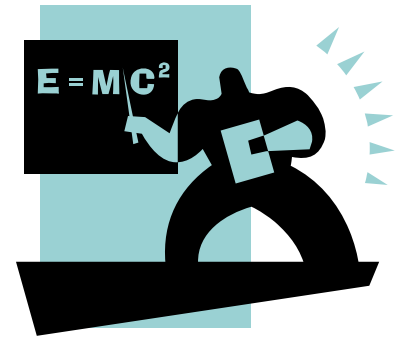
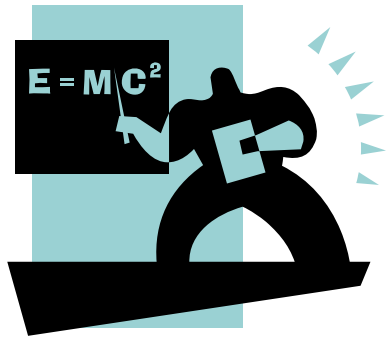

Protocol Standards and Evidence



Faculty Level Checklist

District: _____ School: _____ Teacher #: _____ Reviewer: _____ Date: _____

Revised: August 2006

Confidential

Protocol Standards and Evidence – Faculty Level Checklist

Rating Scale: 1. Unacceptable 2. Marginal 3. Good 4. Excellent

1.1 FACULTY LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.1.5. Content: Training activities in the plan focus primarily on the content areas specified in s. 1012.98 F.S.</p>	<p>Check Individual Professional Development Plan (IPDP) to determine items in 1.1.5. (content focused on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.)</p> <p><i>Describe how the professional development activities in your IPDP relate to your teaching assignment.</i> [If no relation to the current assignment, probe for the relationship.] <i>Describe how the professional development offerings for this school relate to the teaching assignments of teachers.</i></p>
<p><u>Notes:</u></p>	
<p>Rating: _____</p>	
<p>1.1.6. Learning Communities: The faculty member participates in learning communities of adults whose goals are aligned with those of the school and district.</p>	<p>NOTE: Learning communities are small groups of faculty who meet regularly to study more effective learning and teaching practices.</p> <p><i>Describe how your school organizes teachers into learning communities.</i></p>
<p><u>Notes:</u></p>	
<p>Rating: _____</p>	

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1.2 FACULTY LEVEL – DELIVERY	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.2.1. Relevance of Professional Development: The training objectives of the delivered training reflect directly the objectives specified in the IPDP.</p>	<p>Select from the IPDP one or two courses/classes for review. Ask these questions concerning delivery of the professional development: <i>Describe the professional development you received on [topic listed in IPDP].</i> <i>How well do the training objectives reflect the objectives listed in your IPDP?</i> <i>Generally, how relevant is the content you receive through professional development to your needs as a teacher?</i></p>
<p><u>Notes:</u></p> <div style="text-align: right; margin-top: 100px;">Rating: _____</div>	
<p>1.2.2. Learning Strategies: The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.</p>	<p><i>Tell me about how the trainer conducted the training.</i> Probes: <i>How did the instructor model the skills that were to be used? Describe any of these methods that might have been used: practice of the skills; feedback to you on your performance during the training session; teaching the class using the same techniques and strategies you are to be using with students.</i></p>
<p><u>Notes:</u></p> <div style="text-align: right; margin-top: 100px;">Rating: _____</div>	

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1.2 FACULTY LEVEL – DELIVERY (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.2.5. Time Resources: Sufficient time resources are available to implement the planned professional development.</p>	<p><i>What time is allocated for professional development at this school?</i></p> <p><i>In your experience, is there sufficient time to participate in the professional development listed on your IPDP?</i></p>
<p><u>Notes:</u></p> <div style="height: 150px;"></div> <p style="text-align: right;">Rating: _____</p>	
<p>1.2.6. Coordinated Records: The school faculty can easily access the district-maintained up-to-date records for all professional development including certification and inservice points.</p>	<p><i>How do you find out about the number of inservice points you have earned toward recertification?</i></p> <p><i>How easy is it to access this system?</i></p>
<p><u>Notes:</u></p> <div style="height: 150px;"></div> <p style="text-align: right;">Rating: _____</p>	

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1.4 FACULTY LEVEL – EVALUATION	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.4.1. Implementing the Plan: The faculty member and school administrator conduct an evaluation that documents that the IPDP was implemented as written or revised and the faculty member applied the newly learned knowledge and skills in the classroom.</p>	<p><i>Describe the meeting held with your principal or another administrator to determine how much of what was written on your IPDP had been implemented.</i></p> <p><i>How does this school document that you have used the new skills or knowledge in the classroom?</i></p>
<p><u>Notes:</u></p> <div style="height: 150px;"></div> <p style="text-align: right;">Rating: _____</p>	
<p>1.4.2. Student Changes: The faculty member documents the professional development accessed contributed to expected student performance gains.</p>	<p><i>How did students improve as a result of the professional development you received and then applied in your classroom?</i></p> <p><i>Did you and/or your administrator review these results?</i></p>
<p><u>Notes:</u></p> <div style="height: 150px;"></div> <p style="text-align: right;">Rating: _____</p>	

Protocol Standards and Evidence – Faculty Level Checklist

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1.4 FACULTY LEVEL – EVALUATION (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.4.3. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> standardized achievement tests when available or through other achievement measures such as: <input type="checkbox"/> district achievement tests, <input type="checkbox"/> teacher-constructed tests, <input type="checkbox"/> portfolios, and <input type="checkbox"/> checklists of student performance when appropriate. 	<p><i>Describe the evaluation methods used to document changes in student performance resulting from the professional development.</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>1.4.4. Action Research: Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.</p>	<p>NOTE: Action Research consists of a defined plan of study in which the teacher documents what changes will be made and collects formal data on the resulting changes in students. Refer to the key defining components in the Reviewer’s Guide.</p> <p><i>Have you been involved in any action research stemming from or associated with the professional development you have received? Describe these efforts.</i></p> <p>Ask for copies of the research report.</p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

