

## **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 Stanford 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

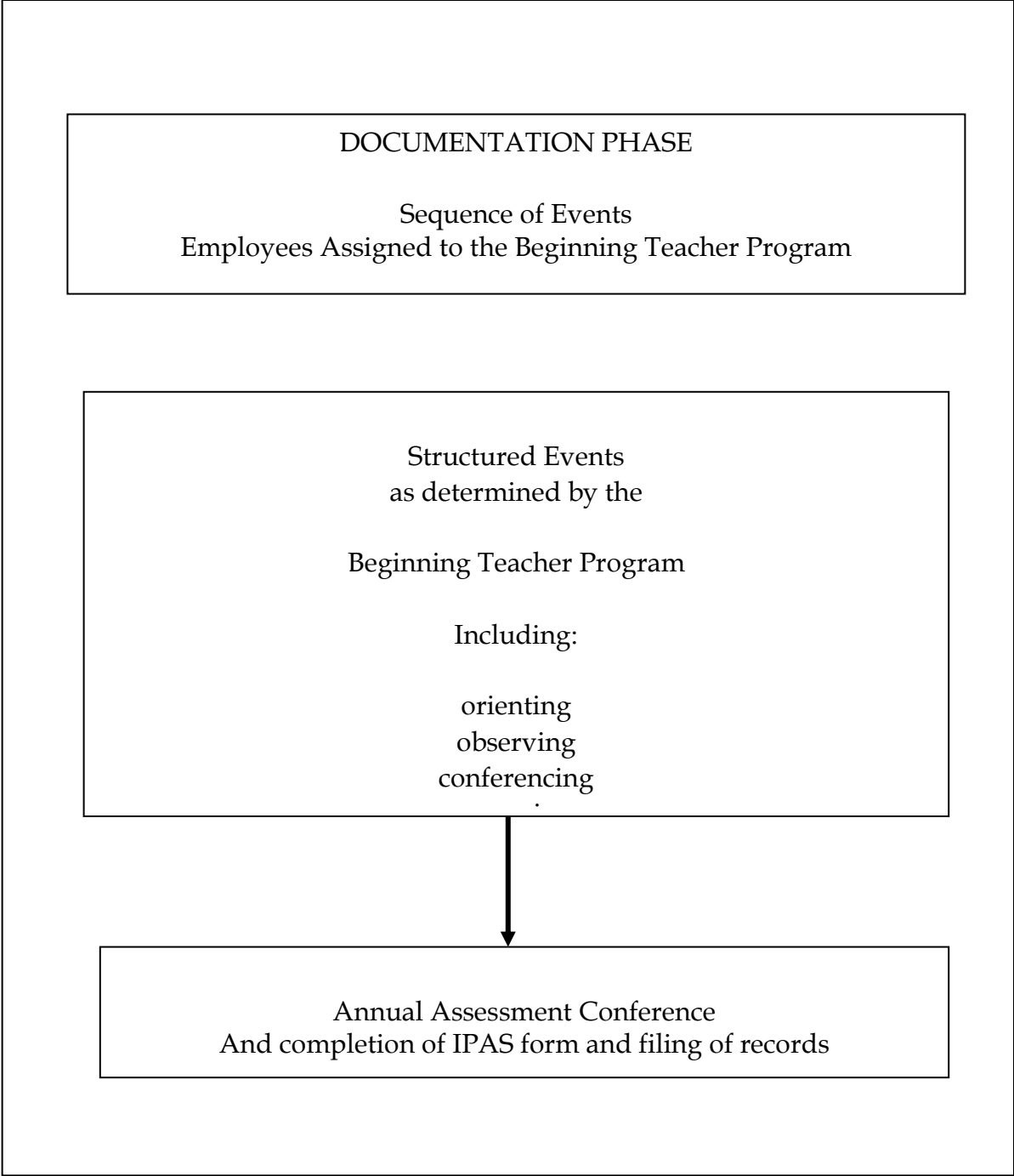
- c. Maintains a system for recording individual student's knowledge and skills progress in a subject area.

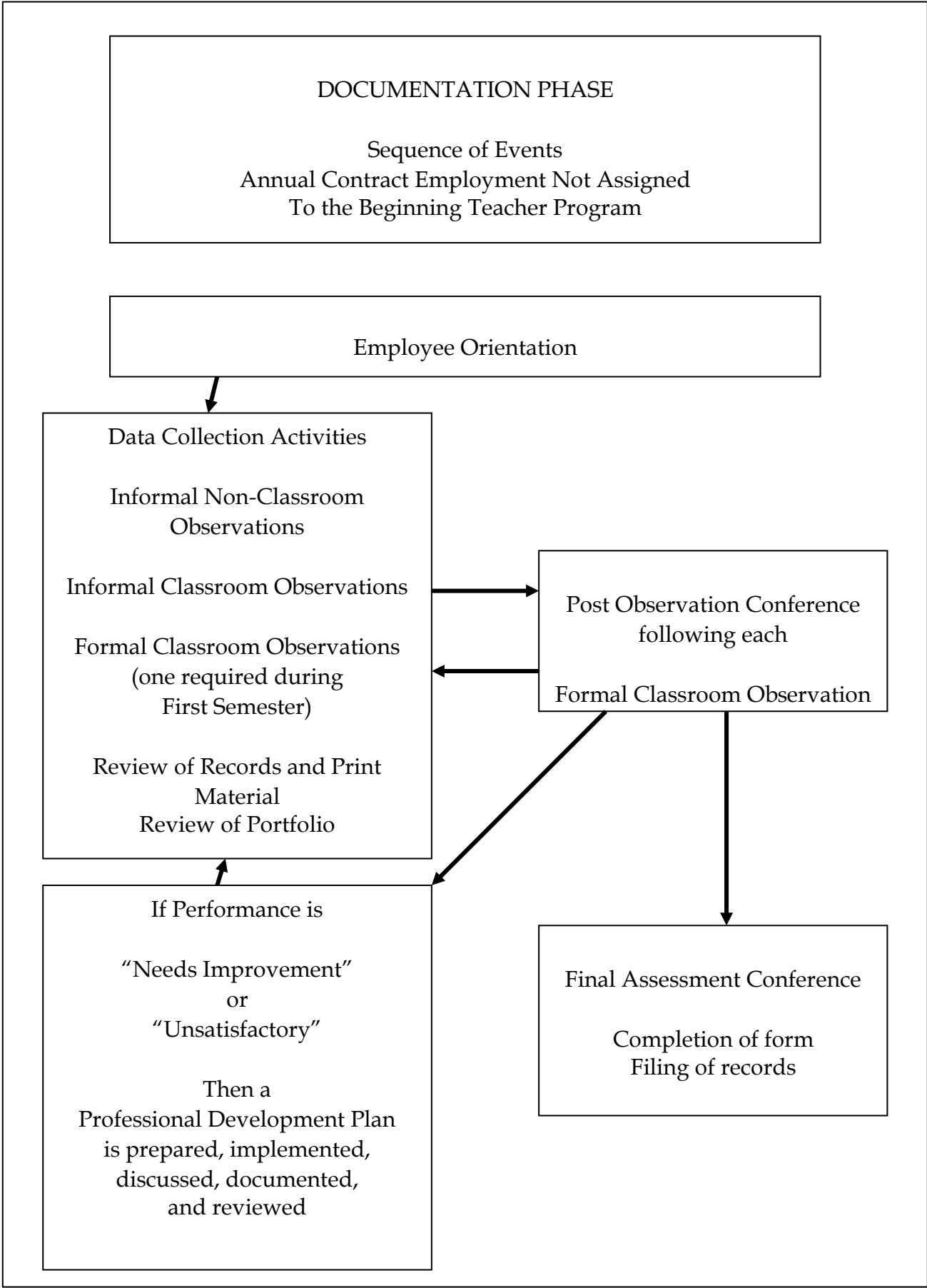
9. **Subject Matter Knowledge**

- 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  
Professional Services Contract/Continuing Contract Employees  
Assigned to this phase based on recertification cycle

Employee Orientation

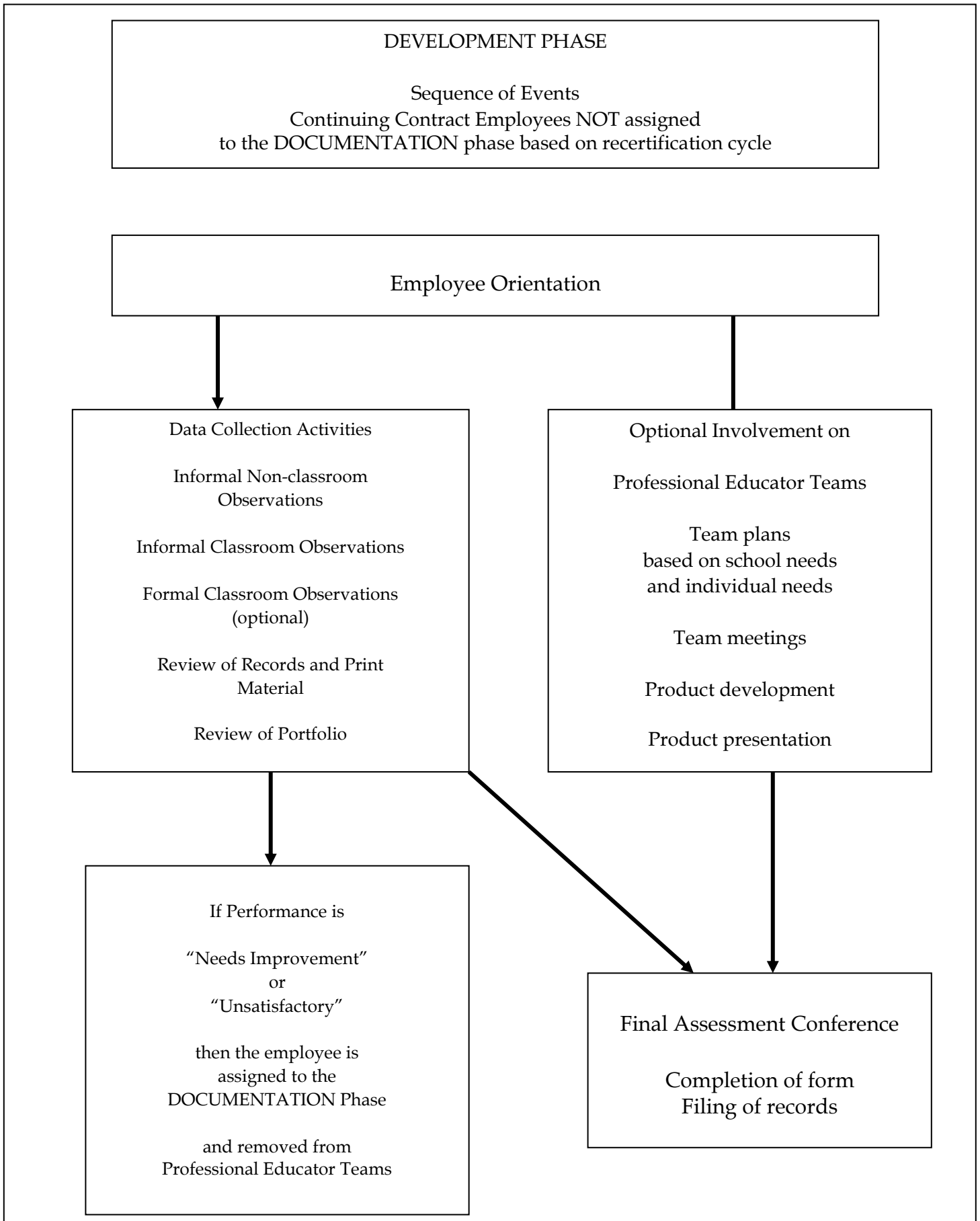
Data Collection Activities  
Informal Non-Classroom Observations  
Informal Classroom Observations  
Formal Classroom Observations (one required)  
Review of Records and Print Material  
Review of Portfolio

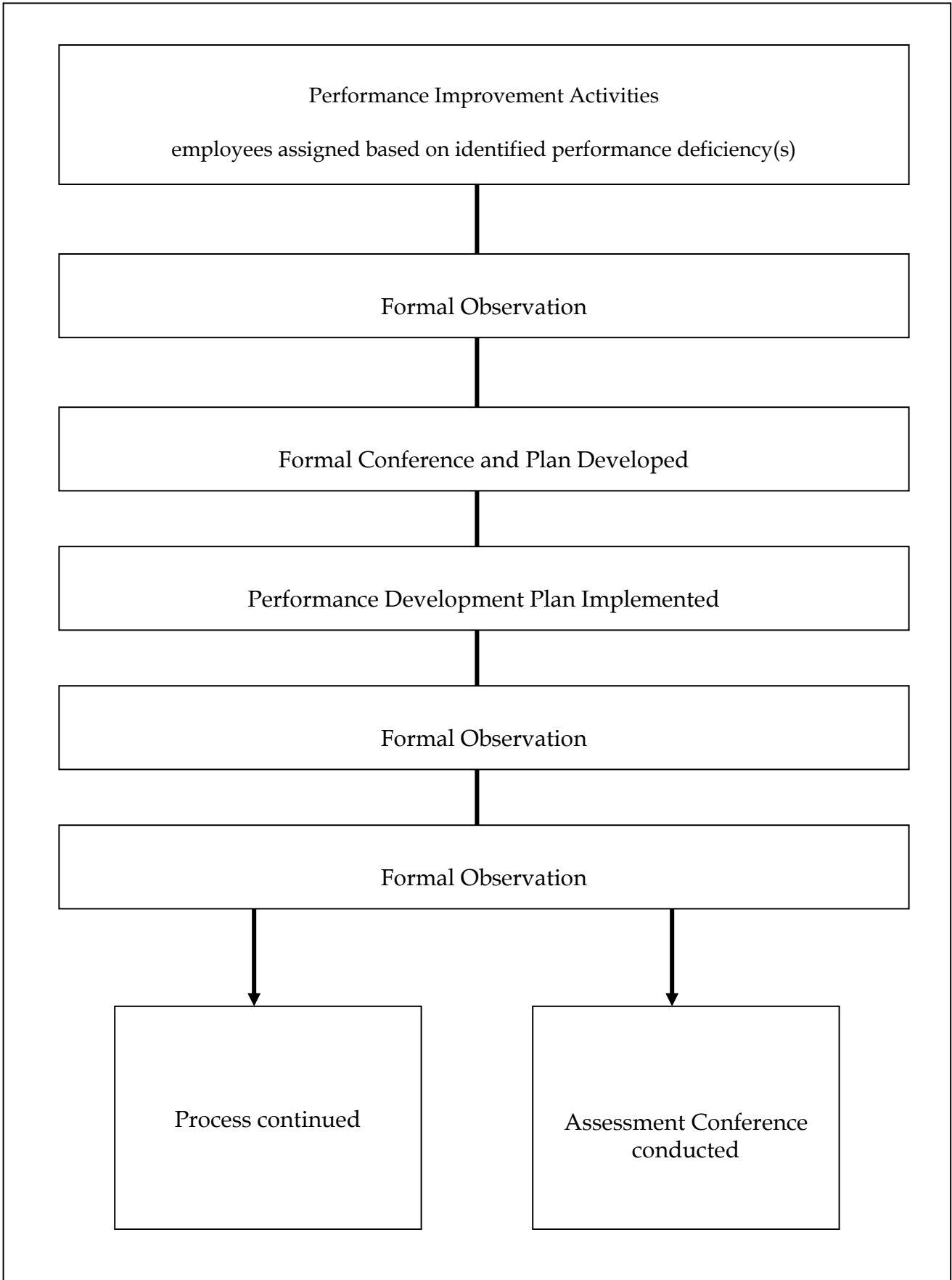
Post Observation Conference following each Formal Classroom Observation

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







Broward County Public School District, Florida		Instructional Personnel Assessment System			
Employee:		School Year:	Type of Assessment ✓		S - Satisfactory
School:	SSAN:	Contract Status:	Development:	Rating	N - Needs Improvement
Data Collection Dates:		Assessor:	Documentation	Scale	U - Unsatisfactory
Performance Area	Instructional Personnel Performance Indicators				Rating
<b>Instructional Planning</b>	Develops lesson plans and selects instructional materials and activities which reflect the district's curriculum scope and sequence and identify learners' needs.	Develops lesson plans which reflect the prerequisite knowledge, skills, and readiness of students.	Relates instructional elements such as content, materials, activities, format, and goals to identified student needs.		
	Identifies and sequences content.	Specifies learner objectives and relates these to the instructional activity.	Specifies the steps, sequence, and pacing of student activities appropriate to their needs and the content area.		
<b>Lesson Management</b>	Orients students to classwork, specifies purposes of activities and relationship to the objectives.	Prepares the classroom, materials, and equipment for the presentation of the lesson.	Transitions from one activity or topic to another in accordance with lesson plans and learners' needs.		
<b>Lesson Presentation</b>	Selects and uses appropriate instructional techniques including available materials and technology which support learning of the specific types of knowledge or skills.	Emphasizes what is important to remember.	Asks questions which are clear and require students to reflect before responding.		
	Circulates about the room as students engage in seatwork and assists students as needed.	Uses different types of questions to obtain desired learner responses.	Gives clear, brief, and explicit directions and checks for understanding.		
		Recognizes students' responses to questions and provides feedback.	Reviews student work and provides timely and specific written or verbal feedback.		
<b>Student Performance Evaluation</b>	Selects or develops a variety of assessments and formats related to specific learning objectives.	Uses test data to diagnose individual student strengths and weaknesses.	Grades tests accurately and objectively.		
	Creates a positive test-taking atmosphere.	Monitors students during testing.	Instructs students in test-taking techniques.		
	Monitors student progress in attaining achievement standards and objectives established by the school, innovation zone, area and District.				
	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 need students, parental support, etc.				
<b>Communication</b>	Speaks in a clear, audible, well modulated voice.	Uses correct grammar in written and oral communications.	Presents connected or associated ideas and thoughts.		
	Expresses interest and excitement through verbal and nonverbal behavior.	Demonstrates basic mechanics of writing: spelling, capitalization, and punctuation.	Communicates learner status and progress to the student, parents, and to other professionals.		
<b>Classroom Management</b>	Creates and maintains an organized and pleasant working environment in the classroom	Encourages students to participate and contribute to class activities.	Promotes positive student self-concepts.		
	Identifies individual social, emotional and/or physical needs that might affect school success.	Establishes an environment conducive to positive peer interaction.	Uses appropriate procedures to refer individual students for further assessment or intervention by other professionals.		
<b>Behavior Management</b>	Establishes and implements specific behavioral and procedural expectations, rules, and consequences.	Demonstrates an awareness of what all students are doing.	Reinforces positive student behavior.		
		Stops inappropriate behavior before it spreads or becomes more serious.			
<b>Records Management</b>	Maintains an organized, accurate, and up-to-date lesson plan and grade book.	Maintains accurate attendance records.	Maintains a system for recording individual student's knowledge and skills progress in a subject area.		
<b>Subject Matter Knowledge</b>	Presents accurate information.	Recognizes and promotes the relationship of the subject with the school's curriculum.	Appropriately organizes and presents content for the specific subject.		
<b>Professional Competencies</b>	Complies with Florida Statutes, State Board of Education Rules, School Board of Broward County Policies, and other applicable regulations.				
<b>Overall Performance Rating:</b>	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.					

Broward County Public School District, Florida				Instructional Personnel Assessment System			
Employee:		School Year:		Type of Assessment ✓		S - Satisfactory	
School:		SSAN:		Contract Status:		Development:	
Data Collection Dates:		Assessor:		Documentation		Rating Scale	
Performance Area		School Media Specialist Performance Indicators				Rating	
Planning	Effectively utilizes the Library Media Advisory Committee to develop short and long range goals and to evaluate the library media program.		Establishes written policies and procedures to achieve the goals of the media program.		Provide optimal utilization of school and district media resources and facilities on a fair and equitable basis to students and staff.		
	Promotes teacher and student awareness of media resources		Integrates a sequential program of library media skills instruction into the curriculum in cooperation with teachers.		Provides inservice training to promote effective use of resources and services.		
Lesson Management	Orients students to media center work and specifies purposes of activities and relationship to objectives.		Prepares media center materials and equipment in preparation for the presentation or activity.		Provides transitions from one activity or topic to another in accordance with lesson plans and learner needs.		
Lesson Presentation	Selects and uses instructional techniques which support learning of the specific types of knowledge or skills.		Emphasizes what is important to remember.		Asks questions which are clear and require students to reflect before responding.		
	Circulates about the media center and assists participants as needed.		Uses different types of questions to obtain desired participants' responses.		Gives clear, brief, and explicit directions and checks for understanding.		
			Recognizes students' responses to questions and provides feedback.		Reviews student work and provides timely and specific written or verbal feedback.		
Student Performance	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.						
Media Center Management	Participates in the selection, training, supervision and evaluation of library media personnel.		Encourages students to participate and contribute to media center learning activities.		Promotes positive student self concepts.		
	Identifies individual social, emotional, and/or physical needs that might affect school success.		Use appropriate procedures to refer individual students for further assessment or intervention by other professionals.		Creates and maintain an organized and pleasant working environment.		
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 to becomes more serious.		
			Reinforces positive behavior.				
Records Management	Maintains organized and up-to-date records of media center activities.		Maintains accurate user statistics of media center use.		Shows evidence of proper record keeping practices.		
Communication	Speaks in a clear, audible, well modulated voice.		Uses correct grammar in written and oral communications.		Presents connected or associated ideas and thoughts.		
	Expresses interest and excitement through verbal and nonverbal behavior.		Demonstrates basic mechanics of writing: spelling, capitalization, and punctuation.		Develops rapport with students staff and the community to promote the library media program.		
Subject Matter Knowledge • Media Program	Plans for changing needs and improvements in program, collection, and facilities with administration and faculty.		Maintains effective working relationships with students, faculty, media staff, district staff, and community members.		Develops a collection that support needs of the curriculum and recognizes individual levels of ability and interests.		
	Shows evidence of professional growth.		Analyze school goals and objectives and recorded data to plan media program, resources, and services.		Prepares and submits accurate and punctual reports.		
	Develops the budget for equipment, materials, and supplies according to school, state and federal regulations.		Demonstrates effectiveness in assisting students and teachers locate and utilize resources.		Follows standard operating procedures for selecting, organizing, and circulating materials and equipment.		
Student Evaluation	Selects or develops a variety of assessments and formats related to specific learning objectives.				Uses test data as needed to diagnose students' strengths and weaknesses.		
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:							
				Assessor		Date	
Comments by the employee:							
				Employee		Date	
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Employee:		School Year:	Type of Assessment ✓			S - Satisfactory	
School:	SSAN:	Contract Status:	Development:		Rating	N - Needs Improvement	
Data Collection Dates:		Assessor:	Documentation		Scale	U - Unsatisfactory	
Performance Area	Student/Support Services Performance Indicators					Rating	
<b>Planning</b>	Develops plans and selects materials and activities which reflect the identified participant's needs.	Develops plans which reflect the prerequisite knowledge, skills, and readiness of participants.	Relates content, materials, activities, format, and goals to identified participants needs.				
	Identifies and sequences content.	Specifies participant's objectives and relates these to the activity.	Specifies the steps, sequence, and pacing of participant activities appropriate to their needs.				
<b>Organization</b>	Orients participants to tasks specifies purposes of tasks and relationship to the objectives.	Prepares materials and equipment in preparation for the presentation activity.	Transitions from one activity or topic to another.				
<b>Presentation of Content</b>	Selects and uses techniques which support learning.	Emphasizes what is important to remember.	Asks questions which are clear and require participants to reflect before responding.				
	Circulates about the room as participants engage in tasks and assists participants as needed.	Uses different types of questions to obtain desired participants' responses.	Gives clear, brief, and explicit directions and checks for understanding.				
<b>Evaluation of Student and Program</b>	Selects or develops a variety of assessments and formats related to specific learning objectives	Uses test data and other assessments to diagnose participant strengths and weaknesses.	Scores tests accurately and objectively.				
	Creates a positive assessment atmosphere.	Monitors participants during assessment.	Instructs participants in assessment techniques.				
<b>Communication</b>	Speaks in a clear, audible, well modulated voice.	Uses correct grammar in written and oral communications.	Presents connected or associated ideas and thoughts.				
	Expresses interest and excitement through verbal and nonverbal behavior.	Demonstrates basic mechanics of writing: spelling, capitalization, and punctuation.	Communicates pertinent information and progress to appropriate personnel.				
<b>Student Performance</b>	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.						
<b>Management Of Special Setting</b>	Creates and maintains an organized and pleasant working environment.	Encourages participant to engage in and contribute to activities.	Promotes positive self-concepts.				
	Identifies individuals social, emotional and/or physical needs that might affect success.	Establishes an environment conducive to positive peer interaction.	Uses appropriate procedures to refer individual participants for further assessment or intervention by other professionals.				
<b>Behavior Management</b>	Establishes and implements specific behavioral and procedural expectations, rules and consequences.	Demonstrates an awareness of participant's activities.	Reinforces positive behavior.				
		Stops inappropriate behavior before it spreads or becomes more serious.					
<b>Records Management</b>	Maintains organized and up-to-date records.		Maintains a system for recording individual participant's knowledge and progress.				
<b>Professional Knowledge</b>	Presents accurate information.	Recognizes & promote the relationship of the professional area to the total program.	Appropriately organizes and presents content for the specific professional area.				
<b>Professional Competencies</b>	Complies with Florida Statutes, State Board of Education Rules, School Board of Broward County Policies, and other applicable regulations.						
<b>Overall Performance Rating:</b>	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.							

**Broward County Public School District, Florida**

**Performance Development Plan**

Name of Employee	SSAN	School	Assessor	Date of this Plan	Follow-up / Review Date
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Identified Deficiencies	Strategies for Improvement, Corrections, and Assistance	Expected Outcomes and Timeline

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

Additional comments of the assessor:

\_\_\_\_\_  
Assessor Date

Comments of the employee:

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

Version 5.

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