input type="checkbox"/>	<b>Outstanding - 4</b>	<input type="checkbox"/>

## 6. TECHNOLOGY

### Category Definitions

- \*(39) Use technology resources effectively.
- \*(40) Use appropriate technology in instructional delivery.
- \*(41) Use technology to establish an atmosphere of active learning.
- \*(42) Provide students with opportunities to use technology to gather and share information with others.
- \*(43) Facilitate student access to the use of electronic resources.
- \*(44) Explore and evaluate new technologies and their educational impact.
- \*(45) Use technology to review student assessment data.
- \*(46) Use technology for administrative tasks.
- \*(47) Assist classroom teachers with the effective use of technology.

### Source Code (check all that apply)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> A. Behavioral Event Interview               | <input type="checkbox"/> B. Direct Documentation | <input type="checkbox"/> C. Indirect Documentation |
| <input type="checkbox"/> D. Training Programs Competency Acquisition | <input type="checkbox"/> E. Evaluatee Provided   | <input type="checkbox"/> F. Confirmed Observation  |

### Category Score

Maximum Score - 8

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Unsatisfactory - 0 | <input type="checkbox"/> Needs Improvement - 5.5 | <input type="checkbox"/> Effective - 6.4 |
| <input type="checkbox"/> Very Effective - 7 | <input type="checkbox"/> Highly Effective - 7.5  | <input type="checkbox"/> Outstanding - 8 |

## 7. COLLABORATION

<b>Category Definitions</b>		
*(48) Collaborate with teachers to support instructional goals and objectives.		
*(49) Participate in overall school curriculum planning and development.		
*(50) Develop an effective public relations program to promote media resources and programs.		
*(51) Maintain contact with other library, education and information agencies.		
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 4</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2.8	<input type="checkbox"/> Effective - 3.3
<input type="checkbox"/> Very Effective - 3.6	<input type="checkbox"/> Highly Effective - 3.8	<input type="checkbox"/> Outstanding - 4

## 8. PROFESSIONAL DEVELOPMENT

<b>Category Definitions</b>		
*(52) Develop, maintain, and promote a collection of current professional resources for administrators and teachers.		
*(53) Provide faculty training on the use of media resources and equipment.		
*(54) Update professional skills and knowledge and keep abreast of recent developments in education, technology, and media.		
*(55) Assist others in acquiring knowledge and understanding of particular area of responsibility.		
*(56) Engage in continuing improvement of professional knowledge and skills in an ongoing and consistent manner.		
*(57) Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs.		
*(58) Manage within an organizational context a personal professional development program by setting goals and time tables.		
*(59) Participate in school data collection of input on principal's performance assessment program.		
<b>Source Code</b> (check all that apply)		
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation
<b>Category Score</b>		<b>Maximum Score - 8</b>
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 5.5	<input type="checkbox"/> Effective - 6.4
<input type="checkbox"/> Very Effective - 7	<input type="checkbox"/> Highly Effective - 7.5	<input type="checkbox"/> Outstanding - 8

## 9. PROFESSIONAL RESPONSIBILITIES

Category Definitions					
*(60)	Perform and fulfill professional responsibilities				
*(61)	Comply with copyright laws and inform faculty and students of the laws and their application to educational institutions.				
*(62)	Act in a professional and ethical manner and adhere at all times to the professional Code of Ethics.				
*(63)	Support and actively participate in school improvement initiatives services and programs.				
*(64)	Contribute to the overall school mission by supporting various school committees and services such as PTO, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation.				
*(65)	Market the use of the media center as a learning resource opportunity.				
(66)	Perform other tasks consistent with the goals and objectives of this position.				
<b>Source Code</b> (check all that apply)					
<input type="checkbox"/>	<b>A. Behavioral Event Interview</b>	<input type="checkbox"/>	<b>B. Direct Documentation</b>	<input type="checkbox"/>	<b>C. Indirect Documentation</b>
<input type="checkbox"/>	<b>D. Training Programs Competency Acquisition</b>	<input type="checkbox"/>	<b>E. Evaluatee Provided</b>	<input type="checkbox"/>	<b>F. Confirmed Observation</b>
<b>Category Score</b>					<b>Maximum Score - 4</b>
<input type="checkbox"/>	<b>Unsatisfactory - 0</b>	<input type="checkbox"/>	<b>Needs Improvement - 2.8</b>	<input type="checkbox"/>	<b>Effective - 3.3</b>
<input type="checkbox"/>	<b>Very Effective - 3.6</b>	<input type="checkbox"/>	<b>Highly Effective - 3.8</b>	<input type="checkbox"/>	<b>Outstanding - 4</b>



## Appendix D

### Elementary Assessment Chart

Elementary Grades			
	Grade Level	Pre-Test	Post-Test
<b>Kindergarten</b>	K	District Test	Stanford 10
<b>Reading/Language Arts</b>	1	Stanford 10	Stanford 10
	2	Stanford 10	Stanford 10
	3	Stanford 10	FCAT Reading
	4-5	FCAT Reading	FCAT Reading
<b>Mathematics</b>	1	Stanford 10	Stanford 10
	2	Stanford 10	Stanford 10
	3	Stanford 10	FCAT Mathematics
	4-5	FCAT Mathematics	FCAT Mathematics
<b>Science</b>	1-2	Stanford 10	Stanford 10
	3	Stanford 10	FCAT Mathematics
	4-5	FCAT Reading	FCAT Reading (4)/ Science (5)
<b>Social Studies</b>	K-5	Any Teacher who teaches social studies also teaches reading or mathematics	
<b>Writing</b>	4	FCAT Reading	FCAT Writing
<b>Guidance*</b>	All	FCAT School Data	FCAT School Data
<b>Media Specialist*</b>	All	FCAT School Reading Data	FCAT School Reading Data
<b>PE*</b>	All	FCAT Reading	FCAT Reading/ District Test
<b>ESE</b>	All	FCAT/FAAR Data/ Stanford 10	FCAT/FAAR Data/ Stanford 10
<b>School Administrators</b>	All	FCAT School Data	FCAT School Data
<b>Music*</b>	NA	NA	NA
<b>Foreign Language</b>	NA	NA	NA
<b>Technical/Career Education</b>	NA	NA	NA
<b>Reading Coaches</b>	All	FCAT School Reading Data	FCAT School Reading Data

\* Data is included for students for whom instructional personnel have specific responsibilities.

## Appendix E

### Middle Grades Assessment Chart

<b>Middle Grades</b>			
	<b>Grade Level</b>	<b>Pre-Test</b>	<b>Post-Test</b>
<b>Reading/Language Arts</b>	6-8	FCAT Reading	FCAT Reading
<b>Mathematics</b>	6-8	FCAT Mathematics	FCAT Mathematics
<b>Science</b>	6-7	FCAT Reading	District Tests/ FCAT Reading
	8	FCAT Reading	FCAT Science/ FCAT Reading
<b>Social Studies</b>	6-8	FCAT Reading	District Tests/ FCAT Reading
<b>Guidance*</b>	All	FCAT School Data	FCAT School Data
<b>Media Specialist*</b>	All	FCAT School Reading Data	FCAT School Reading Data
<b>PE*</b>	All	FCAT Reading	FCAT Reading/ District Test
<b>ESE</b>	All	FCAT/FAAR Data	FCAT/FAAR Data
<b>School Administrators</b>	All	FCAT School Data	FCAT School Data
<b>Music*</b>	All	FCAT Reading	FCAT Reading/ District Test
<b>Foreign Language</b>	All	FCAT Reading	FCAT Reading/ District Test
<b>Technical/Career</b>	NA	FCAT Reading	FCAT Reading/ District Test
<b>Reading Coaches*</b>	All	FCAT School Reading Data	FCAT School Reading Data

\* Data is included for students for whom instructional personnel have specific responsibilities.

## Appendix F

### High School Grades Assessment Chart

<b>High School Grades</b>			
	<b>Grade Level</b>	<b>Pre-Test</b>	<b>Post-Test</b>
<b>Reading/Language Arts</b>	9-10	FCAT Reading	FCAT Reading
	11-12	FCAT Reading	FCAT Reading/ District Test
<b>Mathematics</b>	9-10	FCAT Mathematics	FCAT Mathematics
	11-12	FCAT Mathematics	FCAT Mathematics/ District Test
<b>Science</b>	9-10, 12	FCAT Reading	FCAT Reading/ District Tests
	11	FCAT Reading	FCAT Reading/ FCAT Science
<b>Social Studies</b>	9-12	FCAT Reading	District Tests/ FCAT Reading
<b>Guidance*</b>	All	FCAT School Data	FCAT School Data
<b>Media Specialist*</b>	All	FCAT School Reading Data	FCAT School Reading Data
<b>PE*</b>	All	FCAT Reading	FCAT Reading/ District Test
<b>ESE</b>	All	FCAT/FAAR Data	FCAT/FAAR Data
<b>School Administrators</b>	All	FCAT School Data	FCAT School Data
<b>Music*</b>	All	FCAT Reading	FCAT Reading/ District Test
<b>Foreign Language</b>	All	FCAT Reading	FCAT Reading/ District Test
<b>Technical/Career</b>	NA	FCAT Reading	FCAT Reading/ District Test
<b>Reading Coaches*</b>	All	FCAT School Reading Data	FCAT School Reading Data

\* Data is included for students for whom instructional personnel have specific responsibilities.