

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
F. Professional Responsibility and Ethical Conduct				
F.3 Maintains accurate records related to the employee's job description and professional responsibilities.	<ul style="list-style-type: none"> Has no system or a rudimentary system of accurate record keeping and does not maintain student confidentiality. 	<ul style="list-style-type: none"> Makes numerous errors related to student records. 	<ul style="list-style-type: none"> Maintains accurate records and staff/student confidentiality. 	<ul style="list-style-type: none"> System for maintaining records is consistently accurate and efficient. Confidentiality of staff/student records and information is always maintained.
F.4 Is punctual with reports, records and reporting to work.	<ul style="list-style-type: none"> Is consistently late in submitting student reports and records. Has a high rate of absenteeism. 	<ul style="list-style-type: none"> Must be reminded to submit student reports and records on time. Occasionally reports to work late. 	<ul style="list-style-type: none"> Submits student information, records and reports on time. Reports to work on time. 	<ul style="list-style-type: none"> Consistently completes and submits required student reporting information accurately and on time. Reports to work on time.
F.5 Performs assigned duties.	<ul style="list-style-type: none"> Seldom performs assigned duties through to completion. 	<ul style="list-style-type: none"> Performs duties as assigned, but often must be reminded. 	<ul style="list-style-type: none"> Performs all duties, as assigned. 	<ul style="list-style-type: none"> Willingly performs assigned duties and takes on additional responsibility.
F.6 Builds professional relationships.	<ul style="list-style-type: none"> Expresses little interest in developing professional relationships. 	<ul style="list-style-type: none"> Demonstrates a limited interest in fostering professional relationships. 	<ul style="list-style-type: none"> Engages in professional activities with peers to form positive relationships. 	<ul style="list-style-type: none"> Actively seeks opportunities for professional growth and development; cultivates professional relationships in school and through professional organizations.

Section V:

FCPCS Individual
Professional Growth Plans

Development of Professional Growth Plans

The Professional Growth Plan (PGP) is required pursuant to Florida State Statute 1012.98. The individual Professional Growth Plan must be related to specific performance data for students to whom the teacher is assigned. The plan must define the inservice objectives and specific measurable improvements expected in student performance, as a result of the inservice activity. Additionally, the plan must include an evaluation component that determines the effectiveness of the professional development plan.

PGPs are created annually at the beginning of the school year. Administrators and teachers meet to analyze specific student achievement and performance data of the students currently assigned to the teacher, review the school improvement plan (SIP) to identify research and/or evidence-based professional development to help improve student performance, and agree on a plan to determine the effectiveness of the professional development. The administrator and teacher sign the PGP form indicating approval and support of the identified professional development and to initiate the plan.

The PGP has three components: (1) a goal for student performance based on student achievement data; (2) measurable objectives to meet the goal that clearly identify the expected change(s) in professional practice; (3) an evaluation plan to determine the effectiveness of the professional development in which the teacher participated during the school year.

A mid-year review of progress on the goals is held for all professionals. This review promotes discussion, collegiality, and reflection. The mid-year review is to be held after the second student interim progress reporting period and before the end of the second reporting period. The mid-year review is held in a forum determined by the principal/evaluator. In preparation for the mid-year review, the professional must review progress made toward the goal. Formal/informal data and/or a summary can be used to show progress toward the goal and effectiveness of strategies. It is not necessary to administer a formal mid-year assessment. However, if data is available, then the instructional personnel may report the data.

At the end of the school year, administrators and teachers meet for a final review of the PGP. The school administrator meets with individual faculty members to determine the extent to which staff development accomplished the student performance gains proposed and to identify areas of continued need. Teachers may bring documentation supporting their new knowledge and skills. During this final meeting, student performance data, impact on learning, evidence of professional development attendance, and implementation of professional practice intervention(s) are reviewed. The administrator and teacher determine if the professional development was effective, sign and date the PGP indicating consensus of results, and begin to plan for next year's PGP. All PGPs are housed at the school site and available for review upon request.

During the 2012-2013 school year, Learning Targets identified on the PGPs for instructional personnel who teach courses and grades not assessed by Statewide Assessments, or for non-classroom instructional personnel, will be used as a part of the Student Growth Component of the instructional employee's performance evaluation. FCPCS recognizes that this is only a temporary measure, since for the 2014-2015 school year, the district is required to have created assessments to cover all courses that a teacher teaches. For now, however, a teacher's evaluation may be based only on a combination of the student performance in courses for which assessments are available and the achievement of Learning Targets.



Individual Professional Growth Plan – Classroom Teachers

Teacher's Name _____ Employee ID # _____

School _____ Subject(s) _____ Grade(s) _____

Student Outcome Goal(s) (Measurable Learning Goal(s) for Students Assigned to the Professional based upon Goals of the SIP and approved by the School Administrator): _____

Student Performance Data or Other School Data Used as Basis for Goal(s) (Specify Assessments or Data Used): _____

Measurable Objectives (Specify Expected Gains/Improvements): _____

Strategies/Professional Development (List Specific Professional Development Activities): _____

Evaluation Results (Results/Measurable Evidence): _____

PLANNING AND PROGRESS MEETINGS

MEETING	EVALUATOR'S SIGNATURE	DATE	EMPLOYEE'S SIGNATURE	DATE
Planning Meeting				
Comments:				
Mid-Year Review				
Comments:				
Final Review				
Comments:				

Select one of the following:

___ Objective Achieved ___ Objective Not Achieved ___ Plan Extended for Next Year

Individual Professional Growth Plan – Instructional Personnel

Teacher's Name _____ Employee ID # _____

School _____ Subject(s) _____ Grade(s) _____

LEARNING TARGETS	Rating (1-4)
Student Outcome Goal #1 (Measurable Learning Goal for Students Assigned to the Professional based upon Goals of the SIP and approved by the School Administrator)	
Student Performance Data or Other School Data Used as Basis For Goal (Specify Assessments or Data Used)	
Measurable Objectives (Specify Expected Gains/Improvements)	
Strategies/Professional Development (List Specific Professional Development Activities)	
Evaluation of Results (Results/Measurable Evidence)	
Average Score for Goal #1 (To calculate the rating for this learning target, add the total points in the rating column and divide by 5. Insert the total to the right).	

Select the appropriate category:

- ☐ Classroom Teachers Who Teach Subjects and/or Grades NOT Assessed by Statewide Assessments
☐ Non-Classroom Instructional Personnel (Student Services Personnel, Curriculum Support Personnel, Media Specialists)

Individual Professional Growth Plan – Instructional Personnel

Teacher's Name _____ Employee ID # _____

School _____ Subject(s) _____ Grade(s) _____

LEARNING TARGETS	Rating (1-4)
Student Outcome Goal #2 (Measurable Learning Goal for Students Assigned to the Professional based upon Goals of the SIP and approved by the School Administrator)	
Student Performance Data or Other School Data Used as Basis For Goal (Specify Assessments or Data Used)	
Measurable Objectives (Specify Expected Gains/Improvements)	
Strategies/Professional Development (List Specific Professional Development Activities)	
Evaluation of Results (Results/Measurable Evidence)	
Average Score for Goal #2 (To calculate the rating for this learning target, add the total points in the rating column and divide by 5. Insert the total to the right).	

Select the appropriate category:

- ☐ Classroom Teachers Who Teach Subjects and/or Grades NOT Assessed by Statewide Assessments
☐ Non-Classroom Instructional Personnel (Student Services Personnel, Curriculum Support Personnel, Media Specialists)

Individual Professional Growth Plan – Instructional Personnel

Teacher's Name _____ Employee ID # _____

School _____ Subject(s) _____ Grade(s) _____

PLANNING AND PROGRESS MEETINGS

MEETING	EVALUATOR'S SIGNATURE	DATE	EMPLOYEE'S SIGNATURE	DATE
Planning Meeting				
Comments:				
Mid-Year Review				
Comments:				
Final Review				
Comments:				

To calculate the employee's **TOTAL RATING**, add the "Totals" for each Student Learning Target and divide by 2.

EMPLOYEE'S **TOTAL SCORE** ON INDIVIDUAL PROFESSIONAL GROWTH PLAN = _____

EMPLOYEE'S **TOTAL RATING** ON INDIVIDUAL PROFESSIONAL GROWTH PLAN (Check Appropriate Rating)
 Highly Effective _____ Effective _____ Needs Improvement/Developing _____ Unsatisfactory _____

3.6 - 4.0 = *Highly Effective*;
 3.0 - 3.5 = *Effective*;
 2.0 - 2.9 = *Needs Improvement/Developing*
 1.0 - 1.9 = *Unsatisfactory*

Select the appropriate category:

- ☐ Classroom Teachers Who Teach Subjects and/or Grades NOT Assessed by Statewide Assessments
☐ Non-Classroom Instructional Personnel (Student Services Personnel, Curriculum Support Personnel, Media Specialists)

Section VI:

Training and Support



FCPCS Evaluation Systems for Instructional Personnel TRAINING MODULES

	Title	Description	Target Audience
I.	Introducing the FCPCS Charter School Teacher Evaluation System	Overview of SB 736 and the FCPCS Evaluation System for Instructional Personnel	School Administrators
II.	The Florida Educator Accomplished Practices	Understanding the framework of the Evaluation System: The Florida Educator Accomplished Practices	School Administrators/ Classroom Teachers and Other Instructional Personnel
III.	Evaluating Classroom Teachers Using the FCPCS Evaluation System	- Framework for evaluating Classroom Teachers utilizing the FCPCS Evaluation System - Utilizing the Rubric	School Administrators/ Classroom Teachers
IV.	Evaluating Student Services Personnel using the FCPCS Evaluation System	- Framework for evaluating Student Services Personnel utilizing the FCPCS Evaluation System - Utilizing the Rubric	School Administrators/ Student Services Personnel
V.	Evaluating Curriculum Support Personnel and Media Specialists Using the FCPCS Evaluation System	- Framework for evaluating Curriculum Support Personnel/Media Specialists utilizing the FCPCS Evaluation System - Utilizing the Rubric	School Administrators/ Curriculum Support Personnel/ Media Specialist
VI.	Processes and Procedures for Utilizing the FCPCS Evaluation System for Instructional Personnel	- Processes and procedures for implementing the evaluation system for Instructional Personnel - Providing specific and timely feedback - Conference protocols and forms; meeting requirements; maintenance of records - Scoring rules and Calculations - Use of forms and instruments - Roster verification process - Procedures for training employees on the evaluation forms - Providing employees with support and assistance	School Administrators/ Classroom Teachers and Other Instructional Personnel

Section VII:
Professional Development



Professional Development for Instructional Personnel

The purpose of professional development is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the work force. Professional development activities must be based upon the following:

- Analyses of student achievement data
- Student needs
- Personnel needs
- Results of the evaluation system
- Instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students
- School discipline data
- School environment surveys
- Assessments of parental satisfaction
- Performance appraisal data of teachers, managers, and administrative personnel
- School Improvement Plans
- School inservice plans
- Other performance indicators to identify school and student needs that can be met by improved professional performance

Local Instructional Improvement System (LIIS)

The term Local Instructional Improvement System (LIIS) refers to a system that uses electronic and digital tools that provide teachers, administrators, students, and parents with data and resources to systematically manage continuous instructional improvement. Pursuant to Florida Statute 1006.281 (2), each school district shall provide teachers, administrators, students, and parents access to a local improvement system. The system must provide access to electronic and digital instructional materials and teaching and learning tools and resources, including the ability for teachers and administrators to manage, assess, and track student learning.

Teacher and administrator evaluation will be tied to the district's LIIS through an easily accessible, single sign-on system. The LIIS will be developed to include a historical longitudinal record of both the evaluation instrument and student growth for each teacher and a record of ratings conducted by each evaluator. As part of the internal evaluation of the teacher evaluation system, LIIS will identify areas of concern and administer additional teacher and administrator training, if necessary.

FCPCS Partnership with Educational Impact

FCPCS has partnered with Educational Impact (EI), a company that provides online professional development for educators. EI will provide specific online modules for teachers and administrators that address the Florida Educator Accomplished Practices (FEAPs) as well as the



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Florida Principal Leadership Standards (FPLS). EI has loaded the FCPCS teacher and leadership evaluation standards into their online system in order to allow teachers and administrators to develop individualized Professional Learning Plans (PLPs) aligned to their areas of need and interest. The PLP makes the important connection between the evaluation results and the professional growth plan. Some administrators allow teachers to create their own plan, while others conference after an evaluation and create the plan together. Teachers and administrators will be able to choose videos that will help them build skills in the specific indicator contained on the evaluation instruments. Upon approval by the school district, participants may obtain inservice points based on the number of hours of video they have selected and completed.

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