

**SCHOOL DISTRICT OF CLAY COUNTY  
INSTRUCTIONAL PERFORMANCE APPRAISAL**

Teacher: _____	S.S.# <u>XXX-XX-</u> _____	Job Title: _____
School/Department: _____	Contract Type: _____	School Year: _____ - _____
Evaluator's Name/Title: _____	Cost Center: _____	

**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 Clay Assessment System, CCEA Master Contract and Board Policy.

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

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

**II. PROFESSIONAL DEVELOPMENT PLAN** (Signatures Required)

A Professional Development Plan is required for this employee.  Yes (If Yes, Please Attach)  No

\_\_\_\_\_

Employee's Signature                      Evaluator's Signature                      Date

<b><u>PROFESSIONAL MEMBERSHIP AND ADDITIONAL VOLUNTARY RESPONSIBILITY CHECKLIST</u></b>	
<b>Place a check if applicable:</b>	
Active School Advisory Council, school-wide leadership committee, or district-wide leadership committee member or chairperson	
Active member of a professional organization	
Professional Development presenter	
Directing Teacher or Volunteer Mentor Teacher	
Sponsors an unpaid extra-curricular activity outside of the established work day	
Volunteer for athletic, academic, or cultural program or activity	
Holds advanced degree (Master's or higher), licensure (Speech License through the State of Florida Department of Health), or certificate (NBPTS Certification), etc.	
Participates in subject-related or job-specific professional development	

- III. FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (50% of Evaluation)**
- 3 = Highly Effective            The skill or practice is consistently demonstrated in an exemplary fashion. Success, through positive student learning outcomes, is explicitly achieved as manifested in the classroom.
  - 2 = Effective                      The skill or practice is demonstrated satisfactorily. The skill or practice is shown to be present on a frequent basis. While lapses may occur naturally, on average the skill or practice occurs on a frequent basis.
  - 1 = Developing/Needs Improvement      The skill or practice is demonstrated inadequately. Although present, consistent weakness in this area is evident and needs improvement and/or development.
  - 0 = Unsatisfactory              The skill or practice is not evident in practice.
  - N/A = Not Applicable              Special Instructions: If any indicator is not applicable, a corresponding job specific indicator is required.

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**III. FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (50% of Evaluation)**

A. Quality of Instruction	INDICATORS	3	2	1	0	N/A
	1. Models and promotes the importance of learning and academic achievement to all students					
	2. Plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor					
	3. Uses diagnostic student data from formative assessments to develop differentiated instruction and strategies to monitor student learning based on individual student needs					
	4. Develops learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies					
	5. Appropriately sequences lessons and concepts to ensure coherence and required prior knowledge					
	6. Uses higher-order questioning techniques					
	7. Respects and demonstrates sensitivity to students' cultural and family background by demonstrating behaviors that are consistent with fairness and equity					
	8. Utilizes feedback to monitor instructional needs					
	9. Job-Specific Indicator:					
	Possible Points: 24					
	Total Points Earned:					
B. Knowledge Of Subject Matter	INDICATORS	3	2	1	0	N/A
	1. Demonstrates deep and comprehensive knowledge of the subject taught					
	2. Designs and modifies instruction to deepen students' understanding of content area and advance student learning while addressing preconceptions or misconceptions					
	3. Selects, sequences, and modifies engaging, relevant, standards-based content, and then designs and teaches lessons that are relevant to individual students' learning needs					
	4. Relates and integrates the subject matter with other disciplines during instruction					
	5. Job-Specific Indicator:					
	Possible Points: 12					
	Total Points Earned:					
C. Continuous Improvement	INDICATORS	3	2	1	0	N/A
	1. Engages in targeted professional growth opportunities and reflective practices while designing and implementing purposeful professional goals to strengthen the effectiveness of instruction, based upon the needs of students					
	2. Examines and uses a variety of data to improve instruction and student achievement					
	3. Job-Specific Indicator:					
	Possible Points: 6					
	Total Points Earned:					

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**III. FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (50% of Evaluation)**

<b>D. Learning Environment</b>	<b>INDICATORS</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
	1. Creates a safe, organized, flexible, inclusive, collaborative, student-centered learning environment that maintains an atmosphere of respect for all areas of diversity					
	2. Organizes, allocates, and manages the resources of time, space, appropriate technology, and instructional strategies to engage students in relevant learning actively and equitably					
	3. Engages students in learning through a climate of openness, inquiry, and support to accommodate the differing needs and diversity of students					
	4. Job-Specific Indicator:					
Possible Points: 9                      Total Points Earned:						
<b>E. Communication</b>	<b>INDICATORS</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
	1. Conveys high expectations and provides immediate and specific feedback to students to promote student achievement					
	2. Models and teaches clear, acceptable oral and written communication skills to include current and available technologies					
	3. Fosters two-way home/school communication with stakeholders to support student learning					
	4. Solicits and considers parental and/or student input and uses it to inform instruction					
5. Job-Specific Indicator:						
Possible Points: 12                      Total Points Earned:						
<b>F. Professional Responsibility And Ethical Conduct</b>	<b>INDICATORS</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
	1. Maintains appropriate records and adheres to deadlines					
	2. Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida and all school/district policies					
	3. Job-Specific Indicator:					
Possible Points: 6                      Total Points Earned:						

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**IV. STUDENT PERFORMANCE (50% of Evaluation)**

A. Assessment	INDICATORS	3	2	1	0	N/A
	1. Analyzes and uses data from multiple assessments and measures to diagnose students' learning needs, modifies instruction based on those needs, and uses it to drive the learning process					
	2. Designs and aligns progress monitoring assessments that match learning objectives that lead to mastery					
	3. Uses a variety of assessment tools to monitor student progress, achievement and learning gains					
	4. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge					
	5. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)					
	6. Employs technology to organize and integrate assessment information					
	7. Job-Specific Indicator:					
Possible Points: 18		Total Points Earned:				

B. Student Performance	INDICATORS	3	2	1	0	N/A
	1. Uses classroom and school data from the School Improvement Plan to set a professional development goal					
	2. ***Has specific, measurable evidence as defined by the state adopted measure of student growth, appropriate to subject matter taught, to show progress towards or attainment of goal(s) for student improvement	T	B	D		
	3. Participates in professional development to enhance and improve student performance					
	4. Designs and implements strategies to show progress towards or attainment of goal(s) for student improvement (i.e., portfolio/student profiles)					
	5. Reflects on goal-setting process and outcomes for the purpose of continuous professional improvement and shares student improvement information as appropriate with student, parent/caregiver(s), department/team, administration, etc.					
	6. Job-Specific Indicator:					
Possible Points: 12		Total Points Earned:				

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**V. CONFERENCES:** (Initials Required)

Date	Employee Initials	Supervisor Initials	Comments

**VI. OVERALL PERFORMANCE RATING FOR EMPLOYEE**

**Final Rating:**

- Highly Effective  
100% - 85%
  Effective  
84% - 60%
  Developing/Needs Improvement  
59% - 50% (Years 1, 2, & 3 only)
  Unsatisfactory  
49% - 0%

**VII. Final Conference**

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 acknowledgement that the evaluation did take place as indicated. I also understand that I may submit a written reaction to this evaluation no 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: \_\_\_\_\_

# Instructional Final Evaluation Report

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Section III: Florida Educator Accomplished Practices (50% of Evaluation)	50 Percentage Pts Possible	Point Range
Highly Effective	43 - 50%	60 - 69 pts.
Effective	30 - 42%	41 - 59 pts.
Needs Improvement	25 - 29%	35 - 40 pts.
Unsatisfactory	Below 25%	0 - 34 pts.

Section IV: Student Performance (50% of Evaluation)	50 Percentage Pts Possible	Point Range
Highly Effective	43 - 50%	26 - 30 pts.
Effective	30 - 42%	18 - 25 pts.
Needs Improvement	25 - 29%	15 - 17 pts.
Unsatisfactory	Below 25%	0 - 15 pts.

Final Rating	
Highly Effective	85% - 100%
Effective	60% - 84%
Developing/Needs Improvement	50% - 59%
Unsatisfactory	0% - 49%

Section III: Florida Educator Accomplished Practices	Points Possible	Post-Eval
A. Quality of Instruction	24	
B. Knowledge of Subject Matter	12	
C. Continuous Improvement	6	
D. Learning Environment	9	
E. Communication	12	
F. Professional Responsibility and Ethical Conduct	6	
<b>TOTAL Points for Section III</b>	<b>69</b>	
Percentage Point Equivalent	0.007246	

Section IV: Student Performance	Points Possible	Post-Eval
A. Assessment	18	
B. Student Performance	12	
<b>TOTAL Points for Section IV</b>	<b>30</b>	
Percentage Point Equivalent	0.016666	
<b>FINAL RATING</b>		

Signature of Instructional Staff \_\_\_\_\_ Signature of Administrator \_\_\_\_\_ Date \_\_\_\_\_

# School District of Clay County

## Classroom Walk-Through

### ➤ Quality Teaching and Learning/Content Knowledge:

- Learning goal is posted
- Teacher references the learning goal
- Teacher explains why upcoming content is important
- Students can explain the goal of the lesson and why it is important
- Student work is posted
- Teacher provides interesting facts and details about the content
- Information in the lesson is accurate and related to the learning goal

### ➤ Planning for Standards Based Instruction:

- Uses district curriculum maps/pacing guides as provided
- Identifies Common Core/NGSS standard/benchmark for lesson in lesson plan or on board
- Teacher has established routines and a plan for providing immediate intensive intervention (iii)

### ➤ Sequencing:

- Teacher begins the lesson with a brief review of content
- Chunks content into small portions tailored to needs
- Uses strategies to review information
  - Summary
  - Problem of the Day
  - Demonstration
  - Brief practice test or exercise
- Uses guided practice to model what students are expected to know and do
- Provide for independent practice
- Reviews related content

# School District of Clay County

## Classroom Walk-Through

➤ Instructional Strategies: - Lesson focuses on one or more research-based high yield strategies:

- Similarities and Differences
- Summarizing and note taking
- Student Practice of skill
- Cooperative Learning
- Provides student feedback through small group or individual conferencing
- Generating and testing hypothesis
- Higher Order Questioning
- Use of technology to enhance instruction and learning
- Integrates reading across the content areas utilizing cross cultural literature/resources

➤ Depth of Instruction:

- Students are organized into fluid groups based on strengths and weaknesses identified through ongoing progress monitoring and benchmark assessments
- Students can support their response using context clues
- Teacher rephrases questions to help students who provide an incorrect response
- Teacher asks students to explain their thinking to determine misconceptions

➤ Learning Environment/Classroom Management:

- Classroom routines are clearly established and students know procedures
- Teacher employs seamless transitions between activities
- Teacher circulates the room
- Teacher makes eye contact with students
- Teacher recognizes potential disruptions and acts accordingly
- Teacher proactively addresses misbehavior
- Teachers uses nonverbal cues to redirect misbehavior
- Teacher has behavior expectations posted
- Teacher smiles, nods, etc., at students and uses humor when appropriate
- Teacher notices when specific students are not engaged and takes action to reengage students
- Students are on task and behaving appropriately



Instructional Observation and Self Assessment

Teacher Name:

Date of Observation:

Observer Name:

	Below Standard	Working Toward Standard	Meeting Standard	Exceeding Standard
<b>Using Questioning and Discussion Techniques</b>	The teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between the teacher and students is predominately recitation style with the teacher mediating all questions and answers. A few students dominate the discussion.	The teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another with uneven results.	Most of the teacher's questions/prompts are of high quality and support the lesson objectives with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students thinking and advance high level conversations. Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies.	The teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students thinking and advance high level conversations. Students can explain thinking and/or validate their answer. Students know when and how to apply a newly taught strategy. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard and all students are actively engaged in the discussion.
Comments:				
<b>Engaging Students in Learning</b>	The learning tasks and activities, materials, resources, instruction groups and technology are poorly aligned with the instructional outcomes, are unsuitable to the students' developmental stage or do not require students to think. The lesson has no clearly defined learning goal, structure or the pace of the lesson is too slow or rushed. Few students are intellectually engaged. Lesson is teacher led and teacher centered.	The various elements of the lesson are loosely aligned with the instructional outcomes, with minimal consideration of the students' development stage. Instruction does not facilitate student constructing knowledge, allowing many students to be passive or merely compliant. The learning goal is posted but not referenced and students are unable to explain the purpose of the lesson. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged in practice or collaborative discussion. Lesson is teacher led and teacher centered.	The various elements of the lesson are well aligned with the instructional outcomes, are suitable to the students' development, and facilitate students in constructing knowledge. The learning goal is posted and referenced and the lesson purpose is clearly understood by most students. Some students can tell the observer what they are learning and why. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Students have time for independent practice as well as time to engage in collaborative discussions. Lesson is teacher guided and student centered.	The various elements of the lesson are well aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development, and enables all students to construct knowledge. The learning goal is posted and referenced and the lesson purpose is clearly understood by all students. All students can tell the observer what they are learning and why. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning through practice and collaborative discussions. Students have a choice in how they complete tasks and may serve as a resource for one another. Lesson is student guided and student centered.
Comments:				
<b>Using Assessment in Instruction for Continuous Improvement</b>	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of the assessment. Students are not aware of the assessment criteria and do not engage in self-assessment	Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Assessments are not used to diagnose evidence of learning. There is no evidence of differentiated or small group instruction.	Assessment is regularly used in instruction, through monitoring of progress of learning by the teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Assessments are used to diagnose evidence of learning, and instruction is adjusted to address student misunderstandings. There is clear evidence that students are grouped for learning based upon individual need. Teacher can identify the needs of the at-risk students and maintains a data notebook for tracking of student progress.	Assessment is fully integrated into instruction, through extensive use of progress monitoring, formative and summative assessments. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers is accurate, specific, and advances learning. Assessments are used regularly to diagnose evidence of learning and instruction is adjusted and differentiated to address individual student misunderstandings. There is clear evidence that students are placed in flexible groups for learning based upon individual need. Teacher can identify the needs of all students and has a system for tracking progress of each learning goal and a system for evaluating the success of interventions and instructional strategies.
Comments:				

Instructional Observation and Self-Assessment

Teacher Name:

Date of Observation:

Observer Name:

	Below Standard	Working Toward Standard	Meeting Standard	Exceeding Standard
<b>Knowledge of Subject Matter and Planning</b>	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline. The teacher shows no connection to the district curriculum map where relevant and the lesson shows no relation to an appropriate benchmark or standard.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline. The teacher's lesson plan shows some connection to the district curriculum map where relevant but the teacher can identify the related benchmark or standard.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline. There is evidence that the teacher plans according to the district curriculum map and has knowledge of the Common Core/NGSS Standards. Teacher relates and integrates the content/subject matter with other disciplines to deepen student understanding.	The teacher's plans and practice reflect extensive knowledge of the content and instructional practices and the Common Core/NGSS Standards. The lesson plan shows alignment to the district curriculum map where relevant. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. Teacher relates and integrates the content/subject matter with other disciplines to deepen student understanding. The teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies.
Comments:				
<b>Instructional Strategies and Depth</b>	The teacher does not utilize a high yield instructional strategy and has no demonstrated knowledge of the strategies. The teacher demonstrates little or no familiarity with resources and technology to enhance own knowledge, to use in teaching, or to provide for students who need them. The teacher does not seek such knowledge. Lesson is delivered via lecture. Students work independently with no time for collaboration.	The teacher does not utilize a high yield instructional strategy. The teacher demonstrates some familiarity with resources and technology available through the school or district to enhance own knowledge, to use in teaching, or to provide for students who need them. The teacher minimally seek to extend such knowledge. Most of the lesson is delivered via lecture/teacher talk. Students do not work cooperatively but some time is spent on independent practice.	The teacher effectively uses one or more high yield instructional strategy. The teacher is fully aware of the resources and technology available through the school or district to enhance own knowledge, to use in teaching, or to provide for students who need them. Teacher models expectations and use of a specific strategy. Students are organized in groups to discuss their learning and the use of an applied strategy.	The teacher effectively uses one or more high yield instructional strategy. The teacher seeks out resources and technology (as available) in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and to provide for students who need them. Teacher models the use of a specific strategy and students are organized in groups to generate and test hypotheses, compare and classify or to discuss their thinking for the majority of the lesson.
Comments:				
<b>Learning Environment</b>	There is little to no evidence that a positive behavior management plan has been established. There is little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity. Teacher has no knowledge of the process and/or purpose of RTI and is not proactive in developing behavior management plans that result in improved student behavior.	There is some evidence that a positive behavior management system is in place although not consistently reinforced. Teacher tries with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct. Teacher remains relatively stationary and doesn't appear to recognize the signs of potential misbehavior. Teacher has limited knowledge of the process and/or purpose of RTI and is not proactive in developing behavior management plans that result in improved student behavior.	An effective and positive behavior management system with explicit procedures is in place and reinforced throughout most of the lesson. Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate and respectful to students and is successful. Teacher circulates the room and is proactive in addressing misbehavior. Teacher understands the RTI process and is proactive in developing and monitoring a behavior management plan.	An effective and positive behavior management system with explicit procedures is in place and consistently reinforced. Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher uses nonverbal cues, eye contact and circulates the room to proactively address any potential student misbehavior. Teacher understands the RTI process and is proactive in developing and monitoring a behavior management plan. Teacher identifies effective behavior interventions and effectively implements the interventions in the classroom.
Comments:				

Area of Greatest Strength:

Area Most in Need of Professional Development:

**CLAY COUNTY SCHOOL BOARD**  
**Professional Development Plan**

Name: \_\_\_\_\_ School: \_\_\_\_\_ Position: \_\_\_\_\_  
 Check One: \_\_\_\_\_ Circle One: \_\_\_\_\_  
 Grade/Subject: \_\_\_\_\_ School Year: \_\_\_\_\_  Voluntary  Required In / Out-of-Field  
 Competencies/or Other areas to address: (1) \_\_\_\_\_

Date Initiated: \_\_\_\_\_ Principal's Signature: \_\_\_\_\_ Teacher's Signature: \_\_\_\_\_

Objectives/CAS Competencies (2)	Implementation (Activities/Strategies) Indicate who is responsible (3)	Projected Activity (completion date) (4)	Activity Results (Initial/Date) (5)

(6) Monitoring Dates:  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

(7) Was the objective mastered (i.e. Application/Implementation in classroom)?  Yes  No

Based on what evidence: \_\_\_\_\_

Signature/Date PDP Closed Out: \_\_\_\_\_  
 Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

*Note: Attach observation instrument (see Distribution in Instructions section). Attach to assessment forms only if PDP is required. See instructions on reverse side.*

**INSTRUCTIONS**  
**PROFESSIONAL DEVELOPMENT PLAN (PDP) COMPLETION**

Numbers correspond to numbers on PDP Form

- (1) Note competencies from the applicable CAS Performance Appraisal instrument that are being addressed by this PDP.
- (2) Specific, measurable objectives should be written in this column and developed collaboratively with the teacher. The objectives should clearly relate to the CAS competencies focused on by the PDP.
- (3) Activities and strategies designed to result in mastery of the objective noted in Column 2 are listed here. There should be a clear relationship between the activity or assistance listed and the objective to be accomplished. Each activity, strategy, assistance noted should include who is responsible for its initiation or completion. For example: "Mrs. A (Principal) will arrange for observation and consultation by the SPRINT teacher," or "Mrs. B (teacher) will check out materials recommended by SPRINT teacher."
- (4) Note the projected date by which each activity or strategy will be completed.
- (5) For each activity, note specific results and outcomes. Be certain to date and initial each entry since results may be noted on any of the PDP monitoring dates.
- (6) Note date each time the PDP is reviewed. PDP must be reviewed at least once each 6 weeks.
- (7) No later than the date of the final PDP review. Indicate whether the objective written in (2) has been mastered. Mastery is determined by successful application/implementation in the classroom. Successful completion of activities noted on the PDP does not, alone, guarantee successful mastery of the objective. Indicate basis (evidence) you relied on to determine mastery (i.e. classroom observations, conferences, students' reports, etc.).

NOTE: Sections 1-4 should be completed at the conference in which the PDP is initiated.

Sections 3-6 should be addressed each time the PDP is reviewed.

Section 7 should be addressed as soon as there is evidence of objective mastery. However, this Section must be addressed at the last PDP review.

At any time during the year, when a PDP is closed out, the teacher is provided a copy of the completed document.

Distribution: Original - Human Resources Division   Copy 1 - Teacher   Copy 2 - Principal   Copy 3 - Teacher/PDP Initiated

