

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

Teacher: _____	S.S.# <u>XXX-XX-</u> _____	Job Title: _____
School/Department: _____	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/Title: _____ 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

- 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 school and/or practice.

A. Quality of Instruction	INDICATORS	3	2	1	0
	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 student feedback to monitor instructional needs				
	Possible Points: 24				
	Total Points Earned:				

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B. Knowledge of Subject Matter	INDICATORS	3	2	1	0
	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				
Possible Points: 12		Total Points Earned:			

C. Continuous Improvement	INDICATORS	3	2	1	0
	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				
Possible Points: 6		Total Points Earned:			

D. Learning Environment	INDICATORS	3	2	1	0
	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				
Possible Points: 9		Total Points Earned:			

E. Communication	INDICATORS	3	2	1	0
	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 all stakeholders to support student learning				
	4. Solicits and considers parental input and uses it to inform instruction				
Possible Points: 12		Total Points Earned:			

F. Professional Responsibility And Ethical Conduct	INDICATORS	3	2	1	0
	1. Maintains appropriate records and adheres to deadlines to include punctuality to school and class				
	2. Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida and all school/district policies				
Possible Points: 6		Total Points Earned:			

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G. Bonus Points For Professional Membership and Additional Responsibilities	Membership/Responsibility (1=Yes, 0=No)	1	0
	1. Active School Advisory Council, school-wide leadership committee, or district-wide leadership committee member or chairperson.		
	2. Active member of a professional organization		
	3. Professional Development presenter		
	4. Directing Teacher or Volunteer Mentor Teacher		
	5. Sponsors an unpaid extra-curricular activity outside of the established work day		
	6. Volunteer for athletic, academic, or cultural program or activity		
	7. Holds advanced degree (Master's or higher), licensure (Speech License through the State of Florida Dept. of Health), or certificate (NBPTS Certification) etc.		
	8. Participates in or has completed NGCAR-PD Training		
Possible Bonus Points: 8	Total Bonus Points Earned:		

Total Points Earned for Section III

A _____ B _____ C _____ D _____ E _____ F _____ G _____ = Total Points Earned _____
(not to exceed 69 points)

IV. STUDENT PERFORMANCE (50% of Evaluation)

A. Assessment	INDICATORS	3	2	1	0
	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				
	Possible Points: 18	Total Points Earned:			

B. Student Performance	INDICATORS	3	2	1	0
	1. Uses classroom and school data from the School Improvement Plan to set a professional development goal. Data shall include state and other appropriate assessment data				
	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				
	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				
	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.				
Possible Points: 15	Total Points Earned:				

***For the 2011-2012 school year, the state adopted measure will apply to teachers of grade levels and content areas for which the FCAT administered. Measurable evidence will be determined for all other instructional personnel, as appropriate, following the release of the state's growth model.

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V. CONFERENCES: (Initials Required)

Date	Employee	Evaluator	Evaluator's Comments
(Pre-Conference)			
(Post-Observation)			
(Additional Observation-If Necessary)			
(Final Conference)			

VI. OVERALL PERFORMANCE RATING FOR EMPLOYEE

Total Points from Section III _____/69 = _____% Total Points from Section IV _____/33 = _____%
 Average of Both Section III and Section IV _____%

Final Rating:

- Highly Effective 100% - 85%
 Effective 84% - 70%
 Developing/Needs Improvement 69% - 50%
 Ineffective/Unsatisfactory 49% - 0%

VII. Final Conference

Evaluator's Signature/Title: _____ Date: _____

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 2011 - 2012

Section III: Florida Educator Accomplished Practices (50% of Evaluation)	50 Percentage Pts Possible	Point Range
Highly Effective	43 - 50%	59 - 69 pts.
Effective	35 - 42%	48 - 58 pts.
Needs Improvement	25 - 34%	35 - 47 pts.
Unsatisfactory	Below 25%	0 - 34 pts.

Section IV: Student Performance (50% of Evaluation)	50 Percentage Pts Possible	Point Range
Highly Effective	43 - 50%	29 - 33 pts.
Effective	35 - 42%	23 - 28 pts.
Needs Improvement	25 - 34%	16 - 22 pts.
Unsatisfactory	Below 25%	0 - 15 pts.

Final Rating	
Highly Effective	85% - 100%
Effective	70% - 84%
Developing/Needs Improvement	50% - 69%
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	
SUB TOTAL	69	0
G. BONUS POINTS	up to 8	
TOTAL Points for Section III (not to exceed 69)	69	0
Percentage Point Equivalent	0.007246	0.00%

Section IV: Student Performance	Points Possible	Post-Eval
A. Assessment	18	
B. Student Performance	15	
TOTAL Points for Section IV	33	0
Percentage Point Equivalent	0.01515	0.00%
FINAL RATING		0.00%

POST-EVALUATION:

Signature of Instructional Staff

Signature of Administrator

Date