

# Human Resources Teacher Development Plan

District School Board of Pasco County

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# **HUMAN RESOUCESS TEACHER DEVELOPMENT PLAN**

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## INTRODUCTION

This document is written to provide procedures in support of The School Board of Pasco County Bylaws and Policies which can be found on the official website for the District School Board of Pasco County. Policies specifically addressed in this document include:

- [1030.01](#) Development of Administrative Procedures
- [3120](#) Employment of Instructional Staff
- [3120.04](#) Employment of Mini-Contract, Substitute, Part-Time and Job-Sharing
- [3120.11](#) Preference for Veterans in Employment
- [3121](#) Conditions for Employment and Re-Employment of Instructional Staff
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## RECRUITMENT

**DEFINITION:** Recruitment is the process of generating a pool of qualified instructional applicants for the District School Board of Pasco County.

**OBJECTIVE OF RECRUITMENT PLAN:** The main objective of this plan is to maximize the number of qualified applicants for each instructional position.

**RECRUITING PROCEDURES:** The procedures listed below must be implemented in such a manner as to ensure compliance with equal opportunity employment mandates and all pertinent federal laws and state of Florida laws, rules, regulations, and District School Board of Pasco County policies.

This plan shall guarantee that effective communication exists between the potential applicant and the district. The process should ensure that the applicant is fully informed about the position and, at the same time, district and school staff will have information needed to assess the applicant's eligibility for the position.

The procedures governing teacher recruitment shall be congruent with the competencies, expectations, and processes used in teacher performance assessment.

Procedures for Recruiting Personnel Within the District:

1. Instructional vacancies shall be posted at every work site and on the Human Resources website. Notices shall include position, contact person, application and deadline date.
2. Job descriptions are posted on the District's website.

Procedures For Recruiting Personnel Outside the District:

1. Staffing needs and financial resources are analyzed annually. A recruitment plan is developed to include strategies such as visiting states with declining student enrollments and a surplus of teachers, attending college and university teacher recruitment events, and participating in the state's annual teacher recruitment fair.
2. Appropriate media shall be utilized for advertisements for instructional vacancies. Methods of advertising may include, but not be limited to website, professional journals, professional conventions, professional organizations, radio and/or television, and community and campus newspapers.
3. Diversity Task Force will plan activities and strategies to assist in the recruitment of minority teachers.

## SELECTION

**DEFINITION:** Selection is the process of determining which applicants are eligible for appointment.

**OBJECTIVES OF SELECTION:** The process is designed to provide:

1. Instructional personnel who possess a high level of competence.
2. Systematic procedures that are linked to:
  - a. Instructional performance;
  - b. Job responsibilities;
  - c. Defined competencies that are part of the instructional personnel assessment process;
  - d. Knowledge of instructional techniques;
  - e. Knowledge of identified curriculum area(s); and
  - f. Effective teacher attributes.
3. Screening procedures that are fair and equitable.
4. Adequate records of the steps taken during selection.

**SELECTION PROCEDURES:** The procedures listed below must be implemented to ensure compliance with District School Board of Pasco County policies; equal employment opportunity mandates; all pertinent federal laws; and State of Florida laws, rules, and regulations.

This plan shall guarantee that effective communication exists between the applicant and the school system. The plan should ensure the applicant is fully informed about the status of the application. The process should ensure that the Department of Human Resources, instructional departments, and school administrators cooperate in maintaining effective lines of communication regarding information related to the status of instructional applicants.

The policies governing selection shall be congruent with the competencies, expectations, and processes used in instructional personnel performance assessment.

Screening criteria and interview questions shall be congruent with application requirements, position qualifications, instructional performance, job responsibilities, defined competencies that are a part of the instructional personnel assessment process, knowledge of instructional techniques, knowledge of identified curriculum area(s), and possession of effective teacher attributes.

Interviewing teacher candidates shall be the primary responsibility of the principals. Instructional personnel who are assigned to district level positions and other specified positions will be interviewed by the appropriate district director or supervisor prior to a recommendation for selection.

**THE SELECTION PROCESS:**

### **RESPONSIBILITIES OF HUMAN RESOURCES**

The Director of Human Resources will coordinate preparation activities for the selection process with assistance from the district instructional departments and/or school administrative personnel. Activities will include the following:

1. Reviewing the online application, and updating the document to incorporate items that will assist the hiring process.
2. Reviewing the procedures used to screen applications for instructional positions and designing and publishing a set of criteria to be used to screen applications.
3. Determining eligibility for Veteran's Preference.
4. Designing and publishing a set of procedures for school administrators (and for district administrators who have direct selection responsibilities) to follow during the selection process. Such procedures will include, but not be limited to, information regarding the following interview responsibilities:
  - a. Deciding which applicants should or should not be interviewed;

- b. Preparing for the interview;
  - c. Reviewing the application;
  - d. Developing and using an interview guide(s);
  - e. Conducting the interview;
  - f. Completing the telephone reference form (MIS Form #310);
  - g. Making the hire/not hire recommendation; and,
  - h. Keeping records for four years.
5. Developing guidelines to determine whether instructional personnel who apply for transfers and reassignments are doing so within the same program, subject areas, or level.
  6. Providing training in the selection process to administrators who have direct selection responsibilities.

## THE SELECTION PROCESS

Applicants for an instructional position must complete and submit an online application. The Department of Human Resources will review the application, transcripts, and references to determine if the applicant should be interviewed. The department will inform applicants of their eligibility for an interview. In cases where an applicant is denied an interview, the applicant shall be notified in writing and written documentation of the reason(s) for the decision shall be included in the notes section of the application.

Upon receipt of interview eligibility from the Department of Human Resources, the applicant may contact the designated administrator for an interview for advertised positions.

Administrators will review the application, including transcripts, references, and Veteran's Preference eligibility.

Administrators will interview applicants using a set of questions that will elicit information regarding academic preparation, experiences, intended behaviors, and effective teacher attributes. Principals will determine each applicant's suitability for advertised positions, taking into account the unique characteristics of each position.

Administrators are encouraged to involve other school personnel to gather information regarding applicants. In cases where other personnel are involved in the information gathering process, it is the administrator's responsibility to ensure that there is consistency in questioning, questioning is job related, and only legal questions are asked. Principals may request that district administrators assist in the selection process.

Administrators will conduct a telephone reference (MIS #310) with the current or most recent supervisor before making a selection recommendation.

Administrators will notify all applicants of their selection status. This notification shall be in writing and shall be accomplished in a timely fashion. Applicants eligible for Veteran's Preference must be notified by certified mail. Job advertisement files should be maintained for four years.

Applicants are responsible for completing all forms necessary for appointment to an instructional position.

Administrators will be responsible for submitting required papers for an applicant recommended for an advertised position.

The Director of Human Resources will compile a list of applicants who have been recommended for appointment by principals for advertised positions.

The Superintendent or designee will present the list of candidates to the Board for approval.

**TRANSFERS AND REASSIGNMENTS:**

The transfer or reassignment of instructional personnel will be in accordance with established policies of the District School Board of Pasco County and the appropriate Articles and Sections of the Instructional Master Contract.

Instructional personnel who are employed with the District School Board of Pasco County may apply for transfer or reassignment to another instructional position. This transfer is initiated by the completion and submission of the appropriate transfer form (MIS #303).

In cases where an advertised instructional position is in the same program or subject area and at the same level as the employee's current instructional position, the employee may contact the appropriate administrator for an interview.

In cases where an advertised position is in a program, subject area, or level that is different than the employee's current instructional position, the employee may be asked to provide additional information.

**TEMPORARY APPOINTMENTS:**

On a temporary basis, the Superintendent, subject to Board approval, may fill any instructional position that occurs as a result of an emergency or of a leave of absence. As soon as possible, the position will be advertised, and the procedures for selection will be followed.

**EXCEPTIONS TO THE PROCEDURES:**

No portion of the selection process will supersede or cancel any of the District School Board of Pasco County policies, equal employment opportunity mandates, all pertinent federal laws, State of Florida laws, rules, and regulations, or any portions of the Instructional Master Contract.



## EDUCATOR CERTIFICATION

**DEFINITION:** Educator certification is the credentialing process used by the Florida Department of Education and the District School Board of Pasco County to ensure that instructional employees, through the application of state statutes, state board rules, and Board policy, have the appropriate credentials to teach students.

**OBJECTIVES OF CERTIFICATION:** The objective of educator certification is to ensure that instructional personnel have the appropriate training and skill level to work with students.

While instructional employees are responsible for obtaining and maintaining the appropriate certification to teach, the Department of Human Resources has specific objectives related to educator certification. These include:

1. Monitoring the certification status of all instructional employees.
2. Providing current information on the process for obtaining and maintaining certification.
3. Processing requests for certificates for employees.
4. Processing certification renewal, reinstatement, and addition requests.
5. Identifying and monitoring out-of-field teachers and providing assistance as appropriate.

### **GENERAL INFORMATION:**

Certification requirements are found in state statutes, state board rules, and Board policies. In order to provide accurate information and assistance to instructional employees and applicants, the Department of Human Resources:

1. Employs full-time staff members, trained by the Florida Department of Education, to assist teachers with issues relating to certification.
2. Provides access to the Florida Department of Education Home Page and related certification pages through the website.
3. Processes application requests and other certification paperwork. Each employee holding a teaching certificate is ultimately responsible for maintaining it. While the Department of Human Resources provides assistance, reminders, and information, the final responsibility for being certified remains with the employee.

### **INITIAL CERTIFICATION:**

When an applicant is interested in employment, an online application is completed. Once this application is complete, it is reviewed by the Department of Human Resources for certification eligibility. Results of the screening are noted on the application and provided to the applicant.

After an applicant is offered employment, a centralized hiring appointment is scheduled. During the centralized hiring appointment, testing requirements, certification application procedures, coursework, etc., are discussed. Each new employee receives an individualized certification checklist of requirements with timelines.

Official certification requirements will be listed in the individual's Florida Department of Education's Official Statement of Eligibility.

### **Temporary Certificate procedures:**

1. During the validity period of the Temporary Certificate reminders are sent to each selected employee outlining outstanding certification requirements. Administrators are strongly encouraged to review the contents of each letter with their employees.
2. An employee who has not completed all certification requirements by April of the last year of the Temporary Certificate will receive a nonreappointment letter.
3. If an employee receives a nonreappointment letter, the employee has until the deadline to complete the outstanding requirements. If the employee completes the requirements by the

deadline, the employee may be reappointed. If the employee does not, the employee will be nonreappointed.

4. Teachers who are being nonreappointed for reasons other than certification end their employment when contracts expire, regardless of their certification status. After the deadline, the District School Board of Pasco County has no further obligation to the employee.

#### OUT-OF-FIELD INFORMATION:

Teachers who teach a subject that is not covered by their certificate are considered out-of-field. The following represents important information and procedures relevant to out-of-field issues:

1. A teacher who teaches out-of-field (except ESOL) must complete six semester hours within twelve months from the initial date of assignment.
2. If requirements are not met, teach in any out-of-field assignment (including ESOL), until met.
3. The State of Florida and the District School Board of Pasco County have the clear expectation that all efforts will be made to employ only in-field teachers.
4. In those cases where an administrator has been unable to secure an in-field teacher, approval from the appropriate Assistant Superintendent must be obtained before making an offer of employment.
5. A database of teachers who have been out-of-field in Pasco County, and their current status, is available to administrators.
6. Before an administrator makes an offer of employment to an applicant who previously taught in Pasco County, the administrator needs to verify that the applicant does not have an unfulfilled out-of-field Condition of Employment on file.
7. When a teacher is teaching out-of-field (including ESOL), the parents must be notified in writing. This can be accomplished by sending home individual letters to each parent or by placing the information in a newsletter distributed to all parents.
8. Before FTE week in October, Human Resources checks the certification of each teacher against the TERMS listing of the courses that each teacher has been assigned.
9. All teachers who are out-of-field are submitted for Board approval.
10. Out-of-field teachers sign a Condition of Employment.
11. Administrators are strongly encouraged to review the contents of each Condition of Employment with their employees.
12. Out-of-field teachers are given priority consideration, when appropriate, in class registration for training offered through the District School Board of Pasco County.
13. At reappointment time, out-of-field teachers who have not satisfied the Condition of Employment receive notification that their continued employment is dependent upon the completion of requirements.

#### VOCATIONAL CERTIFICATION:

1. The District School Board of Pasco County has the authority to issue vocational certificates that are based upon earned degrees and/or appropriate work experience.
2. Administrators should contact the Department of Community, Career and Technical Education and the Department of Human Resources prior to beginning the selection process for hiring a teacher who will need a district –issued vocational certificate.
3. Teachers who hold district-issued vocational certificates are not permitted to teach out-of-field. They may only teach courses that require the vocational coverage as listed in the Florida Course Code Directory.

#### RECERTIFICATION:

The Department of Human Resources is responsible for processing all Professional Certificate renewal applications and coordinating the issuance of a Professional Certificate through the Florida Department of Education.

The Department of Human Resources sends reminder letters to all active employees who need to renew informing them that their certificates will expire on June 30th of that year.

Once the application is received, the Department of Human Resources processes the renewal request and the certificate is mailed directly to the employee.

## **NEW TEACHER SUPPORT**

**DEFINITION:** Induction is a systematic, structured approach to help teachers understand and adopt the District School Board of Pasco County's philosophy, vision and curricular programs and to provide both instructional and psychological support throughout their first years of teaching in Pasco County.

**OBJECTIVE:** The objectives of the Induction Program are to:

- Provide a system of support services from building level administrators/district level personnel and assigned mentors for teachers during their first year of teaching in Pasco County.
- Orient and prepare teachers to successfully implement the philosophy, vision, and curricular programs of the district.
- Provide a multi-year support system to assist teachers in effectively developing and planning for curriculum, instruction and assessment.
- Enable participants to demonstrate essential teaching competencies when appropriate, as specified in the rules of the State Board for issuance of a Florida professional teaching certificate.

**GOVERNANCE OF THE PASCO COUNTY INDUCTION PROGRAM:**

- The Staff Development and Human Resources Departments will be responsible for recommending to the Superintendent a plan for teachers new to Pasco County.
- The Staff Development Department will be responsible for the administration of the program, mentor and mentor liaison training (if applicable), and district induction events.
- The school principal in collaboration with the school-based mentor liaison(s) (if applicable) will be responsible for implementing the School-Based Induction Program in each school.
- The Superintendent or the appointed designee will have the final authority and responsibility to verify successful completion of the Pasco Professional Education Competence Program. The building-level administrator will send the completed documentation (Professional Education Competence Portfolio) to the Human Resources Administrator who will verify that it is complete and forward the necessary Department of Education form to the Superintendent for his/her signature.

### **BEST PRACTICE NEW TEACHER SUPPORT PLAN FOR ALL TEACHERS NEW TO PASCO COUNTY**

#### **A. SCHOOL-BASED INDUCTION COMPONENT:**

1. Prior to the year beginning: Each school will develop a program that will ensure teachers are oriented, coached, and supported throughout the school year.
2. At the beginning of the year, the program includes:
  - Introduction of faculty and staff.
  - Tour of the school facility and local community.
  - Review of history, achievements and demographics of the school and community.
  - Overview of the school and district induction opportunities and plans.
  - Introduction of the district's teacher assessment system: explanation, copy of the instruments, and timeline.
  - Packet of pertinent information and forms including student/parent handbook, school improvement plan, student progression plan, calendar, map of school, faculty/staff directory, code of student conduct, and copy of teacher master contract.
  - Orientation to the school policies and procedures explaining the school discipline plan, district/state curriculum expectations, continuous progress implementations, grading practices, lesson plan and book expectations, district reporting system, room arrangements, etc.

3. Other suggested activities throughout the year:

- New Teacher Support Group Meetings, led by a mentor, mentor liaison or administrator, for the purpose of addressing current issues and new teacher needs. This group can be in lieu of other school-based committee assignments.
- Opportunities for teachers to observe other teachers within the school who are implementing district and school curriculum, instruction and assessment concepts.
- Opportunities to reward and recognize the accomplishments of teachers throughout the year.

B. DISTRICT INDUCTION COMPONENT may include the following:

- Voluntary district induction workshops/trainings for teachers to gain a better understanding of: the District's Strategic Plan, district/state curriculum, professional development opportunities, district Vision and focus/direction, district/state assessment information, and an overview of the district organization.
- An opportunity for teachers new to Pasco County to meet and work with an administrator, mentor liaison(s), and/or teacher leaders. This time can be used to orient the teacher to the school facility, personnel, and procedures.
- Various tools to promote new teacher communication and networking (e.g., email, web sites, district newsletters).

C. MENTOR SUPPORT COMPONENT

All teachers in their first year of teaching in Pasco County will be assigned a mentor. The school principal in collaboration with the school mentor liaison(s) when applicable selects and assigns a qualified mentor and notifies the Department of Staff Development of this appointment.

MENTOR DEFINITION: A mentor is a high-performing, experienced teacher who works closely with a teacher, guiding and supporting him/her through continuous coaching and constructive feedback. A mentor is not directly involved in the teacher's performance evaluation.

Mentors must meet the following criteria:

1. A minimum of three or more years of successful teaching experience that includes at least one year in Pasco County and holds a valid professional certificate
2. Employment in the same school as the mentee (In some cases, individual exceptions may be granted by the Staff Development Department.)
3. Active participation in current district and school based professional development opportunities
4. Possess the special knowledge and competencies needed to provide consistent and adequate support for the development of teachers
5. Demonstrate the ability to work with faculty and staff and demonstrates an interest in assisting and coaching peers
6. Complete Pasco's Clinical Educator Training requirements

MENTOR ROLES AND RESPONSIBILITIES:

The mentor teacher will:

- Participate in and/or initiate orientation meetings and activities with the mentee and introduce them to the school faculty and staff.
- Meet with the mentee on a regular basis.
- Document formal and informal meeting times with the mentee through a required mentor log.
- Encourage the mentee's participation in appropriate district and school based induction and professional development opportunities.

- Act as the primary resource for the mentee and offer specific information regarding school policies, procedures and paperwork (e.g., lesson planning, field trip forms, the facility, setting up the classroom, purchase orders, substitute procedures, parent communication).
- Act as the primary resource for the mentee and offers specific information regarding district and school based philosophy and curriculum information and procedures (e.g., instructional best practices, the school's grouping organizational plans, curriculum information).
- Observe and offer continuous feedback and coaching to the mentee for the purpose of continuous improvement in teaching. The mentor is not involved in the new teacher's performance evaluation (assessment).
- Coach the mentee through the development and implementation of their Individual Professional Development Plan (IPDP).
- Take opportunities to publicly recognize the accomplishments of the mentee.

**MENTOR TRAINING REQUIREMENTS:**

Clinical Educator Training is mandatory in order for a teacher to become an assigned mentor and voluntary for teachers interested in mentoring in the future.

The training includes strategies for coaching and communicating with peers and also includes information regarding Pasco's Mentoring Program and its required paperwork/documentation.

If Clinical Educator Training has been taken outside of Pasco County, the teacher will need to complete the Pasco Mentoring Component in order to be eligible to mentor.

**MENTOR SUPPLEMENT:**

A prorated supplement for this position is received only when a mentor is actively assigned and working with an eligible mentee. This supplement is negotiated between the union (United School Employees of Pasco) and the District School Board.

**MENTOR LIAISON:** A Mentor Liaison collaboratively facilitates the school-based induction program.

Mentor liaisons must meet the following criteria:

- A minimum of three or more years of successful teaching experience that includes at least one year in Pasco County and holds a valid professional certificate
- Active participation in current district and school based professional development opportunities
- Possess the special knowledge and competencies needed to provide consistent and adequate support for the development of teachers
- Demonstrate the ability to work with faculty and staff, demonstrate an interest in assisting and coaching peers, and be respected by colleagues
- Complete Pasco's Clinical Educator Training requirements
- Has experience in mentoring teachers

**MENTOR LIAISON ROLES AND RESPONSIBILITIES:**

The mentor liaison will:

- Serve as a mentor to all mentors. (Mentor liaisons will not be assigned individual mentees.)
- Plan and facilitate the school's induction program and orientation activities for newly hired instructional staff members.
- Make recommendations for mentor/mentee assignments, obtain administrator approval for recommendations, and ensure that paperwork is submitted to the Staff Development Department.
- Facilitate communication among mentors, mentees, administrators, and district personnel.
- Serve as a resource for mentors and mentees.
- Coordinate regular meetings for mentors and mentees.

## PROFESSIONAL DEVELOPMENT

**DEFINITION:** Professional Development is an organized system for providing opportunities for staff members to improve the skills and knowledge needed to effectively teach students the curriculum, provide a supportive and nurturing environment, understand and motivate students with varying needs, and successfully communicate with parents and guardians. This system also offers opportunities for all personnel to develop their capacities to perform specific job responsibilities at optimal levels and provides for the development of leadership skills. Participants in professional development include school board members, district office administrators, school-based administrators, instructional personnel, and support staff.

**OBJECTIVE OF PROFESSIONAL DEVELOPMENT:** “The purpose of the professional development system 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 workforce. The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council.” (s. 1012.98 (1) F.S.)

**PHILOSOPHY OF PROFESSIONAL DEVELOPMENT:** The District School Board of Pasco County’s vision document, *Pasco’s Vision: A Community of Connected Schools*, supports a continuous, flexible professional development program that establishes lifelong learning as a valued expectation for all administrative, instructional and support staff. The *Living the Vision 2008-2009 District School Board of Pasco County Strategic Plan* charges us to “recruit, retain, and train highly skilled and diverse employees.” Participation in professional development results in innovative, effective and efficient strategies focused on specific work requirements, successful teaching practices, and/or leadership behaviors. This occurs in a wide variety of delivery systems such as coursework (college or adult education), interactive training, online or electronic media, job-embedded professional development, etc. Application of skills, behaviors, and strategies learned positively impacts student performance and organizational growth. Professional development also promotes internal and external communication and develops a sense of district pride.

Pasco’s Vision is to create a community which works together so all Pasco students reach their highest potential. The mission of the Staff Development Department is to serve our community of learners by meeting their Professional Development needs with excellence, professionalism, efficiency, and respect.

**PROFESSIONAL DEVELOPMENT PROCEDURES:** Quality Professional Development in Pasco County is designed based on the *National Staff Development Council Standards* and the standards of the Florida Department of Education’s Professional Development System. A copy of *Florida’s Professional Development Protocol Standards* can be found on the Staff Development Website.

**FLORIDA’S PROFESSIONAL DEVELOPMENT SYSTEM:** The 2000 Florida Legislature enacted legislation to improve the quality of the professional development system for public education. The School Community Professional Development Act (F.S., 1012.98) required the Department of Education to design methods by which school districts may evaluate and improve professional development systems. The 2006 Legislature required the Department of Education to work collaboratively with public post secondary educational institutions, public school districts, public schools, state education foundations, consortia and professional organizations to establish a coordinated system of professional development. The Florida Department of Education adopted standards for the Professional Development System Evaluation Protocol that met the requirements of these laws.

**PASCO COUNTY’S COMMITMENT TO PROFESSIONAL DEVELOPMENT:** The District School Board of Pasco County makes every effort to assure that trainings designed, delivered, or offered by the district meet all standards of the Florida Department of Education’s Professional Development System.

Decisions regarding the planning, delivery, follow-up, and evaluation processes of professional development are carefully considered in order to ensure meaningful growth experiences for participants.

Key concepts relevant and specific to Professional Development in Pasco County are available in the Professional Development Guide located on the Staff Development Website. Professional development offered in Pasco County is aligned to the District's Strategic Plan, Department Action Plans, School Improvement Plans and to *Individual Professional Development Plans*.

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS:** Since the purpose of professional development is to meet the individual participant's needs, as reflected in his/her *Individual Professional Development Plan* (IPDP) and/or the School Improvement Plan (SIP), the goal of the Staff Development Department is that professional learning will prepare Pasco County employees to positively impact student achievement. This occurs by equipping employees to effectively carry out their job responsibilities. Individual Professional Development Plans (IPDPs) are an integral part of the District's teacher assessment plan.

Based on F.S., 1012.98 and in accordance with the Instructional Master Contract, school Principals must establish and approve IPDPs for all instructional staff. Training needs identified in IPDPs must:

- Clearly, relate to specific performance data of students to whom the teacher is assigned.
- Include clearly defined training objectives and specific measurable improvements expected in student performance because of the inservice activity.
- Include an evaluation component that determines the extent that the training activity accomplishes the performance gains predicted.
- Identify student performance data used to define training needs.

Pasco County's IPDP form (MIS #374) and Directions for Completing the IPDP are accessible from the Staff Development Website.



## ASSESSMENT

**DEFINITION:** Assessment is an appropriate, continuous, and cooperative process involving teachers and administrators which is designed to assess the quality of instruction in order to improve education. The District assessment system is based on current research on effective teaching practices. (educational literature and the Educator Accomplished Practices established by the Florida Education Standards Commission).

**OBJECTIVE OF ASSESSMENT:** This assessment system is designed to help members of the instructional and administrative staff to:

1. Improve the quality of instruction.
2. Promote the growth and development of the individual and the organization.
3. Link the individual's job-related objectives to the current goals of the organization.
4. Permit discussion of actual job performance relative to the established expectations and establish methods for continuous improvement.
5. Emphasize self-assessment and individual development which will lead to motivation for improvement and acceptance of the fairness of the system by members of the instructional staff.
6. Provide support and direction for staff members for both short-term improvement and long-term professional development.
7. Effectively utilize sound educational principles based on contemporary research when assessing performance.

**GENERAL GUIDELINES:** The assessment of instructional personnel is intended to be a positive, growth-oriented process.

1. The assessment system is designed to accurately reflect the performance of instructional personnel.
2. **Summative Assessment:** The summative assessment of Classroom Teacher(s) performance is reported on MIS Form #305 and reflects evaluative criteria related to:
  - a. Classroom Management
  - b. Knowledge of Subject Matter
  - c. Planning for Instruction
  - d. Delivery of Instruction
  - e. Assessment of Student Performance
  - f. Communication
  - g. Professional Development Program
  - h. Other Professional Responsibilities
3. The summative assessment of Media Specialist and Technology Specialist performance is reported on MIS Form #311; Guidance/Career Specialist is reported on MIS Form #313; School Psychologist/School Nurse/School Social Worker/Pre-K Resource Teacher performance is reported on MIS Form #314; Reading/Learning Specialist performance is reported on MIS Form #316; and, includes those competency areas for each position as defined on MIS Form #305 and identifies additional competency areas which are specific to each position.
4. **Overall Rating:** To receive an overall rating of satisfactory performance, all competency areas must be rated satisfactory. If one competency area is marked unsatisfactory, the overall performance rating is judged to be unsatisfactory.
5. **Assessment of Student Performance:** Each instructional staff member is responsible for demonstrating student performance gains at all grade levels. The teacher must use the data as reflected by the required state assessment instruments (FCAT, SAT, etc.) and those processes identified by the district for assessment in areas not measured by the state assessment program(s). The supervisor and teacher will agree on how the teacher will

demonstrate such gains and may use additional criteria such as:

- anecdotal records
  - classroom tests
  - observational checklists
  - performance demonstrations
  - portfolio assessment
  - product assessments
  - student assessment records
6. Should the teacher fail to demonstrate expected student gains, the area of Assessment of Student Performance will be rated as unsatisfactory on the summative performance reporting form and the teacher's summary of performance will be judged to be unsatisfactory.
  7. Behavioral Indicators: The Self Analysis Form for each Competency Area identifies Sample Behavioral Indicators that are reflective of effective teaching practices and are correlated to the Florida Educator Accomplished Practices. The administrator will identify those behavioral indicators in each competency area that each teacher will need to demonstrate to receive a satisfactory rating for the competency area; however, the behavioral indicators that relate to student performance gains are required of all teachers. These behavioral indicators may also be applicable for developing teacher's Individual Professional Development Plan.
  8. Parent Input: Each summative evaluative instrument requires that an assessor indicate that he/she has utilized parent input when appropriate to determine the performance rating of teachers. The District utilizes a standardized parent survey each year to determine how parents perceive the school is serving the educational needs of its students. The survey is school specific and also includes an open response format which affords parents the opportunity to provide input regarding specific teachers. Also, supervisors and teachers receive specific feedback from parents through comments that are made via quarterly student progress reports and report cards issued at the end of a grading period which are teacher and/or teacher-team specific. In addition, information shared at School Advisory Council meetings, teacher-parent conferences, and principal-parent conferences often provide the principal with parental perception of the school and specific teachers.
  9. Individual Professional Development Plan: Administrators will meet with each teacher to develop an annual Individual Professional Development Plan (MIS Form #374). The plan shall include at least one goal that relates to increased student gains. Directions for completing the plan is identified on the Staff Development Website.
  10. Out-of-Field Teachers: For teachers designated as Out-of-Field it is important for the assessor to understand why the teacher is out-of-field. Before evaluating a teacher listed as out-of-field, the assessor needs to be familiar with the teacher's experience and background. The assessor should know how close the teacher is to being certified in the subject area(s) being taught, as well as what experience the teacher has that may influence his/her performance in the assigned area. The assessor and teacher should have a clear understanding of what teacher behaviors should be expected prior to the assessment being conducted.
  11. All school-based administrators and district-level staff with supervisory responsibilities will be trained in the use of the system which includes data collection instruments. Each trained assessor will receive a copy of the procedures manual.
  12. The immediate supervisors of instructional personnel are responsible for assessment, and they may be assisted in that responsibility by other administrators.
  13. Any teacher who is not currently demonstrating minimum performance expectations should be notified according to the procedures specified in the Instructional Master Contract.
  14. Immediate supervisors of instructional personnel may request assistance from appropriate district-level administrators.
  15. Teachers new to the district may be required to demonstrate Professional Education Competence in addition to any requirements imposed by the district assessment system.

16. Mentor teachers serving as part of the District's New Teacher Support Program may serve as resource teachers to assist teachers to improve their performance. An application and selection process is developed to select persons for these positions, and persons selected will be trained for their responsibilities.
17. First year teachers in Pasco County shall be assessed using the summative assessment instrument at least three times during the year. All other teachers shall be assessed at least one time during the year. The summative instrument will be used in making personnel decisions.
18. The Research & Evaluation Department will conduct a yearly evaluation of the assessment system.

**ASSESSMENT PROCEDURES AND CRITERIA:** The principal will meet with his/her staff during preschool planning week to orient and to inform the staff of assessment criteria and procedures. All instructional personnel will receive a copy of the appropriate assessment forms at this time or within the first ten (10) days of employment. Attendance at this meeting is mandatory. Principals will return signed attendance sheets to the Department of Human Resources. As additional staff is employed, the principal will review the criteria and procedures of the assessment system within the first ten days of each employee's employment.

First year teachers in Pasco County will be assessed using the summative assessment instrument at least three times during the year. All other teachers will be assessed at least one time. The summative instrument(s) will be used in making personnel decisions such as reissuing of annual contracts and issuing Professional Service contracts.

A written report of each assessment shall be made and a copy shall be given to the employee no later than ten (10) days after the assessment takes place. The written report of assessment shall be discussed with the employee by the assessor. The employee shall have the right to initiate a written response to the assessment, and the response shall become a permanent attachment to the summative instrument placed in his/her personnel file.

In the event that an employee is not performing his duties in a satisfactory manner, the assessor shall notify the employee in writing of such determination and describe such unsatisfactory performance. The assessor will confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct such deficiencies within a reasonable prescribed period of time.

The principal or his/her designee shall conduct the assessment of the employee and forward such assessment to the superintendent or his/her designee for the purpose of reviewing the employee's contract. Only administrators who have satisfactorily completed teacher assessment training shall conduct an assessment of instructional personnel.

The superintendent or his/her designee will maintain a list of all instructional personnel who received unsatisfactory evaluations. The superintendent shall notify the Department of Education of any instructional personnel who receive two consecutive unsatisfactory evaluations.