

# **SCHOOL DISTRICT OF CLAY COUNTY**

  

## **CLAY ASSESSMENT SYSTEM**

**Administrative/Teacher Handbook**

*Revised: August, 2007*



***Clay County School Board***  
*900 Walnut Street*  
*Green Cove Springs, Florida 32043*

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## **INTRODUCTION**

Clay County's teacher performance assessment system focuses primarily on student achievement through the maintenance and improvement of instructional performance. Effective teacher assessment that emphasizes open communication and feedback will result in increased student achievement and the achievement of the school and/or district goals while focusing on the professional as well as personal goals of the teachers.

Teacher assessment should be a positive, unbiased, and continuing process requiring time, effort, cooperation, and openness of the evaluator and evaluatee. The process should be positive by helping people become more effective teachers and continuous by occurring throughout the school year. Emphasis should be placed on instructional performances as well as professional and personal goals of the teacher. This emphasis should also be placed on improving teachers' knowledge, skills, and motivational techniques. To accomplish this, the assessment system must be as objective as possible. The assessment procedure should include and provide information useful for and pertinent to personnel decisions.

Positive, objective results from teacher assessment are often dependent upon an environment in which an open, honest, and respectful communication exists between teachers and those evaluating them. Rapport should be established between teachers and evaluators with any concerns handled logically and productively through an informal means or formal due process. Above all, the assessment process should be viewed by those concerned as a helping process that will result in improved professional development and morale resulting in increased student achievement.

## ASSURANCES

1. All certified personnel will be oriented to the assessment process and criteria for assessment as part of their pre-evaluation conferences each year.
2. All evaluators will be trained in appropriate evaluation techniques and the use of the proper instruments and procedures prior to their use of this assessment process.
3. All instructional personnel will be assessed annually. Annual Contract instructional personnel will be evaluated at least once each semester; all Professional Service Contract or Continuing Contract instructional personnel will be evaluated at least once each year.
4. This assessment process and instruments will be monitored through annual review, by the CAS Committee, as established through collective bargaining, and through approval by the School Board and the Department of Education.
5. This assessment plan will not discriminate on the basis of race, national origin, religion, marital status, sex or disability.
6. This assessment plan meets the criteria established by the Florida Legislature.
7. Assistance in improving performance will be provided and documented, when necessary, through the Professional Development Plan. This plan may include peer review and assistance.
8. Compliance with statutory requirements regarding probation for teachers will not alter administrators' responsibilities to provide support and assistance to teachers experiencing performance problems.
9. Clay County policy states that any Professional Service Contract or Continuing Contract teacher with an overall assessment rating below Satisfactory for the year will not receive a pay increase the following year. An Annual Contract teacher with an Unsatisfactory evaluation will not be reappointed. Any reappointed teacher with a Satisfactory rating for the year will be eligible for consideration for receipt of the negotiated pay raise and/or salary step for the next school year.
10. The Master Contract grievance procedure is available to appeal evaluation procedures, if a teacher believes that all required steps were not properly followed. However, the evaluation ratings and results may only be appealed through the three-level appeals process specified in the Procedure section of this document, or, in the case of a 90-day probationary teacher, through the appeals process specified by law.

11. All teachers with classroom responsibilities regularly monitor and report the progress of their students as part of their professional responsibilities. Appropriate performance measures and indicators of student achievement growth will vary among teachers. Standardized national, state or district assessment results are not always available for all students in all classes taught by all teachers. When available and applicable, standardized student achievement assessment results must be utilized as data on which, in part, the teachers' performance evaluation is based.

Instructional personnel who are not assigned classes or caseloads of students contribute, nonetheless, to student achievement. Data that supports these contributions and documents their impact on student achievement/performance will be required as part of these teachers' evaluation.

12. Annually, every parent is given the opportunity to provide input regarding teacher performance by responding to the survey(s) distributed by the School Advisory Council. Additionally, in the annual edition of each school's Student Handbook, parents are reminded of the process for providing input regarding a teacher's performance. Such input from parents is shared with the teacher and may be used as one data source for assessment ratings on the Clay Assessment System. Input from parents, provided directly to the teacher, may constitute another data source under the CAS system.

## **CLAY ASSESSMENT SYSTEM (CAS) PROCEDURES**

In response to Florida Statutes and State Board of Education Rules, the following administrative procedures and timelines for assessing the performance of instructional personnel have been established by the School District of Clay County.

### **Orientation**

By no later than six (6) weeks after the first day teachers report to school for the school year (or within two weeks after employment for a teacher hired after that six-week period), all instructional personnel will receive a copy of the Clay Assessment System. A copy will also be maintained in the media center of each school, in the supervisor's office, and the District Office. All instructional personnel will be provided orientation to the Clay Assessment System instrument to be used with them and to the procedures and forms to be used by the administrator.

All itinerant instructional personnel will be evaluated by the administrator or designated evaluator at the base school site, or by the district-level supervisor to whom the teacher is assigned. All School District of Clay County assessment procedures will be followed.

### **Pre-Evaluation Conference**

All instructional personnel will have a pre-evaluation conference with the administrator or designated evaluator. This pre-evaluation conference will be held no later than six (6) weeks from the teacher's contracted date of employment each year.

The required Development Plan will be developed if applicable.

For probationary teachers or teachers who have begun to display performance problems, the required performance objectives and plans/timeline for providing assistance to the teacher may be developed on the Professional Development Plan during the pre-evaluation conference.

### **Required Observations**

When formal observations are required as part of the assessment, the following observations shall be noted:

1. The formal observations must be conducted by the administrator or designated evaluator and shall address the performance of the teacher's classroom or instructional duties.
2. The formal observations must be conducted by the principal or official evaluator and may not be delegated, should the teacher begin to display performance problems.
3. The formal observations must be preceded by notice to the teacher at least three (3) working days before the week of the observation.
4. The formal observations must not be less than 30 minutes in length.

For all teachers, informal observations will be conducted by the administrator or designated evaluator and may take place at any time during the assessment year. These observations will be recorded and the results noted on the applicable CAS Assessment forms as needed.

**A. Annual Contract (AC) Teachers**

At least two (2) formal observations and post-observation conferences shall be conducted each year. The first observation and conference should be held by December 1. The second should be completed no later than May 1 unless additional time is needed to determine the final overall assessment. For a new-to-Clay-County Annual Contract or interim teacher, the first formal observation and post-observation conference shall take place during the first 97 calendar days of the teacher's employment. The first observation for participants in the Teacher Induction Program must be conducted in the first 45 days.

**B. Professional Service Contract Teachers (PSC) or Continuing Contract (CC) Teachers**

At least one formal observation and evaluation conference shall be conducted each year.

**C. PSC Teachers or CC Teachers with Performance Problems**

Should a PSC teacher or a CC teacher begin to demonstrate a pattern of performance problems, or if a PSC teacher or a CC teacher has been placed on a mandatory PDP due to performance problems during the last three (3) years, the evaluator shall be required to conduct at least one formal observation during the year using the FPMS, CET, or other formal observation instrument on which the administrator has been trained. These observations, as well as the entire assessment process, must be conducted by the responsible supervisor and may not be delegated.

**D. CC Teachers on Probation**

For a CC teacher placed on probation, for formal observations and post-observation conferences and the observation instruments to be used during the formal observations are the same as those described above for the first-year AC Teacher, except that the final decision regarding the overall rating for the year must be made by March 1.

**Timelines**

It should be noted that the end of the teacher's school year is the absolute deadline for completing a teacher's annual assessment, unless extremely unusual circumstances have resulted in the granting of a waiver by the Superintendent's designee in the Human Resources Division.

**March 1:** Supervisor is required to provide to the Superintendent a recommendation regarding the teacher's reappointment for the next school year. A recommendation for reappointment may be made only if the supervisor has enough information to certify that the teacher's overall assessment

rating for the year is, at least, Satisfactory. This rating will be written on the recommendation for reappointment.

**March 1:** Deadline for a CC Teacher to receive an Overall Unsatisfactory Rating for any school year.

**May 1:** Deadline for submission of the statement from the evaluator to Human Resources for a teacher participating in the Teacher Induction Program. (The portfolio completion and final evaluation form for the Teacher Induction Program are due to Human Resources one week prior to the CAS evaluation deadline.) If the evaluator believes that additional time could result in the correction of the problem(s) so that the Program could be satisfactorily completed, the final certification by the evaluator may be delayed until the end of the school year.

**May 1:** Deadline for completing the performance assessments for teachers.

## **Professional Development Plan**

Professional development is the joint, ongoing responsibility of the teacher and the administrator. Plans for assistance may be initiated or added to a teacher's PDP at any time during the school year through collaboration between the teacher and the administrator. The development of or addition to the PDP may be initiated by either the teacher or the administrator. Informal observation, data gathering, feedback, and ongoing assistance should take place throughout the school year.

**A Professional Development Plan (PDP) is required for 4<sup>th</sup> year Annual Contract probationary teachers, identified beginning teachers, and teachers with performance deficiencies.** The identified beginning teachers are at least those who are (TIP) Teacher Induction Program (with portfolio required) and (ACP) Alternate Certification Program with a portfolio requirement. The PDP may be developed during the pre-evaluation conference or at any other time during the school year. However, if the development is due to an Unsatisfactory evaluation, performance objective and appropriate assistance must be added to the PDP within one week of the evaluation conference during which the Unsatisfactory rating was given.

- Unsatisfactory progress on the PDP by any probationary teacher shall be considered sufficient cause for removal of the probationary teacher from employment in Clay County.
- The PDP must be reviewed not less than once each six (6) weeks for teachers on probation. The review must take place not less than once each four (4) weeks for a Professional Service Contract teacher on a 90-day probation.
- At any time during the year, when a PDP is closed out, signatures should be obtained, dates and results should be completed and a copy of the finished form should be provided to the teacher. The evaluator's copy, however, should be held



until the end of the evaluation year and submitted to the district office along with copies of all other required CAS forms. All PDP's must be closed out at the end of the year. If applicable, the PDP may be initiated again in the next year.

### **Post-Observation Conference**

Instructional personnel shall participate in a post-observation conference, with the administrator or designated evaluator, within three (3) working days of a formal, pre-announced observation. At the conference the following should occur:

1. Data gathered from the observation will be shared with the teacher.
2. The FPMS form or other documentation of the observation will be discussed and reflected in the competency ratings on the applicable CAS form.
3. Data gathered from other data sources will be reviewed with the teacher and reflected in applicable competency ratings.
4. If applicable, the teacher's success in meeting objectives and completing activities on the PDP shall be addressed and recorded.
5. The satisfactory/unsatisfactory progress in meeting PDP performance objectives will also be used in determining the final, overall evaluation rating.

### **Final Evaluation Conference**

Instructional personnel shall participate in a final evaluation conference for the year with the administrator or designated evaluator. In many instances, the last post-observation conference for the year, described above, will also serve as the final evaluation conference. At the conference:

1. The overall rating of the teacher's performance for the year is given.
2. Signatures of the teacher and the evaluator, along with required dates, are completed.
3. The PDP is completed and signed, if applicable.

One copy of each form will be given to the teacher, one copy will be retained by the administrator, and the original will be forwarded to the Human Resources Division, along with the originals of all PDP forms closed out during the school year.

See the instructions for completing the Performance Appraisal form for definitions of competency ratings and requirements for overall performance ratings.

## **Out-of-Field Teachers**

Evaluations for out-of-field teachers should be conducted in the same manner as described herein with the following modifications:

1. The out-of-field status must be clearly indicated on all CAS instruments.
2. The evaluator will not expect the same level of subject matter knowledge on the part of the out-of-field teacher as with a teacher who is fully certified.

## **Probation**

### **A. New Hires, including Interim Teachers**

The first 97 calendar days of a teacher's employment under his/her first Annual Contract (including an Interim Contract) with the district shall be probationary. The first formal observation and post-observation conference shall take place during this 97-day period. Prior to the 97<sup>th</sup> day of the teacher's employment, the School District of Clay County may accept the teacher's resignation, without such action being considered a breach of contract, or terminate the teacher's employment without cause.

### **B. Annual Contract (AC) Teachers**

An AC teacher may be placed on a 4<sup>th</sup> Annual Contract, instead of being issued a PSC, at the recommendation of the evaluator and Superintendent and based on School Board approval. Such 4<sup>th</sup> year probationary personnel will be expected to follow all procedures of the assessment process, including the submission of a PDP. This mandatory PDP shall be developed no later than the pre-evaluation conference of the probationary year and shall be reviewed as documentation of adequate or inadequate progress at the teacher's final evaluation conference for the year.

### **C. Professional Service Contract (PSC) Teachers**

A PSC teacher whose performance is found to be unsatisfactory at any time during the school year shall be placed on a 90 calendar day (exclusive of school holidays and school vacation periods) probationary period and shall be required to submit performance objectives on the PDP as part of his/her evaluation. The performance objectives shall be initiated within one week after the formal evaluation conference at which the unsatisfactory evaluation was determined. The PDP will be reviewed periodically but not less than once each four (4) week period until the performance objectives are completed or the 90 calendar days have ended. Recommendations and the final decision regarding the teacher's continued employment are made after the 90 calendar days have ended.

### **D. Continuing Contract (CC) Teachers**

A CC teacher with an unsatisfactory evaluation shall be placed on probation to begin the next school year. For the probationary CC teacher, the evaluation periods shall coincide with first year AC evaluation periods, and observations and assessment forms shall be

completed accordingly. Progress in improving student achievement during the year of probation must be measured by other than state or district assessments unless such test results can be available prior to March 1 of the probationary year. The CC teacher on probation will be required to submit performance objectives on a PDP as part of the evaluation. The PDP performance objectives will be initiated within one week after the post-observation/evaluation conference at which the unsatisfactory evaluation was determined. The PDP will be reviewed periodically but not less than once each six (6) week period until the plan is completed.

Should the performance of the CC teacher on probation not meet expectations by the end of the first evaluation period following the unsatisfactory evaluation (i.e. by December 1 or by May 1), a decision shall be made whether to extend the probationary period or take such action as determined appropriate by the Superintendent. Should the probationary period be extended, a review shall be made by the Superintendent at the end of each evaluation period thereafter to determine the appropriate action to be taken.

#### **E. PSC Teachers and CC Teacher in “D” or “F” Schools**

If a PSC or CC teacher in a school designated by the Department of Education in performance grade category “D” or “F” receives an Unsatisfactory rating on his overall CAS evaluation, that teacher’s probation described above shall include the procedures and requirements stipulated in Florida State 1012.34(3)(c):

1. The evaluator of the teacher shall review the performance assessment with the Superintendent.
2. If the Superintendent determines that a lack of general knowledge, subject area expertise, or other professional competencies contributed to the teacher’s unsatisfactory performance, the Superintendent shall notify the School Board of that determination.
3. The School Board shall require the teacher, as part of his/her probation, to take and receive a passing score on a certification test, described in Chapter 1012, Florida Statutes, and in the rules of the State Board of Education. The certification test shall be one of general knowledge, subject area expertise or professional competencies, whichever is appropriate.

#### **Peer Review and Assistance**

Clay County’s Support Team of teachers is available to provide assistance to the teacher and the evaluator, upon request, in two important ways: as an additional observer when the teacher disagrees with the results reported by the evaluator as a result of a formal observation; and as a resource for assistance for the teacher who is experiencing performance problems.

The Support Team is made up of successful, experienced teachers who serve as peer teachers for beginning teachers and are trained in observing the teaching process and in providing support for the completion of requirements for the beginning teacher. Additionally, district-level specialists, district SPRINT teachers who work jointly with pre-service training at the University of North

Florida and with on-the-job beginning teachers, and others are available at the request of the administrator and/or teacher for peer review and assistance.

In order to arrange for an observation to be considered in addition to that conducted by the evaluator, the teacher must submit a written request for such to the Assistant Superintendent for Human Resources within 72 hours of the post-observation conference in which the teacher disagreed with the evaluator's report. Upon receipt of the written request, the Assistant Superintendent shall request the assistance of a support team member, based on that member's certification and teaching experience. The member shall be responsible for contacting the teacher to make arrangements for the conference and observation. There shall be a pre-observation conference and a formal observation by the support team member utilizing the FPMS and/or other legitimate observation instruments or techniques on which the member has been trained. Following the observation, a conference with the principal and teacher will be conducted by the support team member for the purpose of discussing the results. The principal shall be given the observation instrument and the results of the observation and conference. These results shall be considered by the principal in making the final rating.

When a teacher is required to help develop a PDP in order to address performance problems or as part of his/her probation, the assistance of support team members may be arranged directly by the administrator. The selection of the SPRINT teacher, district-level Specialist, Peer Teacher, Directing Teacher or other Support Team member should be made based on the training, skills, certification area and experience of the available members. Such assistance should be documented on the PDP.

**NOTE:** If no teacher, certified in the same area as the teacher needing/requesting assistance, is available through the currently-approved support team, a teacher who is not on the support team list but is certified in the appropriate area and is recommended by his/her principal may be asked to assist.

## **Disagreements**

In addition to requesting another observation by a support team member, a teacher may also attach a written reply to the CAS Assessment form if he/she is in disagreement with the evaluator's observations and/or ratings. This written response must be submitted to the evaluator no later than one week after the post-observation or evaluation conference. A copy of the response will be appended to each copy of the Assessment.

In cases where disagreements regarding unsatisfactory evaluations by supervisors cannot be resolved by the following procedures, including the PDP process and the additional observation, the employee may then appeal the overall Unsatisfactory rating through the following process:

**Level I:** Within ten (10) working days of the post-observation conference during which the evaluation rating was given, the teacher requests a joint meeting with the administrator and the district office supervisor, if applicable, in an effort to resolve the disagreement satisfactorily. The meeting must take place within five (5) working days of receipt of the written request from the teacher. Documentation of performance must be provided by the administrator/evaluator. The decision resulting from this meeting must be provided within three (3) working days of the meeting.

**Level II:** Within ten (10) working days of the decision at Level I, the teacher requests a joint meeting with the administrator/evaluator and a committee designated by the Superintendent. The committee should include six (6) persons and should be comprised of: two (2) teachers in the same subject area as the appellant; the teacher's principal; one other school-based administrator and two (2) district level staff persons. A chairperson, not the Level III administrator, shall be selected by the Superintendent. All of the committee members must be certified to use the FPMS Summative/formative or other legitimate observation instruments on which the members have been trained. The committee will meet within ten (10) working days of receipt of the teacher's request and will review the assessment materials and all information produced at the Level I appeal and will question such persons as they may deem necessary for reaching a decision. The decision must be rendered within five (5) workings days of the meeting.

**Level III:** Should the teacher not be satisfied with the results of the Level II appeal, he/she may appeal the decision to the Assistant Superintendent for Human Resources. Such appeal must be placed in writing by the teacher within ten (10) working days of the Level II decision and must cite the specific rationale for the appeal. The Assistant Superintendent for Human Resources will review the assessment materials and all information produced at the Level II appeal and will question such person as he/she may deem necessary for reaching a decision. His/her decision must be rendered within five (5) days of receipt of the teacher's appeal.

### **90-Day Probation Appeal:**

If, following the statutory 90 calendar day probationary period, the teacher wishes to contest the Superintendent's decision regarding the teacher's continued employment, the appeal procedures specified in the applicable Florida statute shall be followed. The teacher shall receive written notice of the appeal process at the time he/she is placed on the 90-day probation.

### **Miscellaneous**

In extenuating circumstances (such as extended illness) when a timeline cannot be met by the teacher, administrator or designated evaluator, a written request for a waiver may be sent to the Human Resources Division. The CAS procedures should then be completed by a mutually agreed upon time by those involved in the procedure.

All instructional personnel assessment files shall be held as confidential for a period of one fiscal year after the year of evaluation. Thereafter, such evaluation shall become public record.

**CLAY ASSESSMENT SYSTEM**  
**Instructional Performance Appraisal (Form A)**

Name: \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_  
 Position: \_\_\_\_\_ Social Security #: \_\_\_\_ - \_\_\_\_ - \_\_\_\_ Check One:  In Field  Out of Field  
 Annual Contract  Continuing Contract  Prof. Service Contract  Teacher Induction Program  Interim

**I. PRE-EVALUATION** Statement: I understand that this instrument shall be used in evaluating my performance in accordance with the job description and School Board Policy. The evaluation policies and procedures are located in the CCEA Master Contract and Board Policy.

\_\_\_\_\_  
 Employee's Signature Date Evaluator's Signature/Title Date

**II. PROFESSIONAL DEVELOPMENT PLAN**

A Professional Development Plan beyond the training plan is required for this employee: Yes \_\_\_\_ No \_\_\_\_ (If Yes, Please Attach)

\_\_\_\_\_  
 Employee's Signature Evaluator's Signature Date Initiated

| <b>A. Maintains appropriate discipline (Check all that apply)</b>  |  |
|--|--|
| 1  | Adheres to school rules, administrative regulations, and School Board Policies related to student discipline   |
| 2  | Collaborates with students in the creation of classroom rules and procedures and involves students in decision making to improve classroom climate and instruction |
| 3  | Establishes individual student discipline contracts if needed  |
| 4  | Establishes, posts and effectively implements a classroom discipline plan  |
| 5  | Reviews and recommends or implements the strategies of IEP, PMP, LEP, and 504 when applicable  |
| 6  | Informs parents or guardians of classroom rules, policies and procedures within 20 days of beginning of the school year  |
| 7  | Uses conflict management and resolution skills to facilitate and manage student behavior and peer interaction  |
| 8  | Demonstrates a positive, consistent, calm, and fair classroom management approach  |
| <b>B. Displays knowledge of subject matter (Check all that apply)</b>  |  |
| 1  | In-field certification   |
| 2  | Highly Qualified - NCLB  |
| 3  | Passing score on Subject Area exam in content  |
| 4  | Satisfactory completion of content area college coursework during the school year  |
| 5  | National Board Certified Teacher   |
| 6  | Advanced degree - Master's, Specialist, Doctorate  |
| 7  | Enrolled in or completed endorsement area during the school year   |
| 8  | Lesson plans align goals/objectives, strategies, and assessments to meet students' needs   |
| 9  | Lesson plans reflect the use of community resources to enrich the instructional program  |
| 10   | Workshop facilitation with staff on subject area/content material during the school year   |
| <b>C. Demonstrates ability to plan and deliver instruction or implement programs using appropriate technology (Check all that apply)</b> |  |
| 1  | Consistently uses technology as reflected in lesson plans  |
| 2  | Uses rubric assessments as reflected in lesson plans   |
| 3  | Incorporates consistent student use of technology in the classroom   |

**C. Demonstrates ability to plan and deliver instruction or implement programs using appropriate technology (Check all that apply) (Continued)**

|    |  |  |
|----|--|--|
| 4  | Lesson Plans reflect adherence to Sunshine State Standards   |  |
| 5  | Lesson plans reflect differentiated instruction  |  |
| 6  | Maintains subject-related student portfolios/journals  |  |
| 7  | Collaborates with colleagues through vertical and horizontal lesson planning   |  |
| 8  | Consistent use of a variety of teaching strategies such as CRISS, technology, graphic organizers, cooperative groups, etc. as reflected in lesson plans and student work |  |
| 9  | Uses appropriate questioning techniques (lower and higher order)   |  |
| 10 | Conducts beginning, ending, and periodic reviews   |  |

**D. Analyzes and evaluates instructional needs (Check all that apply)**

|   |  |  |
|---|--|--|
| 1 | Administers pre-test and interprets data to identify areas of strengths and weaknesses                   |  |
| 2 | Provides diagnostic data to parents or guardians, students, and staff                                    |  |
| 3 | Tutors students during non-class time  |  |
| 4 | On-going assessments are used to plan, modify, and refine instruction as reflected in lesson plans       |  |
| 5 | Successfully provides accommodations and interventions (IEP, PMP, LEP, 504) as evidenced in lesson plans |  |
| 6 | Circulates and assists students during lesson delivery   |  |

**E. Establishes and maintains a positive relationship with students, families, and all stakeholders (Check all that apply)**

|    |   |  |
|----|---|--|
| 1  | Collaborates with stakeholders on student achievement   |  |
| 2  | Ensures that meetings are conducted in an atmosphere of mutual respect  |  |
| 3  | Regularly recognizes and highlights student achievement and student work  |  |
| 4  | Sponsors an extra curricular activity outside of the established work day   |  |
| 5  | Sends positive communication home   |  |
| 6  | Seasonal volunteer for athletic, academic, or cultural program or activity  |  |
| 7  | Informs parents or guardians of student's progress by means other than interims and report cards                        |  |
| 8  | Maintains a current classroom webpage   |  |
| 9  | Creates a classroom newsletter at least 4 times a year  |  |
| 10 | Maintains timely communication with parents or guardians as evidenced in the communication log of conferences and calls |  |
| 11 | Participates in parents or guardians information sessions or open house events beyond the contracted requirement        |  |
| 12 | Recruits parents or guardians or community volunteers to promote the school's programs                                  |  |
| 13 | Utilizes parents or guardians or community volunteers/speakers in the classroom   |  |

**F. Other professional competencies and responsibilities established by the State Board and the policies of the school district (Check all that apply)**

|   |   |  |
|---|---|--|
| 1 | Maintains appropriate records and adheres to deadlines  |  |
| 2 | Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida |  |
| 3 | School Advisory Council Member or Chairperson   |  |
| 4 | Accreditation - internal facilitator  |  |
| 5 | Member of professional organization   |  |
| 6 | Professional development presenter  |  |
| 7 | School-wide leadership committee member or chairperson  |  |
| 8 | District-wide leadership committee member or chairperson  |  |





**CLAY ASSESSMENT SYSTEM**  
**Instructional Performance Appraisal (Form B)**

Name: \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_  
 Position: \_\_\_\_\_ Social Security #: \_\_\_\_ - \_\_\_\_ - \_\_\_\_ Check One:  In Field  Out of Field  
 Annual Contract  Continuing Contract  Prof. Service Contract  Teacher Induction Program  Interim

**I. PRE-EVALUATION** Statement: I understand that this instrument shall be used in evaluating my performance in accordance with the job description and School Board Policy. The evaluation policies and procedures are located in the CCEA Master Contract and Board Policy.

\_\_\_\_\_  
 Employees' Signature                                      Date                                      Evaluator's Signature/Title                                      Date

**II. PROFESSIONAL DEVELOPMENT PLAN**

A Professional Development Plan beyond the training plan is required for this employee: Yes  No  (If Yes, Please Attach)

\_\_\_\_\_  
 Employee's Signature                                      Evaluator's Signature                                      Date Initiated

**A. Maintains appropriate discipline (Check all that apply)**

|   |   |  |
|---|---|--|
| 1 | Adheres to school rules, administrative regulations, and School Board policies related to student discipline  |  |
| 2 | Involves students in decision making to improve classroom climate and instruction                             |  |
| 3 | Establishes individual student discipline contracts if needed   |  |
| 4 | Establishes, posts and effectively implements a classroom discipline plan                                     |  |
| 5 | Reviews and recommends or implements the strategies of IEP, PMP, LEP, and 504 when applicable                 |  |
| 6 | Informs parents or guardians of classroom rules, policies and procedures                                      |  |
| 7 | Uses conflict management and resolution skills to facilitate and manage student behavior and peer interaction |  |
| 8 | Demonstrates a positive, consistent, calm, and fair management approach with students                         |  |

**B. Displays knowledge of subject matter (Check all that apply)**

|    |  |  |
|----|--|--|
| 1  | Professional certification   |  |
| 2  | Highly Qualified - NCLB  |  |
| 3  | Passing score on subject area exam in content  |  |
| 4  | Satisfactory completion of content area college coursework during the school year                      |  |
| 5  | State licensure in-field (Speech, OT/PT, social worker, psychologists, etc.) or National Certification |  |
| 6  | National Board Certified Teacher   |  |
| 7  | Advanced degree - Master's, Specialist's, or Doctorate   |  |
| 8  | Enrolled in or completed endorsement area during the school year                                       |  |
| 9  | Aligns goals/objectives, strategies, and assessments to meet students' needs                           |  |
| 10 | Uses community resources to enrich the instructional program   |  |
| 11 | Workshop facilitation with staff on subject area/content material during the school year               |  |

**C. Demonstrates ability to plan and deliver instruction or implement programs using appropriate technology (Check all that apply)**

|   |   |  |
|---|---|--|
| 1 | Consistently uses applicable technology   |  |
| 2 | Adherence to Sunshine State Standards and differentiated instruction reflected in planning                          |  |
| 3 | Maintains student portfolios/journals or databases  |  |
| 4 | Collaborates with colleagues through vertical and horizontal lesson planning to develop a stronger school community |  |

**C. Demonstrates ability to plan and deliver instruction or implement programs using appropriate technology (Check all that apply) (continued)**

|   |   |  |
|---|---|--|
| 5 | Consistent use of a variety of strategies to accomplish the job description |  |
| 6 | Uses appropriate questioning techniques (lower and higher order)            |  |
| 7 | Conducts reviews - beginning, ending, and periodic                          |  |

**D. Analyzes and evaluates instructional needs (Check all that apply)**

|   |  |  |
|---|--|--|
| 1 | Interprets data to identify areas of strengths and weaknesses                                    |  |
| 2 | Provides diagnostic data to parents or guardians, students, and staff                            |  |
| 3 | Tutors/conferences students during non-class time  |  |
| 4 | On-going assessments are used to plan, modify, and refine program delivery                       |  |
| 5 | Successfully recommends or provides accommodations and interventions through progress monitoring |  |
| 6 | Circulates and assists students during program delivery  |  |
| 7 | Conferences with parents/guardians to meet the needs of students                                 |  |

**E. Establishes and maintains a positive relationship with students, families, and all stakeholders (Check all that apply)**

|    |   |  |
|----|---|--|
| 1  | Collaborates with stakeholders on student achievement   |  |
| 2  | Ensures that meetings are conducted in an atmosphere of mutual respect  |  |
| 3  | Regularly recognizes and highlights student achievement and student work  |  |
| 4  | Sponsors an extra curricular activity outside of the established work day   |  |
| 5  | Sends positive communication home   |  |
| 6  | Seasonal volunteer for athletic, academic, or cultural program or activity  |  |
| 7  | Informs parents or guardians of student's progress by means other than interims and report cards                        |  |
| 8  | Maintains a current webpage   |  |
| 9  | Creates a newsletter at least 4 times a year  |  |
| 10 | Maintains timely communication with parents or guardians as evidenced in the communication log of conferences and calls |  |
| 11 | Participates in parent or guardian information sessions or open house events beyond the contracted requirement          |  |
| 12 | Recruits parents or guardians or community volunteers to promote the school's programs                                  |  |
| 13 | Utilizes parents or guardians or community volunteers/speakers in the classroom   |  |

**F. Other professional competencies and responsibilities established by the State Board and the policies of the school district (Check all that apply)**

|    |   |  |
|----|---|--|
| 1  | Maintains appropriate records and adheres to deadlines  |  |
| 2  | Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida |  |
| 3  | School Advisory Council Member or Chairperson   |  |
| 4  | Accreditation - internal facilitator  |  |
| 5  | Member of professional organization   |  |
| 6  | Professional development presenter  |  |
| 7  | School-wide leadership committee member or chairperson  |  |
| 8  | District-wide leadership committee member or chairperson  |  |
| 9  | National Board mentor teacher   |  |
| 10 | Peer Teacher, Directing Teacher or volunteer mentor teacher   |  |

|  |  |  |
|--|--|--|
| <b>F. Other professional competencies and responsibilities established by the State Board and the policies of the school district (Check all that apply) (Continued)</b> |  |  |
| 11   | Participates in and completes a minimum of six hours of training within the year |  |
| 12   | Department Head, Grade Chair, or Articulation Team Leader                        |  |
| 13   | Adheres to regulations as required by school/district policy and school handbook |  |
| 14   | Models correct use of verbal and written language                                |  |
| 15   | Is punctual to school and in the performance of duties and responsibilities      |  |

**III. CONFERENCES:**

| <u>Date</u> | <u>Employee's Initials</u> | <u>Evaluator's Comments</u> |
|-------------|----------------------------|-----------------------------|
| _____       | _____                      | _____                       |
| _____       | _____                      | _____                       |
| _____       | _____                      | _____                       |
| _____       | _____                      | _____                       |
| _____       | _____                      | _____                       |
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| _____       | _____                      | _____                       |
| _____       | _____                      | _____                       |
| _____       | _____                      | _____                       |
| _____       | _____                      | _____                       |
| _____       | _____                      | _____                       |

**IV. OVERALL PERFORMANCE RATING FOR EMPLOYEE:** (Please circle appropriate rating.) S or U

Total: \_\_\_\_\_ Three in each area: \_\_\_\_\_ Yes \_\_\_\_\_ No

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Initials \_\_\_\_\_ Date \_\_\_\_\_ (Not required if supervisor conducted the evaluation.)

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

My signature does not necessarily imply agreement with this evaluation. It does indicate an acknowledgment that the evaluation did take place as indicated. I also understand that I may submit a written reaction to this evaluation not later than one week from the date of my signature, and it shall be attached to this form.

**ADDITIONAL OBSERVATION REQUESTED** (Sign below and see CAS Manual for directions. Request must be submitted to Evaluator within 72 hours of post observation conference)

Employee's Signature: \_\_\_\_\_ Date : \_\_\_\_\_

**Overall Performance Rating Requirements:**

An overall performance rating of “S” will be circled on the appropriate Instructional Performance Appraisal form (Form A or Form B) if a minimum of thirty-one items have been marked with at least three marks in each area.

An overall performance rating of “U” will be circled on the appropriate Instructional Performance Appraisal form if thirty items or fewer have been marked or if less than three items have been marked in an area.

Eligibility for performance pay under the Merit Award Program will follow guidelines outlined in the MAP plan.

**Distribution of Form:**

The teacher is provided one copy of the form after the evaluation is completed. The original forms are forwarded to the Human Resources Division.

| <b>CLAY ASSESSMENT SYSTEM (CAS) PROCEDURES</b>   |   |
|--|---|
| <b>PROCEDURE</b>   | <b>TIMELINE</b>   |
| CAS Manual given to all instructional personnel  | No later than 6 weeks after teachers report or within 2 weeks after employment  |
| Orientation to Clay Assessment System  | No later than 6 weeks after teachers report or within 2 weeks after employment  |
| Pre-evaluation conference  | No later than 6 weeks after teacher's report or within 2 weeks after employment   |
| PDP developed for probationary teachers with performance problems and after Unsatisfactory evaluation.                             | PDP may be initiated at pre-evaluation conference or at any time during year. If after an Unsatisfactory evaluation, must be within 1 week of post-observation conference.  |
| Notice of formal observation   | 3 working days before observation   |
| 2 formal observations required (30 minutes minimum) for A/C or one formal observation required (30 minutes minimum)                | <p>By December 1 and May 1:</p> <ul style="list-style-type: none"> <li>- For new hires: within first 45 days of employment using FPMS</li> <li>- Teacher Induction Program participants must be observed in the first 45 days of employment</li> </ul> <p>March 1: Performance Appraisals due with Reappointment Printout for CC to be rated Unsatisfactory</p> <p>May 1: Deadline for all others unless extended to end of year due to extenuating circumstances</p> |
| Post-observation conference which includes a discussion of FPMS or other observation results, data sources and, if applicable, PDP | Within 3 working days after each formal observation   |
| Final evaluation conference which includes final overall competency and assessment ratings.  | <p>Prior to March 1</p> <p>Prior to May 1</p>   |
| Deadline for teacher request for additional observation for Satisfactory or Unsatisfactory evaluation                              | Must be submitted to evaluator within 72 hours of post-observation conference   |
| Deadline for teacher to attach written reply to CAS forms  | Written reply must be submitted to evaluator no later than 1 week following post-observation conference.  |

**SCHOOL DISTRICT OF CLAY COUNTY  
NOTICE OF PROBATIONARY STATUS**



TO: \_\_\_\_\_  
Employee

FROM: \_\_\_\_\_  
Supervisor/Evaluator \_\_\_\_\_  
Work Site

This is to notify you that, based on the identification of your unsatisfactory performance as documented on the attached Clay Assessment System forms and discussed with you on \_\_\_\_\_, you are being placed on performance probation effective \_\_\_\_\_, (date)  
\_\_\_\_\_ (date this Notice received by employee)

This performance probation is for a period of 90 calendar days from your receipt of this notice of unsatisfactory performance. School holidays and school vacation periods are not counted in the 90-calendar-day period. During the 90 calendar days, you will be evaluated as indicated on the attached Professional Development Plan (PDP) and apprised of progress achieved. As documented on the PDP, you will be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, you may request a transfer to another appropriate, available position with a different supervising administrator, however, a transfer does not extend the period for correcting your performance deficiencies. Your 90-calendar-day probation will end on \_\_\_\_\_ (date).

Within 14 days after the close of the 90 calendar days, you will be assessed to determine whether the performance deficiencies have been corrected, and a recommendation regarding your employment will be forwarded to the superintendent. Within 14 days after receiving my recommendation, the superintendent will notify you, in writing, as to whether the performance deficiencies have been satisfactorily corrected and whether the superintendent will recommend that the school board continue or terminate your employment contract. If you wish to contest the superintendent's recommendation, you must, within 15 days after receipt of the superintendent's recommendation, submit a written request for a hearing. Such hearing shall be conducted, at the school board's election, by the board or by an administrative law judge assigned by the Division of Administrative Hearings of the Department of Management Services.

- Dates:** Evaluation Conference Held \_\_\_\_\_
- Professional Development Plan Developed \_\_\_\_\_  
(Must be initiated within one week after unsatisfactory evaluation determined)
- 90-Calendar-Day Performance Probation Begins \_\_\_\_\_  
(Must be same day this Notice delivered to employee)
- 90-Calendar-Day Performance Probation Ends \_\_\_\_\_  
(Excludes school holidays & vacations)

**Signatures:** This is to certify that I have discussed the employee's unsatisfactory performance with him/her, as documented on the attached Clay Assessment System forms, and have delivered this Notice to the employee on this date:

\_\_\_\_\_  
Supervisor/Evaluator \_\_\_\_\_  
Date

This is to certify that I received this Notice and copies of the attached Clay Assessment System forms on this date:

\_\_\_\_\_  
Employee \_\_\_\_\_  
Date

# **GOVERNING STATUTES AND POLICIES**

## **CLAY COUNTY SCHOOL BOARD POLICY**

**FLORIDA STATUTE 1012.23**

**FLORIDA STATUTE 1012.34**

**FLORIDA STATUTE 1012.52**

**STATE BOARD OF EDUCATION ADMINISTRATIVE RULES/CHAPTER 6B-5**

# CLAY COUNTY SCHOOL BOARD RULE 6GX-10-2.26

## TEACHER ASSESSMENT

### 2.26 EVALUATIONS

Disabled employees who need reasonable accommodations in order to perform essential job functions shall not be evaluated on their ability to perform the function without such accommodation.

#### A. Teachers

1. Staff evaluation shall be conducted annually by supervisory personnel on each instructional staff member, hereinafter referred to as "teacher", contracted for a period of six (6) weeks or longer. The goal of evaluation shall be the improvement of the teacher's performance and ultimately increased student achievement. However, it may also assist the Superintendent and administrative staff in assigning, transferring, granting professional service contract, or promoting teachers, and/or determining whether or not a teacher needs to be placed on probation or be dismissed. The evaluation process may also be used to determine which employees gain pay for exemplary performance.
2. The Clay Assessment System shall be research based and shall include a training component which will provide qualified evaluators and observers; a growth and development component which will focus on specified or identified needs; and a feedback component which utilizes the school principal in promoting positive growth.
3. It shall be the teacher's responsibility to become familiar with the performance and professional competencies and indicators identified in the Clay Assessment System, and to strive for self-improvement.
4. It shall be the principal's or district level department head's responsibility to provide the opportunity for each teacher to become familiar with the Clay Assessment System procedures and competencies. He/she shall also be responsible for providing all possible means for improvement to those who need it, including assistance in helping correct deficiencies and time for correcting these deficiencies.
5. The principal is ultimately responsible for the assessment of his/her personnel. However, he/she may designate assistant principals and district level department heads may designate their assistants to perform the evaluation in their stead who will be authorized to carry out the process. The principal shall be encouraged to solicit the assistance of district level staff or



of the CAS support team in providing input into the evaluation process. In the case of the teachers who are progressing unsatisfactorily, the principal or district level department head shall retain full responsibility for the evaluation as soon as it is obvious the teacher falls in this category.

6. A pre-evaluation conference shall be held between each teacher and principal, district level staff member, or designee at the beginning of each contract year but within six (6) weeks, or two (2) weeks for a late hire, from the contracted date of employment. The teacher's professional goals and performance should be discussed and a Professional Development Plan shall be initiated, if appropriate, at such pre-evaluation conference.
7. Classroom teachers shall be observed in the classroom at least one time a year according to the Clay Assessment System. Those teachers holding an annual contract must have two (2) formal observations. During the evaluation period at least one observation shall be announced and shall last a minimum of 30 minutes. The teacher shall be notified at least three (3) teaching days in advance of the week of observation. The teacher shall be allowed, if it is necessary to select three (3) of the five (5) days which would be the most convenient.
8. A post observation conference shall be scheduled with the teacher by the evaluator within three (3) work days after the announced observation during each evaluation period.
9. There shall be two evaluation periods, one prior to December 1, and one before March 1, of each year for each annual contract or probationary teacher and at least one evaluation period per year prior to March 1 for each continuing contract or professional service contract teacher. For new hires, the first formal observation shall take place during the 97 calendar day probationary period.
10. The final year of probation for an annual contract teacher should approximate that of a teacher who has achieved professional contract status. Except in unusual circumstances the final evaluation period shall determine the teacher's employment status for the next year. A teacher in this circumstance whose overall rating is not satisfactory shall be notified in writing through the evaluation instrument, shall not be recommended for reappointment, and an appeal by the supervisor or teacher to the Superintendent shall be only under very exceptional circumstances. The overall rating will be considered not satisfactory should **a sufficient number of competencies not be achieved or if at least three competencies are not achieved in each area of the appropriate appraisal document.** ~~any competency on either the professional or performance assessment be marked "not satisfactory."~~ The identification of an ineffective indicator will be evidence of an unsatisfactory competency.

11. A PSC teacher whose performance is found to be unsatisfactory during the school year or thereafter and any AC teacher who receives an unsatisfactory evaluation during any school year shall be placed on a 90 calendar day (exclusive of school holidays and school vacation periods) probationary period and shall be required to submit a PDP as part of their evaluation. The PDP will be initiated within one week after the post-observation/evaluation at which unsatisfactory evaluation was determined. The PDP will be reviewed periodically but not less than once each four week period until the Plan is completed or the 90 calendar days have ended.

A PSC teacher whose performance evaluation is found to be unsatisfactory and all CC teachers with unsatisfactory evaluations shall be placed on probation for the next school year. For a PSC teacher placed on probation and for the probationary CC teacher in any school year, the evaluation periods shall be extended to coincide with annual contract evaluation periods, and observations and assessment forms shall be completed accordingly. These teachers will be required to submit a PDP as part of their evaluation. The PDP will be initiated within one week after the post-observation/evaluation at which the unsatisfactory evaluation was determined. The PDP will be reviewed periodically, but not less than once each six week period until the plan is completed. The evaluation periods shall coincide with those of annual contract teachers and observations of performance and completion of assessment forms shall be conducted accordingly. Should the performance of the teacher not meet expectations by the end of the first evaluation period following the unsatisfactory evaluation, a decision shall be made whether to extend the probationary period or to take action as determined appropriate by the Superintendent. Should the probationary period be extended, a review shall be made by the Superintendent at the end of each evaluation period thereafter to determine the appropriate action to take.

Unsatisfactory progress on a PDP by any probationary teacher shall be considered sufficient cause for removal of the probationary teacher from employment in Clay County.

12. The sections of this rule notwithstanding, a probationary employee shall have no right to continued employment beyond the term of his/her contract.
13. Any teacher who has been evaluated as unsatisfactory shall be afforded a conference in accordance with these rules and notified in writing on the evaluation instrument describing such unsatisfactory performance and procedural requirement stipulated by Statute. Any teacher who has received two consecutive unsatisfactory annual evaluations and written notice has been given by the district that his/her employment is being terminated or not being renewed or that the school board intends to terminate or not renew his/her

employment shall be reported by the Superintendent to the Department of Education Professional Practices Services Section for investigation in accordance with Florida Statutes.

14. The assessment of the performance and professional competencies of each teacher shall be assessed on the forms designed by the Clay Assessment System Committee. The Florida Performance Measurement System, clinical Educator Training, or other approved observation forms shall be utilized in conducting the formal classroom observations. Other approved observation methods may be utilized when necessary. Probationary teachers shall also be required to complete the Professional Development Plan form which shall be incorporated into their annual assessment.
15. A Professional Development Plan shall include a description of the desired and/or unsatisfactory performance, recommendations for improved performance, provisions for assistance to correct such deficiencies and prescribed time frame for demonstration of improved performance.
16. The assessor shall rate the teacher's overall job performance for the year during the final conference. The teacher shall be given the opportunity to respond in writing within one week of this conference if he/she disagrees with the evaluation and this written disagreement shall be attached to the evaluation form.
17. In cases where disagreements regarding unsatisfactory evaluations cannot otherwise be resolved, the teacher may file an appeal with the principal or district office instructional director, if applicable, within ten (10) working days of receiving the assessment report. The following process shall be utilized for the appeal:
  - Level I: Within 10 working days of the Post-observation conference, the teacher requests a joint meeting with the administrator and the County Office supervisor, if applicable, in an effort to resolve the disagreement satisfactorily. The meeting must take place within 5 working days of receipt of the written request from the teacher. Documentation of performance must be provided by the administrator/evaluator. The decision resulting from this meeting must be provided within 3 working days of the meeting.
  - Level II Within 10 working days of the decision at Level I, the teacher requests a joint meeting with the administrator/evaluator and a committee designated by the Superintendent. The committee should include six (6) persons comprised of: two (2) teachers in the same subject area as the appellant, the teacher's principal,

one other school-based administrator and two (2) district level staff persons. A chairperson, not the Level III administrator, shall be selected by the Superintendent. Three of the committee members must be members of the Cadre and all must be certified to use the FPMS summative instrument. The committee will meet within 10 working days of receipt of the teacher's request and will review the assessment materials and all information produced at the Level I appeal and will question such person as they may deem necessary for reaching a decision. The decision must be rendered within 5 working days of the meeting.

Level III      Should the teacher not be satisfied with the results of the Level II appeal, he/she may appeal the decision to the Assistant Superintendent for Human Resources. Such appeal must be placed in writing by the teacher, within 10 working days of the Level II decision and must cite the specific rationale for the appeal. The Assistant Superintendent for Human Resources will review the assessment material and all information produced at the Level II appeal and will question such persons as he/she may deem necessary for reaching a decision. His/her decision must be rendered within 5 working days of receipt of the teacher's appeal.

18. If, following the statutory 90 calendar day probationary period, the teacher wishes to contest the Superintendent's decision regarding the teacher's continued employment, the appeal procedures specified in the applicable statute shall be followed.
19. The evaluation form shall be completed in triplicate: one copy to be retained by the teacher, one copy retained by the supervisor, and one copy (the original) to be sent to the Human Resources Division by March 1 of each year to be examined by the Superintendent for the purpose of reviewing the teacher's contract.
20. The completed evaluation form shall be placed in the staff member's confidential file for a period of one fiscal year after the year of evaluation. Thereafter such evaluation shall become public record.
21. The forms, criteria, and methods for evaluation shall be prepared by the Superintendent's Clay Assessment System Committee and shall be revised as necessary.

## The 2006 Florida Statutes

### Chapter 1012.23

#### **1012.23 School district personnel policies.--**

1. (1) Except as otherwise provided by law or the State Constitution, district school boards may adopt rules governing personnel matters, including the assignment of duties and responsibilities for all district employees.  
  
(2) A district school board member may not employ or appoint a relative, as defined in s. 112.3135, to work under the direct supervision of that district school board member.

**History.**--s. 698, ch. 2002-387.

#### **1012.2315 Assignment of teachers.--**

- (1) **LEGISLATIVE FINDINGS AND INTENT.**--The Legislature finds disparities between teachers assigned to teach in a majority of "A" graded schools and teachers assigned to teach in a majority of "F" graded schools. The disparities can be found in the average years of experience, the median salary, and the performance of the teachers on teacher certification examinations. It is the intent of the Legislature that district school boards have flexibility through the collective bargaining process to assign teachers more equitably across the schools in the district.
- (2) **ASSIGNMENT TO SCHOOLS GRADED "D" OR "F."**--School districts may not assign a higher percentage than the school district average of first-time teachers, temporarily certified teachers, teachers in need of improvement, or out-of-field teachers to schools with above the school district average of minority and economically disadvantaged students or schools that are graded "D" or "F." Each school district shall annually certify to the Commissioner of Education that this requirement has been met. If the commissioner determines that a school district is not in compliance with this subsection, the State Board of Education shall be notified and shall take action pursuant to s. 1008.32 in the next regularly scheduled meeting to require compliance.
- (3) **SALARY INCENTIVES.**--District school boards are authorized to provide salary incentives to meet the requirement of subsection (2). A district school board may not sign a collective bargaining agreement that precludes the school district from providing sufficient incentives to meet this requirement.
- (4) **COLLECTIVE BARGAINING.**--Notwithstanding provisions of chapter 447 relating to district school board collective bargaining, collective bargaining provisions may not preclude a school district from providing incentives to high-quality teachers and assigning such teachers to low-performing schools.
- (5) **REPORT.**--Schools graded "D" or "F" shall annually report their teacher-retention rate. Included in this report shall be reasons listed for leaving by each teacher who left the school for any reason.

**History.**--s. 57, ch. 2006-74.

## **The 2006 Florida Statutes**

### **Chapter 1012 - Personnel of School System**

#### **1012.34 Assessment procedures and criteria.--**

- (1) For the purpose of improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for assessing the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. The Department of Education must approve each district's instructional personnel assessment system.
- (2) The following conditions must be considered in the design of the district's instructional personnel assessment system:
  - (a) The system must be designed to support district and school level improvement plans.
  - (b) The system must provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel.
  - (c) The system must include a mechanism to give parents an opportunity to provide input into employee performance assessments when appropriate.
  - (d) In addition to addressing generic teaching competencies, districts must determine those teaching fields for which special procedures and criteria will be developed.
  - (e) Each district school board may establish a peer assistance process. The plan may provide a mechanism for assistance of persons who are placed on performance probation as well as offer assistance to other employees who request it.
  - (f) The district school board shall provide training programs that are based upon guidelines provided by the Department of Education to ensure that all individuals with evaluation responsibilities understand the proper use of the assessment criteria and procedures.
- (3) The assessment procedure for instructional personnel and school administrators must be primarily based on the performance of students assigned to their classrooms or schools, as appropriate. Pursuant to this section, a school district's performance assessment is not limited to basing unsatisfactory performance of instructional personnel and school administrators upon student performance, but may include other criteria approved to assess instructional personnel and school administrators' performance, or any combination of student performance and other approved criteria. The procedures must comply with, but are not limited to, the following requirements:
  - (a) An assessment must be conducted for each employee at least once a year. The assessment must be based upon sound educational principles and contemporary research in effective educational practices. The assessment must primarily use data and indicators of improvement in student performance assessed annually as specified in s. 1008.22 and may consider results of peer reviews in evaluating the employee's

performance. Student performance must be measured by state assessments required under s. 1008.22 and by local assessments for subjects and grade levels not measured by the state assessment program. The assessment criteria must include, but are not limited to, indicators that relate to the following:

1. Performance of students.
  2. Ability to maintain appropriate discipline.
  3. Knowledge of subject matter. The district school board shall make special provisions for evaluating teachers who are assigned to teach out-of-field.
  4. Ability to plan and deliver instruction and the use of technology in the classroom.
  5. Ability to evaluate instructional needs.
  6. Ability to establish and maintain a positive collaborative relationship with students' families to increase student achievement.
  7. Other professional competencies, responsibilities, and requirements as established by rules of the State Board of Education and policies of the district school board.
- (b) All personnel must be fully informed of the criteria and procedures associated with the assessment process before the assessment takes place.
- (c) The individual responsible for supervising the employee must assess the employee's performance. The evaluator must submit a written report of the assessment to the district school superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the written report to the employee no later than 10 days after the assessment takes place. The evaluator must discuss the written report of assessment with the employee. The employee shall have the right to initiate a written response to the assessment, and the response shall become a permanent attachment to his or her personnel file.
- (d) If an employee is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:
1. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.
  2. a. If the employee holds a professional service contract as provided in s.

1012.33, the employee shall be placed on performance probation and governed by the provisions of this section for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and apprised of progress achieved and must be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, a transfer does not extend the period for correcting performance deficiencies.

- b. Within 14 days after the close of the 90 calendar days, the evaluator must assess whether the performance deficiencies have been corrected and forward a recommendation to the district school superintendent. Within 14 days after receiving the evaluator's recommendation, the district school superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the district school superintendent will recommend that the district school board continue or terminate his or her employment contract. If the employee wishes to contest the district school superintendent's recommendation, the employee must, within 15 days after receipt of the district school superintendent's recommendation, submit a written request for a hearing. The hearing shall be conducted at the district school board's election in accordance with one of the following procedures:
  - (I) A direct hearing conducted by the district school board within 60 days after receipt of the written appeal. The hearing shall be conducted in accordance with the provisions of ss. 120.569 and 120.57. A majority vote of the membership of the district school board shall be required to sustain the district school superintendent's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment; or
  - (II) A hearing conducted by an administrative law judge assigned by the Division of Administrative Hearings of the Department of Management Services. The hearing shall be conducted within 60 days after receipt of the written appeal in accordance with chapter 120. The recommendation of the administrative law judge shall be made to the district school board. A majority vote



of the membership of the district school board shall be required to sustain or change the administrative law judge's recommendation. The determination of the district school board shall be final as to the sufficiency or insufficiency of the grounds for termination of employment.

- (4) The district school superintendent shall notify the department of any instructional personnel who receive two consecutive unsatisfactory evaluations and who have been given written notice by the district that their employment is being terminated or is not being renewed or that the district school board intends to terminate, or not renew, their employment. The department shall conduct an investigation to determine whether action shall be taken against the certificate holder pursuant to s. 1012.795(1)(b).
- (5) The district school superintendent shall develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of instructional personnel. The use of the assessment and evaluation procedures shall be considered as part of the annual assessment of the administrator's performance. The system must include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.
- (6) Nothing in this section shall be construed to grant a probationary employee a right to continued employment beyond the term of his or her contract.
- (7) The district school board shall establish a procedure annually reviewing instructional personnel assessment systems to determine compliance with this section. All substantial revisions to an approved system must be reviewed and approved by the district school board before being used to assess instructional personnel. Upon request by a school district, the department shall provide assistance in developing, improving, or reviewing an assessment system.
- (8) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54, that establish uniform guidelines for the submission, review, and approval of district procedures for the annual assessment of instructional personnel and that include criteria for evaluating professional performance.

**History.**--s. 708, ch. 2002-387; s. 7, ch. 2004-255; s. 11, ch. 2004-295; s. 60, ch. 2006-74.

## **The 2006 Florida Statutes**

### **Chapter 1012 - Personnel of School System**

#### **1012.52 Teacher quality; legislative findings.--**

- (1) The Legislature intends to implement a comprehensive approach to increase students' academic achievement and improve teaching quality. The Legislature recognizes that professional educators play an important role in shaping the future of this state and the nation by developing the knowledge and skills of our future workforce and laying the foundation for good citizenship and full participation in community and civic life. The Legislature also recognizes its role in meeting the state's educational priorities so as to provide opportunity for all students to achieve at the levels set by the Sunshine State Standards.
- (2) The Legislature further finds that effective educators are able to do the following:
  - (a) Write and speak in a logical and understandable style, using appropriate grammar and sentence structure, and demonstrate a command of standard English, enunciation, clarity of oral directions, and pace and precision in speaking.
  - (b) Read, comprehend, and interpret professional and other written material.
  - (c) Compute, think logically, and solve problems.
  - (d) Recognize signs of students' difficulty with the reading and computational process and apply appropriate measures to improve students' reading and computational performance.
  - (e) Recognize patterns of physical, social, emotional, and intellectual development in students, including exceptional students in the regular classroom.
  - (f) Recognize and demonstrate awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.
  - (g) Use and integrate appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.
  - (h) Use assessment and other diagnostic strategies to assist the continuous development and acquisition of knowledge and understanding of the learner.
  - (i) Use teaching and learning strategies that include consideration of each student's learning styles, needs, and background.
  - (j) Demonstrate the ability to maintain a positive, collaborative relationship with students' families to increase student achievement.

- (k) Recognize signs of tendency toward violence and severe emotional distress in students and apply techniques of crisis intervention.
- (l) Recognize signs of alcohol and drug abuse in students and know how to appropriately work with such students and seek assistance designed to prevent future abuse.
- (m) Recognize the physical and behavioral indicators of child abuse and neglect and know rights and responsibilities regarding reporting.
- (n) Demonstrate the ability to maintain a positive environment in the classroom while achieving order and discipline.
- (o) Demonstrate the ability to grade student performance effectively.
- (p) Demonstrate knowledge and understanding of the value of, and strategies for, promoting parental involvement in education.

**History.**--s. 724, ch. 2002-387.

# STATE BOARD OF EDUCATION ADMINISTRATIVE RULES

## APPROVING PROGRAMS OF TEACHER EDUCATION

**6A-5.065 The Educator Accomplished Practices.** The twelve essential practices of effective teaching are:

1. Accomplished Practice One - Assessment.
  - a. Accomplished level. The accomplished teacher uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.
  - b. Professional level. The professional teacher continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized test, portfolios, anecdotal records, case studies, subject area inventories, cumulative records, and student services information. The professional teacher develops the student's instructional plan that meets cognitive, social, linguistic, cultural, emotional, and physical needs.
  - c. Preprofessional level. The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate strategies, furthermore, the teacher can identify and match the student's instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.
2. Accomplished Practice Two - Communication.
  - a. Accomplished level. The accomplished teacher uses effective communication techniques with students and all other stakeholders.
  - b. Professional level. The professional teacher constantly seeks to create a classroom that is accepting, yet businesslike, on task, and produces results. She/he communicates to all students high expectations for learning, and supports, encourages and gives positive and fair feedback about their learning efforts. This teacher models good communication skills and creates an atmosphere in the classroom that encourages mutual respect and appreciation of different cultures, linguistic backgrounds, learning styles, and abilities.
  - c. Preprofessional level. The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.
3. Accomplished Practice Three- Continuous Improvement.
  - a. Accomplished level. The accomplished teacher engages in continuous professional

quality improvement for self and school.

- b. Professional level. The professional teacher recognizes the need to strengthen her/his teaching through self reflection and commitment to life-long learning. The teacher becomes aware of and is familiar with the School Improvement Plan. The teacher's continued professional improvement is characterized by participation in inservice, participation in school/community committees, and designing and meeting the goals of a professional development plan.
- c. Preprofessional level. The preprofessional teacher realizes that she/he is in the initial stages of a life-long learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher's continued professional improvement is characterized by self reflection, work with immediate colleagues and teammates, and meeting the goals of personal professional development plan.

4. Accomplished Practice Four - Critical Thinking.

- a. Accomplished level. The accomplished teacher uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.
- b. Professional level. The professional teacher will use a variety of performance assessment techniques and strategies that measure higher order thinking skills in students and can provide realistic projects and problem solving activities which will enable all students to demonstrate their ability to think creatively.
- a. Preprofessional level. The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.

5. Accomplished Practice Five - Diversity.

- a. Accomplished level. The accomplished teacher uses teaching and learning strategies that reflect each students' culture, learning styles, special needs, and socio-economic background.
- b. Professional level. The professional teacher establishes a risk-taking environment which accepts and fosters diversity. The teacher must demonstrate knowledge of varied cultures by practices such as conflict resolution, mediation, creating a climate of openness, inquiry and supports.

- c. Preprofessional level. The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures. The teacher creates a climate of openness, inquiry, and support by practicing strategies as acceptance, tolerance, resolution, and mediation.
6. Accomplished Practice Six - Ethics.
- a. Accomplished level. The accomplished teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
  - b. Professional level. The professional teachers adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
  - c. Preprofessional level. The preprofessional teachers adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
7. Accomplished Practice Seven - Human Development and Learning.
- a. Accomplished level. The accomplished teacher uses an understanding of learning and human development to provides a positive learning environment which supports the intellectual, personal, and social development of all students.
  - b. Professional level. Drawing upon well established human development/learning theories and concepts and a variety of information about students, the professional teacher provides learning opportunities appropriate to student learning styles, linguistic and cultural heritage, experiential background and developmental level.
  - c. Preprofessional level. Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.
8. Accomplished Practice Eight - Knowledge of Subject Matter.
- a. Accomplished level. The accomplished teacher demonstrates knowledge and understanding of the subject matter.
  - b. Professional level. The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real world integrated settings. The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new

knowledge includes keeping abreast of sources which will enhance teaching. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge.

- c. Preprofessional level. The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

9. Accomplished Practice Nine - Learning Environments.

- a. Accomplished level. The accomplished teacher creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
- b. Professional level. The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping students develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon the rules and consequences which would create such an environment, and by honoring dissent.
- c. Preprofessional level. The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so, including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and is working to increase her/his knowledge and skills.

10. Accomplished Practice Ten - Planning.

- a. Accomplished level. The accomplished teacher plans, implements, and evaluates effective instruction in a variety of learning environments.
- b. Professional level. The professional teacher sets high expectations for all students and uses concepts from a variety of concept areas, and plans individually with students and with other teachers to design learning experiences that meet students' needs and interests. The teacher continues to seek advice/information from appropriate sources including feedback, interprets the information, and modifies plans. Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning

experiences.

- c. Preprofessional level. The preprofessional teacher recognized the importance of setting high expectations for all students and works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

11. Accomplished Practice Eleven - Role of the Teacher.

- a. Accomplished level. The accomplished teacher works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.
- b. Professional level. The professional teacher establishes open lines of communication and works cooperatively with families, educational professional and other members of the student's support system to promote continuous improvement of the educational experience.
- c. Preprofessional level. The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

12. Accomplished Practice Twelve - Technology.

- a. Accomplished level. The accomplished teacher uses appropriate technology in teaching and learning processes.
- b. Professional level. The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/he provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.
- c. Preprofessional level. The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

Specific Authority 1012.56, 1012.79, FS. Law Implemented 1012.56, 1012.79, FS. History - New 7-2-98.



## STATE BOARD OF EDUCATION ADMINISTRATIVE RULES

### CHAPTER 6B-5

#### STANDARDS OF COMPETENT AND PROFESSIONAL PERFORMANCE

##### **6B-5.001 General.**

The standards listed in this chapter are the minimal standards of the education profession in Florida and are the basis for reviewing the performance of professional educators. The standards shall apply to those who teach and those who supervise and provide administrative services to those who teach.

*Specific Authority 229.053(1), 231.546(2)(a), (b) FS. Law Implemented 231.546(2) FS. History—New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83, Formerly 6B-5.01.*

##### **6B-5.0012 Florida Principal Leadership Standards.**

Florida's school leaders must possess the abilities and skills necessary to perform their designated tasks in a high-performing manner. The school leader, commensurate with job requirements and delegated authority, shall demonstrate competence in the following standards:

###### (1) Instructional Leadership.

(a) Instructional Leadership. High performing leaders promote a positive learning culture, provide an effective instructional program and apply best practices to student learning, especially in the area of reading and other foundational skills.

(b) Managing the Learning Environment. High performing leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal and effective learning environment.

(c) Learning, Accountability and Assessment. High performing leaders monitor the success of all students in the learning environment; align the curriculum, instruction and assessment processes to promote effective student performance; and use a variety of benchmarks, learning expectations and feedback measures to ensure accountability for all participants engaged in the educational process.

###### (2) Operational Leadership.

(a) Decision Making Strategies. High performing leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

(b) Technology. High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research and communication responsibilities.

(c) Human Resource Development. High performing leaders recruit, select, nurture and, where appropriate, retain effective personnel; develop mentor and partnership programs; and design and implement comprehensive professional growth plans for all staff, paid and volunteer.

(d) Ethical Leadership. High performing leaders act with integrity, fairness, and honesty in an ethical manner.

###### (3) School Leadership.

(a) Vision. High performing leaders have a personal vision for their school and the knowledge, skills and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

(b) Community and Stakeholder Partnerships. High performing leaders collaborate with families and business and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

(c) Diversity. High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

*Specific Authority 1001.02, 1012.55 FS. Law Implemented 1012.55 FS. History—New 5-24-05.*

### **6B-5.002 Definitions.**

As used in Chapter 6B-5, F.A.C., the following words and terms have the following meaning:

- (1) Administrative – Pertaining to the execution, application, or management of persons or things.
- (2) Available – Usable or obtainable.
- (3) Communication skills – The capacity, ability, or art of giving, or giving and receiving, through any of the senses, information, ideas, and attitudes.
- (4) Competent – Able or fit to discharge the required duties as set forth in this chapter.
- (5) Designated task – The duty or assignment for which an educator is responsible.
- (6) Diagnosis – Identification of needs, strengths, and weaknesses through examination, observation, and analysis.
- (7) Educator – Any certified person in the educational program including but not limited to, those engaged in teaching, administering, and supervising.
- (8) Effective – Producing a definite or desired result.
- (9) Management – The effective control or supervision of people, time, space, and material resources.
- (10) Policy – Authorized expressions of public intent reflecting general principles guiding the efforts of a school system or school toward approved goals.
- (11) Personnel review, assistance – An observation of an educator’s performance which reports observed strengths, deficiencies, and recommendations for strategies designed to produce improvement.
- (12) Personnel review, competence – A three day observation of an educator’s performance which reports facts observed and conclusions regarding the educator’s competence.
- (13) Teacher – One who teaches or instructs.

*Specific Authority 229.053(1), 231.546(2)(a), (b) FS. Law Implemented 231.546(2) FS. History–New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83, Formerly 6B-5.02.*

### **6B-5.003 Administrative and Supervisory Requirements.**

Competent educators must possess the abilities and skills necessary to perform the designated task. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following administrative and supervisory requirements:

- (1) Keep records in accordance with responsibilities designated by law and with accepted practices of the school district.
- (2) Supervise and evaluate others in accordance with law and accepted practices of school district.
- (3) Recognize the role and function of community agencies and groups as they relate to the school.
- (4) Utilize available instructional materials and equipment necessary to accomplish the designated task.
- (5) Adhere to and enforce administrative policies of the school, district rules and State Board rules, in accordance with Florida Statutes.
- (6) Adopt or develop a system for keeping records of student progress.
- (7) Counsel with students both individually and collectively concerning their educational needs.

*Specific Authority 229.053(1), 231.546(2)(a), (b) FS. Law Implemented 231.546(2) FS. History–New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83, Formerly 6B-5.03.*

### **6B-5.004 Analysis of Individual Needs and Individual Potential.**

The competent educator shall use or ensure the use of acceptable techniques to analyze the needs and potential of individuals. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following techniques to analyze the needs and potential of individuals:

- (1) Diagnose the entry level and skill of students, using diagnostic tests, observations, and student records.
- (2) Select, adapt or develop, and sequence instructional materials and activities for the designated set of instructional objectives and student needs.
- (3) Create interest through the use of materials and techniques appropriate to the varying abilities and backgrounds of students.
- (4) Use individual student interests and abilities when planning and implementing instruction.
- (5) Make assignment of tasks and duties consistent with individual abilities and specialities.
- (6) Recognize the instructional needs of exceptional students.

- (7) Recognize patterns of physical and social development in students.

*Specific Authority 229.053(1), 231.546(2)(a), (b) FS. Law Implemented 231.546(2) FS. History—New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83, Formerly 6B-5.04.*

#### **6B-5.005 Instructional Procedures.**

Each competent educator shall ensure or promote accomplishment of the designated task through selection and use of appropriate instructional procedures. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following instructional procedures:

- (1) Establish rapport with students by using appropriate verbal and visual motivational devices.
- (2) Use procedures appropriate to accomplish the designated task to include but not be limited to:
  - (a) Identifying long range goals for a given subject area.
  - (b) Constructing and sequencing related short range objectives for a given subject area.
- (3) Practice instructional and social skills which assist students to interact constructively with their peers by encouraging expressions of ideas, opinions, and feelings.
- (4) Give directions for carrying out an instructional activity by assuring that the task is understood and using feedback techniques which are relevant to the designated task.
- (5) Utilize information and materials that are relevant to the designated task.

*Specific Authority 229.053(1), 231.546(2)(a), (b) FS. Law Implemented 231.546(2) FS. History—New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83, Formerly 6B-5.05.*

#### **6B-5.006 Communication Skills.**

In communicating with students and educators, each educator, commensurate with job requirements and delegated authority, shall demonstrate competence with the following communication skills:

- (1) Use language and terminology relevant to the designated task.
- (2) Use language which reflects an understanding of the ability of the individual or group.
- (3) Orally communicate information coherently and logically.
- (4) Write in a logical and understandable style with appropriate grammar, spelling, and sentence structure.
- (5) Comprehend and interpret oral messages.
- (6) Extract major ideas or themes from the statements of others.
- (7) Encourage individuals to state their ideas clearly.

*Specific Authority 229.053(1), 231.546(2)(a), (b) FS. Law Implemented 231.546(2) FS. History—New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83, Formerly 6B-5.06.*

#### **6B-5.007 Management Techniques.**

The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following management techniques:

- (1) Resolve discipline problems in compliance with the policies of the school, rules of the district school board and the State Board, and Florida Statutes.
- (2) Maintain consistency in the application of policy and practice by:
  - (a) Establishing routines and procedures for the use of materials and the physical movement of students.
  - (b) Formulating appropriate standards for student behavior.
  - (c) Identifying inappropriate behavior and employing appropriate techniques for correction.
- (3) Maintain standards of conduct required in subsection 6B-5.007(2), F.A.C.
- (4) Use management techniques appropriate to the particular setting.

*Specific Authority 229.053(1), 231.546(2)(a), (b) FS. Law Implemented 231.546(2) FS. History—New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83, Formerly 6B-5.07.*

### **6B-5.008 Competence in Specialization.**

Each competent educator shall possess knowledge within the area of specialization to a degree consistent with the educator's professional preparation. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in specialization by:

- (1) Demonstrating an awareness of current developments in the field of specialization.
- (2) Demonstrating an ability to read, comprehend, interpret, and use professional material.

*Specific Authority 229.053(1), 231.546(2)(a), (b) FS. Law Implemented 231.546(2) FS. History—New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83, Formerly 6B-5.08.*

### **6B-5.009 Evaluation of Learning and Goal Achievement.**

Each competent educator accepts responsibility commensurate with delegated authority to evaluate learning and goal achievement. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following techniques used to evaluate learning and goal achievement:

- (1) Use several types of evaluative techniques, including but not limited to classroom tests constructed by the educator to measure student performance according to criteria based upon objectives.
- (2) Provide frequent and timely responses concerning the work attempted and tasks assigned.
- (3) Analyze and interpret effectively the results of evaluation for judging instruction, the achievement of stated goals, or the need for further diagnosis.
- (4) Utilize the results of evaluation for planning, counseling, and program modification.
- (5) Explain methods and procedures of evaluation to those concerned.
- (6) Possess the ability to comprehend and work with fundamental mathematical concepts.

*Specific Authority 229.053(1), 231.546(2)(a), (b) FS. Law Implemented 231.546(2) FS. History—New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83, Formerly 6B-5.09.*

### **6B-5.010 Human and Interpersonal Relationships.**

The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following human and interpersonal relations skills:

- (1) Assist students in developing their values, attitudes, and beliefs.
- (2) Encourage and support behavior which reflects a feeling for the dignity and worth of other people.
- (3) Demonstrate instructional and social skills which assist others to interact constructively.
- (4) Provide leadership and direction for others by appropriate example.
- (5) Offer constructive criticism when necessary.
- (6) Comply with reasonable requests and orders given by and with proper authority.
- (7) Assign reasonable tasks commensurate with objectives and designated responsibility.
- (8) Demonstrate self-confidence and self-sufficiency in exercising authority.
- (9) Apply instructional and social skills in developing positive self-concepts.

*Specific Authority 229.053(1), 231.546(2)(a), (b) FS. Law Implemented 231.546(2) FS. History—New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83, Formerly 6B-5.10.*

### **6B-5.011 Personal Requirements.**

In assessing the mental or physical health of educators, no decision adverse to the educator shall be made except on the advice or testimony of persons competent to make such judgment by reason of training, licensure and experience. Each educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following personal requirements:

- (1) Engage in physical activity appropriate to the designated task except for temporary disability.
- (2) Communicate effectively to accomplish the designated task.
- (3) Exhibit appropriate control of emotions.
- (4) Perform designated tasks with sufficient intellectual ability.

*Specific Authority 229.053(1), 231.546(2)(a), (b) FS. Law Implemented 231.546(2) FS. History—New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83,*