APPENDIX G

DEVELOPMENTAL PROTOCOL

a. The precept is: Flexibility for both principal and teacher.

b. The process should be professionally oriented.

c. The relationship should be rich with trust.

d. Principal can visit the classroom at anytime and make observations at any time.

e. The assumption is that everything is satisfactory unless the teacher is told otherwise.

f. The principal can move the teacher into Documentation any time with written explanation as to why it is happening.

g. There should be some kind of an audit trail. The audit trail can include minutes of a meeting, goal statements, notes on a calendar, references to future meetings, exchange of memos, etc. The notion is to provide an audit trail for Developmental phase. The challenge is to have the principal feel comfortable with signing off on this form, and being satisfied that the developmental process has taken hold in the school and with the teacher.

h. Developmental activities may include individual and team projects, introduction of learning or training of new instructional strategies, coaching between and among faculty, development of new instructional strategies (hopefully, research based strategies), pure observation and assistance, demonstration projects, development of portfolios (written or video), development of written materials, oral agreements on the part of the principal and the teacher, etc.

i. Developmental activities essentially should meet the professional developmental needs of teachers as well as contribute to the objectives of the school as stated in its strategic plan.

ASSESSMENT CRITERIA

1. Instructional Planning
a. Develops lesson plans and selects instructional materials and activities which reflect the district’s curriculum scope and sequence and identified learner needs.
b. Identifies and sequences content.
c. Develops lesson plans which reflect the prerequisite knowledge, skill, and readiness of students. Specifies learner objectives and relates these objectives to the instructional activity.
d. Relates instructional elements such as content, materials, activities, format, and goals to identified student needs.
e. Specifies the steps, sequence, and pacing of student activities appropriate to their needs and the content area.

2. **Lesson Management**
   a. Orients students to classwork, specifies purposes of activities and how they relate to the objectives or learner outcomes.
b. Prepares the classroom, materials, and equipment in preparation for the presentation of the lesson.
c. Transitions from one activity or topic to another in accordance with lesson plans and learner needs.

3. **Lesson Presentation**
   a. Selects and uses appropriate instructional techniques, including available materials and technology which support learning of the specific types of knowledge or skills.
b. Emphasizes what is important to remember in a lesson.
c. Uses different types of questions to obtain desired learner responses.
d. Asks questions which are clear and require students to reflect before responding.
e. Recognizes student responses to questions and provides feedback.
f. Gives clear, brief and explicit directions and checks for understanding.
g. Circulates about the room as students engage in seatwork and assists students as needed.
h. Reviews the student’s work and provides timely and specific written or verbal feedback.

4. **Student Performance Evaluation**
   a. Selects or develops a variety of assessments and formats related to specific learning objectives.
b. Instructs student in test-taking techniques.
c. Creates a positive test-taking atmosphere.
d. Monitors students during testing.

e. Grades tests accurately and objectively. Uses test data to diagnose individual student strengths and weaknesses.

f. Monitors student progress in attaining achievement standards and objectives established by the school, innovation zone, area and District.

g. Ongoing teacher documentation of student achievement gains through norm-referenced and criterion-referenced standardized test results where available and at least one of the other following assessment strategies selected by the teacher: student performance demonstrations, teacher observations, and portfolios of student work. Where the above referenced standardized student tests are not available, the principal will also select one of the other assessment strategies listed above. The parties recognize that standardized test scores can be influenced by a number of factors outside the school setting such as student mobility rates, the number of special needs students, parental support, etc.

The terms used above are defined as follows:

**Portfolio** - The teacher shall select a collection of samples of student work and student test results reflecting achievement of identified student performance standards, as defined by the School District Standards of Service and Curriculum Frameworks.

**Norm-Referenced Test** - This type of test compares a group of students to a similar group of students, usually by age or grade level. These tests are usually field tested. Examples of such tests include Standford Achievement Test (grades 2-9), Woodcock-Johnson (ESE students).

**Criterion-Referenced Test** - This type of test measures student achievement (individual or group) against a measured standard, not other groups of students. Examples include Florida Writing Assessment (grades 4, 8, and 10), Advanced Placement Tests (grades 11 and 12), tests developed by teachers administered weekly or monthly, etc.

5. **Communication**
   a. Speaks in a clear, audible, well-modulated voice.

   b. Demonstrates basic mechanics of writing: spelling, capitalization, and punctuation.
c. Uses correct grammar in written and oral communications.

d. Presents connected or associated ideas and thoughts.

e. Expresses interest and excitement through verbal and nonverbal behavior.

f. Communicates learner status and progress to parents in order to maintain a positive collaborative relationship. Additionally, communicates learner status and progress to the student, parents, and to other professionals.

6. **Classroom Management**
   a. Creates and maintains an organized and pleasant working environment in the classroom.

   b. Promotes positive student self concepts.

   c. Encourages students to participate and contribute to class activities.

   d. Establishes an environment conducive to positive peer interaction.

   e. Identifies individual social emotional and/or physical needs that might affect school success.

   f. Uses appropriate procedures to refer individual students for further assessment or intervention by other professionals.

7. **Behavior Management**
   a. Establishes and implements specific behavioral and procedural expectations, rules, and consequences.

   b. Demonstrates an awareness of what all students are doing.

   c. Stops inappropriate behavior before it spreads or becomes more serious.

   d. Reinforces positive student behavior.

8. **Records Management**
   a. Maintains an organized, accurate, and up-to-date lesson plan and grade book.

   b. Maintains accurate attendance records.
c. Maintains a system for recording individual student’s knowledge and skills progress in a subject area.

9. **Subject Matter Knowledge**
   a. Presents accurate information.
   
   b. Recognizes and promotes the relationship of the subject with the school’s curriculum.
   
   c. Appropriately organizes and presents content for the specific subject.

10. **Other Professional Competencies**

    Performance will be assessed in relation to other professional competencies, expectations, and requirements set forth in Florida Statutes, State Board of Education Rules, School Board of Broward County Policies, applicable labor contracts, and any other applicable regulations.
DOCUMENTATION PHASE

Sequence of Events
Employees Assigned to the Beginning Teacher Program

Structured Events
as determined by the
Beginning Teacher Program

Including:
orienting
observing
conferencing
assessing

Annual Assessment Conference
And completion of IPAS form and filing of records
DOCUMENTATION PHASE

Sequence of Events
Annual Contract Employment Not Assigned
To the Beginning Teacher Program

Employee Orientation

Data Collection Activities
  Informal Non-Classroom Observations
  Informal Classroom Observations
  Formal Classroom Observations
    (one required during First Semester)
  Review of Records and Print Material
  Review of Portfolio

Post Observation Conference following each Formal Classroom Observation

If Performance is “Needs Improvement” or “Unsatisfactory”
Then a Professional Development Plan is prepared, implemented, discussed, documented, and reviewed

Final Assessment Conference
  Completion of form
  Filing of records
DOCUMENTATION PHASE

Sequence of Events
Professional Services Contract/Continuing Contract Employees
Assigned to this phase based on recertification cycle

Employee Orientation

Data Collection Activities

Informal Non-Classroom Observations
Informal Classroom Observations
Formal Classroom Observations (one required)
Review of Records and Print Material
Review of Portfolio

Post Observation Conference following each
Formal Classroom Observation

If Performance is “Needs Improvement” or “Unsatisfactory” then a Professional Development Plan is prepared, implemented, discussed, documented, and reviewed

Final Assessment Conference completion of form filing of records
DEVELOPMENT PHASE

Sequence of Events
Continuing Contract Employees NOT assigned
to the DOCUMENTATION phase based on recertification cycle

Employee Orientation

Data Collection Activities
- Informal Non-classroom Observations
- Informal Classroom Observations
- Formal Classroom Observations (optional)
- Review of Records and Print Material
- Review of Portfolio

Optional Involvement on Professional Educator Teams
- Team plans based on school needs and individual needs
- Team meetings
- Product development
- Product presentation

If Performance is “Needs Improvement” or “Unsatisfactory”
then the employee is assigned to the DOCUMENTATION Phase
and removed from Professional Educator Teams

Final Assessment Conference
Completion of form
Filing of records
Performance Improvement Activities
employees assigned based on identified performance deficiency(s)

Formal Observation

Formal Conference and Plan Developed

Performance Development Plan Implemented

Formal Observation

Formal Observation

Process continued

Assessment Conference conducted
Instructional Personnel Assessment System

Professional Competencies

- Develops lesson plans and selects instructional materials and activities which reflect the district's curriculum scope and sequence and identify learners' needs.
- Identifies and sequences content.
- Orientates students to classroom, specifies purposes of activities and relationship to the objectives.
- Selects and uses appropriate instructional techniques including available materials and technology which support learning of the specific types of knowledge or skills.
- Circulates about the room as students engage in seatwork and assists students as needed.
- Selects or develops a variety of assessments and formats related to specific learning objectives.
- Creates a positive test-taking atmosphere.
- Monitors student progress in attaining achievement standards and objectives established by the school, innovation zone, area and District.
- Speaks in a clear, audible, well-modulated voice.
- Expresses interest and excitement through verbal and nonverbal behavior.
- Creates and maintains an organized and pleasant working environment in the classroom.
- Identifies individual social, emotional and/or physical needs that might affect school success.
- Establishes and implements specific behavioral and procedural expectations, rules, and consequences.
- Demonstrates an awareness of what all students are doing.
- Maintains an organized, accurate, and up-to-date lesson plan and grade book.
- Maintains accurate attendance records.
- Presents accurate information.
- Recognizes and promotes the relationship of the subject with the school's curriculum.
- Complies with Florida Statutes, State Board of Education Rules, School Board of Broward County Policies, and other applicable regulations.

Overall Performance Rating:

S-Satisfactory
N-Needs Improvement
U- Unsatisfactory

Comments by the assessor:

Comments by the employee:
<table>
<thead>
<tr>
<th>Performance Area</th>
<th>School Media Specialist Performance Indicators</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Effectively utilizes the Library Media Advisory Committee to develop short and long range goals and to evaluate the library media program.</td>
<td>Establishes written policies and procedures to achieve the goals of the media program.</td>
</tr>
<tr>
<td></td>
<td>Promotes teacher and student awareness of media resources</td>
<td>Integrates a sequential program of library media skills instruction into the curriculum in cooperation with teachers.</td>
</tr>
<tr>
<td>Lesson Management</td>
<td>Orients students to media center work and specifies purposes of activities and relationship to objectives</td>
<td>Prepares media center materials and equipment in preparation for the presentation or activity.</td>
</tr>
<tr>
<td>Lesson Presentation</td>
<td>Selects and uses instructional techniques which support learning of the specific types of knowledge or skills.</td>
<td>Emphasizes what is important to remember.</td>
</tr>
<tr>
<td></td>
<td>Circulates about the media center and assists participants as needed.</td>
<td>Uses different types of questions to obtain desired participants' responses.</td>
</tr>
<tr>
<td>Student Performance</td>
<td>Ongoing documentation of strategies and direct services which focus on improving student achievement and helping students become self-directed learners. This will include, but not be limited to: providing instruction to foster competence in acquiring and using information and ideas, and in evaluating information resources; stimulating interest in reading and appreciation of literature through group instruction and individual guidance; providing intellectual and physical access to materials in multiple formats; and working with other educators to design and carry out learning experiences to meet the needs of individual students.</td>
<td></td>
</tr>
<tr>
<td>Media Center Management</td>
<td>Participates in the selection, training, supervision and evaluation of library media personnel.</td>
<td>Encourages students to participate and contribute to media center learning activities.</td>
</tr>
<tr>
<td></td>
<td>Identifies individual social, emotional, and/or physical needs that might affect school success.</td>
<td>Use appropriate procedures to refer individual students for further assessment or intervention by other professionals.</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>Establishes and implements specific behavioral and procedural expectations, rules and consequences.</td>
<td>Demonstrates an awareness of participant's activities.</td>
</tr>
<tr>
<td></td>
<td>Reinforces positive behavior.</td>
<td></td>
</tr>
<tr>
<td>Records Management</td>
<td>Maintains organized and up-to-date records of media center activities.</td>
<td>Maintains accurate user statistics of media center use.</td>
</tr>
<tr>
<td>Communication</td>
<td>Speaks in a clear, audible, well modulated voice.</td>
<td>Uses correct grammar in written and oral communications.</td>
</tr>
<tr>
<td></td>
<td>Expresses interest and excitement through verbal and nonverbal behavior.</td>
<td>Demonstrates basic mechanics of writing: spelling, capitalization, and punctuation.</td>
</tr>
<tr>
<td>Subject Matter Knowledge + Media Program</td>
<td>Plans for changing needs and improvements in program, collection, and facilities with administration and faculty.</td>
<td>Maintains effective working relationships with students, faculty, media staff, district staff, and community members.</td>
</tr>
<tr>
<td></td>
<td>Shows evidence of professional growth.</td>
<td>Analyze school goals and objectives and recorded data to plan media program, resources, and services.</td>
</tr>
<tr>
<td></td>
<td>Develops the budget for equipment, materials, and supplies according to school, state and federal regulations.</td>
<td>Demonstrates effectiveness in assisting students and teachers locate and utilize resources.</td>
</tr>
</tbody>
</table>

Overall Performance Rating:  
- S-Satisfactory  
- N-Needs Improvement (Annual contract teachers only)  
- U-Unsatisfactory

Comments by the assessor:

Assessor:  
Date:

Comments by the employee:

Employee:  
Date:

The employee's signature will indicate only that he/she has read this form and will not necessarily indicate agreement with its contents.

Instructional Personnel Assessment System

<table>
<thead>
<tr>
<th>BROWARD COUNTY PUBLIC SCHOOL DISTRICT, FLORIDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014 School Year: Instructional Personnel Assessment System</td>
</tr>
<tr>
<td>Employee: SSAN: Type of Assessment: Rating Scale</td>
</tr>
<tr>
<td>School: Contract Status: Development: Rating: S- Satisfactory N- Needs Improvement U- Unsatisfactory</td>
</tr>
<tr>
<td>Data Collection Date: Assessment: Documentation:</td>
</tr>
</tbody>
</table>

G-12
Employee: Broward County Public School District, Florida

### Instructional Personnel Assessment System

**Performance Area**

**Planning**
- Develops plans and selects materials and activities which reflect the identified participant's needs.
- Identifies and sequences content.

**Organization**
- Orient participants to tasks specifies purposes of tasks and relationship to the objectives.
- Prepares materials and equipment in preparation for the presentation activity.

**Presentation of Content**
- Selects and uses techniques which support learning.
- Circulates about the room as participants engage in tasks and assists participants as needed.

**Evaluation of Student and Program**
- Selects or develops a variety of assessments and formats related to specific learning objectives.
- Creates a positive assessment atmosphere.

**Communication**
- Speaks in a clear, audible, well modulated voice.
- Demonstrates basic mechanics of writing: spelling, capitalization, and punctuation.

**Student Performance**
- Ongoing documentation of strategies and direct services which focus clearly on improving student achievement as described in the Standards of Service policy. These may include classroom interventions; modeling alternative teaching strategies; individualized training and technical assistance for teachers in order to increase their capacity to enhance the learning environment, improving family partnerships as described in the Standards of Student Services policy; screening, evaluation, and assessment; direct interventions with students and families; identification and planning for students with special needs; formulation of behavior management plans; development and implementation of monitoring and follow-up processes related to student achievement. The methods of documentation will be determined and agreed upon by the employee and the administrator.

**Management Of Special Setting**
- Creates and maintains an organized and pleasant working environment.
- Identifies individuals social, emotional and/or physical needs that might affect success.

**Behavior Management**
- Establishes and implements specific behavioral and procedural expectations, rules and consequences.
- Demonstrates an awareness of participant's activities.
- Stops inappropriate behavior before it spreads or becomes more serious.

**Records Management**
- Maintains organized and up-to-date records.

**Professional Knowledge**
- Presents accurate information.
- Recognizes & promotes the relationship of the professional area to the total program.

**Professional Competencies**
- Complies with Florida Statutes, State Board of Education Rules, School Board of Broward County Policies, and other applicable regulations.

**Overall Performance Rating:**
- S - Satisfactory
- N - Needs Improvement (Annual contract teachers only)
- U - Unsatisfactory

**Comments by the assessor:**

**Comments by the employee:**

The employee's signature will indicate only that he/she has read this form and will not necessarily indicate agreement with its contents.
<table>
<thead>
<tr>
<th>Broward County Public School District, Florida</th>
<th>Performance Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Employee</td>
<td>SSAN</td>
</tr>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>Assessor</td>
</tr>
<tr>
<td></td>
<td>Date of this Plan</td>
</tr>
<tr>
<td></td>
<td>Follow-up / Review Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identified Deficiencies</th>
<th>Strategies for Improvement, Corrections, and Assistance</th>
<th>Expected Outcomes and Timeline</th>
</tr>
</thead>
</table>

Consequences for failure or refusal to remediate all areas identified as deficient:

Additional comments of the assessor:

Comments of the employee:

Assessor

Date

Employee

Date

Version 5

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