

**Florida Agricultural and Mechanical University
Developmental Research School**

Tallahassee, Florida

*Instructional Personnel Assessment
Procedures and Criteria*

*Professional Development Initiative
Performance Appraisal*

Dr. Melvin Gadson, Dean
Dr. Aretha B. Pigford, Director/Superintendent
Ms. Janie Phillips, Principal (K-6)
Mr. Marvin Byers, Principal (7-12)

June, 2000

Introduction

The effective assessment of instructional personnel is critical to both the professional development of the individual teacher and to improved classroom instruction. To that end, Florida A and M Developmental Research School has developed this Personnel Appraisal System. In developing this system, it was necessary to take into consideration the unique position of teachers in developmental research schools. While they are indeed employees of the State of Florida, they are also considered faculty at Florida A and M University. As such, they must meet certain requirements for tenure and promotion that do not apply to teachers in regular public schools.

The proposed plan attempts to combine the requirements of the State for public school teachers and for faculty in the State University system.

Assessment Procedures for Classroom Teachers

1. All classroom teachers at FAMU-DRS will be evaluated annually. At the beginning of the school year, the evaluator will provide teachers with an orientation to the evaluation process. Included in this orientation will be a discussion of the evaluation criteria and procedures. Sample evaluation instruments will also be shared with teachers.
2. At the beginning of the school year, the evaluator and teacher will complete the Assignment of Responsibility (AOR) Form indicating the proportion time allocated to each of the assigned duties. (Attachment A). Duties might include: a) teaching, b) research, c) service, d) advisement, e) administration, and f) other specified assignments. Included under "Other Assignments" must be the requirement that teachers a) develop a professional development plan and 2) be able to document positive home/school relations. Attached to the AOR must be an Individualized Development Plan (IDP) specifying a) student achievement objectives, b) professional development objectives and proposed activities, c) proposed service activities, d) proposed scholarship/research activities, and e) proposed plan for promoting positive home/school relations. (Attachment B)
3. Prior to the end of the first semester, the evaluator will schedule at least one announced observation of each teacher. If a teacher receives a rating that is less than satisfactory, at least one additional announced observation must be conducted prior to April 15. Teachers will be notified in writing at least two weeks prior to any announced observation. It is important to note that while the evaluator will conduct at least one announced observations of each teacher, evaluators may conduct unannounced classroom observations at any time. Written summaries of these unannounced observations may be placed in the teacher's evaluation file and used in making decisions regarding the teacher's final evaluation. A copy of any written reports on unannounced evaluations will be provided to the teacher.

4. At least two days prior to the announced observation, the evaluator will conduct a pre-observation conference with the teacher to review the lesson to be observed, assess the teacher's long and short-term planning, review the teacher's record keeping, and respond to questions the teacher might have about the upcoming observation. Teachers will be asked to bring the following items to the conference: 1) lesson plans developed since the beginning of the school year, 2) a copy of the lesson plan for the lesson to be observed, 3) their grade books, and 4) any achievement data on their students from state or national tests. Teachers will also be asked to be prepared to discuss 1) how they are using the data for instructional purposes, and 2) how they are integrating the use of technology into their instructional program. A summary of the conference will be recorded on the Pre-Observation Form, a copy of which will be shared with the teacher. (Attachment C)
5. The evaluator will observe the teacher using the prescribed Classroom Observation/Conference Form. (Attachment D)
6. Within two weeks after the required observation, the evaluator will conduct a post-observation conference with the teacher. If the teacher receives a less than satisfactory evaluation and he/she requests assistance, the evaluator will develop a written improvement plan for the teacher. (Attachment E)
7. Not later than May 1, teachers will submit documentation of 1) effective teaching (where available, student performance on state tests must be submitted as part of the documentation), 2) service activities, 3) research activities, and 4) other assignments reflected on the AOR Form and specified in the Individualized Development Plan attached to the AOR Form.
8. The evaluator will review the evidence submitted by the teacher and complete the Summative Evaluation Form (Attachment F). The evaluator will discuss the evaluation with the employee and submit a written report to him/her no later than ten (10) days after the assessment takes place. A copy of this report must also be submitted to the Director/Superintendent for the purpose of reviewing the employee's contract. Summative evaluation reports of teachers receiving an unsatisfactory rating will be forwarded to the Dean and Provost for review .
9. Employees have the statutory right to initiate a written response to the assessment and the response shall become a permanent attachment to his/her personnel file

Assessment Procedures for Non-Classroom Teachers

(e.g., guidance counselors, librarians, dean of students, etc.)

1. All non-classroom teachers at FAMU-DRS will be evaluated annually. At the beginning of the school year, the evaluator will provide teachers with an orientation to the

evaluation process. Included in this orientation will be a discussion of the evaluation criteria and procedures. Sample evaluation instruments will also be shared with teachers.

2. At the beginning of the school year, the evaluator and teacher will complete the Assignment of Responsibility (AOR) form indicating the proportion time allocated to each of the assigned duties. (Attachment A). Non-classroom teachers (e.g., guidance counselors, librarian, dean of students, etc.) will develop goals and objectives based upon their specific job responsibilities. They should also attach to their AOR Form an Individualized Development Plan (IDP) specifying a) what they will do to promote student achievement, b) their professional development objectives and proposed activities, c) their proposed service activities, d) their proposed scholarship/research activities, and e) their proposed plan for promoting positive home/school relations. (Attachment B)
3. Included in the evaluation of the librarian will be at least one classroom observation using the same procedure and criteria outlined for classroom teachers. Relative to the Pre-Observation Conference, the librarian will be asked to bring 1) a schedule of library activities for the year, 2) a copy of the lesson plan for the lesson to be observed, 3) a copy of his or her goals and objectives. The librarian will also be asked to be prepared to discuss how the media center supports teacher's efforts to integrate technology into their instructional programs. The observation criteria and process specified for classroom teachers will be applied to the classroom observation of the librarian.
4. Not later than May 1, non-classroom teachers will submit documentation of achievement of goals and objectives reflected on their AOR forms and Individualized Development Plans.
5. The evaluator will review the evidence submitted by the teacher and complete the Summative Evaluation Form (Attachment F). The evaluator will discuss the evaluation with the employee and submit a written report to him/her no later than ten (10) days after the assessment takes place. A copy of this report must also be submitted to the Director/Superintendent for the purpose of reviewing the employee's contract. Summative evaluation reports of teachers receiving an unsatisfactory rating will be forwarded to the Dean and Provost for review .
6. Employees have the statutory right to initiate a written response to the assessment and the response shall become a permanent attachment to his/her personnel file

Procedures for Addressing Teachers (Classroom and Non-Classroom) Whose Performance is Unsatisfactory

1. If an employee is not performing his/her duties in a satisfactory manner, the evaluator shall notify the employee in writing that the employee is not performing his/her duties in a satisfactory manner. The notice will include a description of the unsatisfactory

performance and will include notice of the procedural requirements found in Section 231.29(3)(d)1-3a-b, F.S. Thereafter, the evaluator will follow all procedures as outlined in the statute.

2. The director/superintendent must notify the DOE of any instructional personnel who has received two consecutive unsatisfactory evaluations and 1) has been given written notice that his or her employment is being terminated, or not renewed, or 2) has been given written notice that the school board intends to terminate, or not renew their employment. At the time the DOE receives the above notification, an investigation must be initiated.

Assessment Criteria

FAMU-DRS faculty will be assessed based upon the duties outlined in their Assignment of Responsibility and further delineated in the Individualized Development Plans. Among the duties included are 1) teaching, 2) research, 3) service, 4) advisement, 5) administration, and 5) other specified assignments. As a public school teacher, however, they will also be expected to provide evidence of a) professional development, and b) positive home/school relations. Following is a brief description of sources of data for each of the aforementioned duties:

Assessment Criteria	Possible Sources of Evidence
Teaching	*Classroom observations (announced and unannounced); increased student achievement as evidenced by state and national tests; portfolios, parent surveys; long and short-range planning documents
Research	Acceptance letters from publishers; letters from Principal Investigators indicating faculty member's involvement in a research project; copy of grants written
Service	Letters assigning faculty member to committees; workshop programs that list faculty member as a presenter; letters of appreciation for service from appropriate parties.
Advisement	Any type of written documentation verifying that the faculty member has assisted students with problems.
Administration	Any type of written documentation verifying that the faculty member has assumed administrative functions.
Other Assignments	
a. Professional Development	Any type of written documentation verifying that faculty member has participated in his or her professional growth.
b. Positive home/school relations	Results of parent surveys, written communications from parents

*Criteria for classroom observations include evidence that the teacher:

- A. Able to maintain appropriate discipline
- B. Knowledgeable of subject matter
- C. Able to plan and deliver instruction
- D. Able to evaluate the instructional needs of students
- E. Able to communicate with students
- F. Able to use achievement data for instructional purposes
- G. Able to integrate the use of technology into the instructional program

Attachments

Florida A&M University
Assignment of Responsibility Form (Fall 1999)

Name: _____ SSN: _____
 Position Number: _____ Budget Entity: _____ Pay Plan: _____
 Term Budgeted Weeks: _____ Term Man-Year Effort: _____ Term Amount Required: _____
 Term FTE: _____ CIP: _____

CREDIT GENERATING ACTIVITIES

Percent of Designated Effort

Classroom Instruction (List assigned course[s]):

Sub-Total _____

NON-CREDIT GENERATING ACTIVITIES:

A. Supervision of Cooperative Education	A. <u>N/A</u>
B. Clinical Instruction	B. <u>N/A</u>
C. Other Instruction Efforts – Non Credit	C. _____
D. Research	D. _____
E. Public Service	E. _____
F. Academic Advisement	F. _____
G. Academic Administration	G. _____
H. University Governance	H. _____
I. Leave of Absence with Pay	I. _____
J. Collective Bargaining Release Time	J. _____

Sub-Total _____

OVERALL-TOTAL

I certify that the above effort has been assigned:

Should = 100% for
1.0 FTE Faculty_____
Faculty Signature_____
Date_____
Chairperson Signature_____
Date_____
Dean's Signature_____
Date

Individualized Development Plan (IDP)

Each teacher is required to develop and submit an Individualized Development Plan to the principal for approval. This document should be attached to the Assignment of Responsibility Form. Although there is no prescribed format, the plan must document the following areas:

- I. Teaching Effectiveness
 - A. Current level of student achievement
 - B. Goals for student achievement
 - C. Measure that will be used to assess student achievement

- II. Service
 - A. Anticipated or proposed service activities
 - B. Measure to be used to assess quality of service provided

- II. Scholarship/research
 - A. Anticipated or proposed scholarship/research activities
 - A. Measure to be used to assess quality of research/scholarship

- III. Other Assignments
 - A. Professional development
 - a. Area of focus for professional development
 - b. Anticipated or proposed professional development activities
 - c. Measure to be used to assess impact of professional development

 - B. Positive home/school relations
 - a. Proposed activities for communicating with parents
 - b. Anticipated outcomes from parent surveys

Sample Individualized Development Plan

The following form is offered only as a sample. Teachers may organize their information as they wish as long as the specified areas are addressed.

Teacher's Name: _____ School Year: _____ Teaching Assignments: _____

I. Teaching (Student Achievement)			Measure to Be Used
Subject	Current Level	Goal	
Reading	15% of current students scored Level 3 and above on FACT reading	At least 50 % of these same students will score Level 3 or above on FACT reading	FCAT Reading Test
Math			
Writing			
II. Professional Development			
Area of focus for professional development:	Proposed professional development activities		Measure to be used to assess impact of professional development on student learning
Increasing knowledge of effective strategies for teaching reading	<ol style="list-style-type: none"> 1. Attend at least two workshops on teaching reading. 2. Observe peer teacher who has been trained in reading 3. Seek assistance from reading professor at FAMU 4. Have peer teacher or FAMU professor observe me while teaching reading 5. Read at least 10 articles on teaching reading 		<ol style="list-style-type: none"> 1. Feedback provided by peer teachers, parents, FAMU professors, principal 2. Student performance on formative and summative assessments
III. Service			
Proposed Service Activities		Measure to be used to assess quality of service	
1. Develop a set of reading activities for parents.		Parent feedback will be solicited	
2. Supervise bus duty		Feedback from principal will be solicited	
3. Serve as grade level chair		Feedback from teachers and principal will be solicited	
III. Scholarship			
Anticipated scholarship/research activities		Assessment Measure	
1. Assist with the development of at least one grant proposal		A copy of the proposal will be provided	
2. Author or co-author at least one article for publication		A copy of the article will be provided.	

**Pre-Observation Conference Form
(Side A)**

Teacher: _____ Grade(s)/Subject _____

Date of Pre-Observation Conference _____ Planned Observation Date: _____

Item Provided (Yes/No)	Item	Comments
	Lesson plans for year	
	Lesson plan for lesson to be observed	
	Grade book	
	Student achievement data	

The librarian should bring the following items to the conference: 1) schedule of library activities for the year, 2) copy of lesson plan to be observed, and 3) copy of his or her goals and objectives.

Classroom Observation/Conference Form
(Side A)

Teacher _____ Observer _____ Date _____

Subject/Grade _____ # of Students in Class _____ Began _____ Ended _____

Directions: Circle the rating that best describes the teacher's performance in each of the areas noted. Comments must be provided if the teacher's rating is less than satisfactory.

Satisfactory Concern Unsatisfactory

1. Instructional Planning

The degree to which instructional planning relates to student needs; uses achievement data, reflects the goals, objectives, content, and other aspects of curriculum; causes materials to be utilized appropriately for various age and ability levels; includes a variety of activities which contributes to student achievement; includes the integration of technology for delivery of instruction; and provides for reinforcement of concepts and evaluation of learning.

Satisfactory Concern Unsatisfactory

2. Lesson Implementation

Includes the sharing of objectives with students; motivation for learning; logical development of the lesson; activities which contribute to the achievement of the objectives; optimum pacing; differentiation of instruction; use of appropriate strategies and techniques; ongoing assessment of pupil progress; and meaningful closure.

Satisfactory Concern Unsatisfactory

3. Pupil Involvement

Evidence of time-on-task behavior, the attainment of objectives, significant and meaningful activities, and the maintenance of student interest and participation.

Satisfactory Concern Unsatisfactory

4. Management and Organization

Includes routine classroom procedures, pupil control and discipline; attention to the health and safety needs of pupils; seating and furniture arrangement; and the use and care of supplies and equipment.

Satisfactory Concern Unsatisfactory

5. Professional Characteristics

Interpersonal relationships with students, communication skills, knowledge of content and, emotional control, response to constructive criticism, appropriate appearance, and the degree to which school policies and procedures are followed.

Overall Rating:

_____ Satisfactory

= all ratings Satisfactory

_____ Concern

= at least one rating of Concern and no Unsatisfactory rating (At least one follow up observation must be conducted.)

_____ Unsatisfactory

= at least one Unsatisfactory rating (An improvement plan must be attached. Follow up observations must be conducted.)

Summative Evaluation Form

Teacher's Name _____ Rank _____

Evaluation Period: _____ School _____

Evaluator's Name _____ Position _____

Assignments (Check all that apply. Attach copy of AOR form.)

- Teaching
 Research
 Service
 Advisement
 Administration
 Other Assignments
 Professional Development Plan
 Positive Home/School Relations

Ratings

Please indicate assessment of this employee in fulfilling the responsibilities outlined in his/her AOR form and delineated in his or her Individualized Development Plan

	Satisfactory	Concern	Unsatisfactory	Not Applicable
Teaching				
Research				
Service				
Advisement				
Administration				
Other Assignments Professional Development Plan Positive home/school Relations				
Overall Rating				

To receive an overall rating of satisfactory, the faculty member must receive a satisfactory in all areas for which he or she is being assessed. A rating of "unsatisfactory" will be assigned when the faculty member receives at least two ratings of either unsatisfactory or concern or a combination of them.

- Satisfactory = faculty member is rated satisfactory in all areas in which he/she is being assessed.
- Concern = faculty member receives one rating of unsatisfactory or concern.
- Unsatisfactory = faculty member receives two ratings of either unsatisfactory or concern.

Documentation must be provided to support all ratings.

Teacher's Signature	Date	Evaluator's Signature	Date
---------------------	------	-----------------------	------

The teacher's signature does not imply agreement. It indicates that this report has been discussed with the teacher and that he/she has received a copy of it. The teacher may offer a written rebuttal which will be attached to this report and included in the evaluation file.