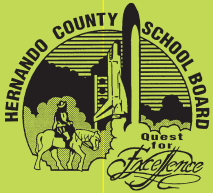




Our vision is: Every person, a teacher; Every teacher, a leader; Every student, a success!



# 2008-2009

Hernando County School Board

Superintendent: Wayne S. Alexander, Ed.D.

Chairperson: Sandra Nicholson

Vice Chairman: Jim Malcolm

Members: Dianne Bonfield  
Charles "Pat" Fagan  
John K. Sweeney

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## VISION, PHILOSOPHY AND MISSION

### **I. VISION**

Our vision is:

Every person, a teacher;  
Every teacher, a leader;  
Every student, a success!

### **II. PHILOSOPHY**

WE BELIEVE:

- In the basic dignity and worth of all persons.
- That every student can learn and be successful.
- That a safe environment and a healthy life contribute to a productive life.
- That in our fast changing, culturally diverse and technological world, students need to be life-long learners.
- That our students learn when their experiences include educational programs that address their individual needs, abilities and interests.
- That the learning process is enhanced by the development of mutually positive interpersonal relationships.
- That we should model and practice democratic procedures.
- That the school, students, family and community should have shared responsibility and shared decision-making in the educational process.

### **III. MISSION**

The mission of the Hernando County School System is to provide a quality education in a safe environment for the youth of our community to foster their growth physically, socially, and academically, and to provide the opportunity for life-long learning for all our citizens so that all may compete and flourish in a modern, global economy. While students are our primary concern, and we recognize they are the reason for our existence, we are also sensitive to the needs of others such as parents, the community and all employees of Hernando County Schools.

## **PART I**

### **INSTRUCTIONAL EMPLOYEES**

## **SECTION I**

### **THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA PROFESSIONAL STAFF EVALUATION PLAN**

Hernando County's system of professional staff evaluation is based on Florida State Statute Section 1012.34, State Board Rule 6B-4.010 and the Florida Education Standards Commission's Educator Accomplished Practices.

Professional staff evaluation is a vital and necessary component for improving performance. The establishment, monitoring, and evaluation of standards of behavior and performance should be related to professional growth and student achievement. An effective evaluation process results from deliberate planning, training, application, and review.

The purposes of performance evaluation are (a) to provide for the improvement of instruction and student performance, (b) to measure adherence to standards, (c) to provide information for in-service and staff development programs, (d) to provide educators with feedback and support for continuous self-improvement and programs, and (e) to provide a basis for employment decisions.

## **SECTION II**

### **USE IN PERSONNEL DECISIONS**

- A. The results of assessment procedures will be used to help in determining:
  - 1. Contract status
  - 2. Continuation of employment
  - 3. Recommendation for positions of increased responsibility
  - 4. Individual staff development and/or in-service needs
  - 5. Employee job placement
- B. As required by statute the Superintendent will report any instructional personnel who have received two (2) consecutive unacceptable annual evaluations.
- C. The principal must justify to the Superintendent the reappointment of any instructional personnel who have received two (2) unacceptable annual evaluations.

### **TEACHER EVALUATION CRITERIA**

The evaluation criteria must include, but are not limited to, the following performance indicators:

- 1. Performance of students
- 2. Ability to maintain appropriate discipline
- 3. Knowledge of the subject matter. The District School Board shall make special provisions for evaluating teachers who are assigned to teach out-of-field
- 4. Ability to plan and deliver instruction, including implementation of technology and the rigorous reading requirement pursuant to s. 1003.415, when applicable
- 5. Ability to evaluate instructional needs
- 6. Ability to establish and maintain positive collaborative relationship with students' families to increase student achievement

7. Other professional competencies, responsibilities, and requirements of established rules of the State Board of Education and policies of the district school board

The evaluation of staff must be based upon sound educational principles and contemporary research in effective educational practices. Specifically, administrators will carry out the following evaluation tasks in a positive atmosphere:

1. Observe, record and interpret relevant student/teacher data.
2. Provide feedback from ongoing formative and summative observations.
3. Specify, monitor and support necessary performance improvements.
4. Recognize dissenting opinions and insure compliance with procedures.

### **SECTION III**

#### **FLORIDA EDUCATOR ACCOMPLISHED PRACTICES**

1. **ASSESSMENT**
2. **COMMUNICATION**
3. **CONTINUOUS IMPROVEMENT**
4. **CRITICAL THINKING**
5. **DIVERSITY**
6. **ETHICS**
7. **HUMAN DEVELOPMENT AND LEARNING**
8. **KNOWLEDGE OF SUBJECT MATTER**
9. **LEARNING ENVIRONMENTS**
10. **PLANNING**
11. **ROLE OF THE TEACHER**
12. **TECHNOLOGY**

Detailed information pertaining to the Florida Educator Accomplished Practices is available at <http://fln.edu/doe/dpe/publications.htm>

## **SECTION IV**

### **TEACHER EVALUATION PROCEDURES**

#### **I. OVERVIEW:**

Evaluation is an administrative responsibility. The written observation will include observed strategies marked either satisfactory or unsatisfactory. Any areas marked unsatisfactory will be targeted for improvement with recommendations for improved performance, a timeline, and what consequences, if any, may occur if improvements are not achieved.

#### **II. EVALUATION PLACEMENT:**

Evaluation placement for teachers will be determined by these criteria:

##### **Level 1**

- Any teacher on a first year Annual Contract (AC)

##### **Level 2**

- Any teacher on a second or third year Annual Contract (AC), Professional Service Contract (PSC), or Continuing Contract (CC) who had an overall rating of Satisfactory or Outstanding on his/her most recent Hernando County School Board Evaluation

##### **Level 3**

*A teacher who is on a second or third year AC, PSC or CC, may be placed on this level if he/she has:*

- Identified deficiencies resulting in an overall rating of Needs Improvement or Unsatisfactory on his or her most recent Hernando County School Board Evaluation Form, also requiring the NEAT Process (see page 9) to be implemented.

##### **OTHER**

- Long-term Substitute Teachers must be evaluated if they provide instruction for thirty (30) days or more in a single classroom setting.



### III. EVALUATION SCHEDULES:

#### Level 1 (*First-year Annual Contract*)

- A. A teacher on evaluation Level 1 will be observed not less than once in the first semester and at least once in the second semester for a combination of not less than 60 minutes. The first observation shall be completed during the first thirty (30) school days, or within the first 30 school days of a teacher's employment. The second observation will occur in the second semester. The annual evaluation must be completed prior to April 1<sup>st</sup>.
- B. An initial planning conference may be held prior to each observation upon the request of either administrator or teacher.
- C. The teacher will complete the Pre-Observation Lesson Plan form and give it to the evaluator during the planning conference.
- D. The post-observation conference will be held within 10 school days following the observation.
- E. Additional observations are recommended at any time an area of concern is identified.
- F. During the 97-day probationary period an employee's contract may be terminated without cause.
- G. After the first 97 days of employment, if deficiencies are noted during observations, a Professional Improvement Plan (PIP) or a Coaching Session Form should be completed in cooperation with the teacher and administrator.
- H. The completed evaluation form will be sent to Human Resources.

#### Level 2 (*2/3 year AC, PSC, CC*)

- A. A teacher on evaluation Level 2 will be observed at least once annually for a total of not less than 30 minutes. The annual evaluation will be completed by April 1st.
- B. An initial planning conference may be held upon the request of either the administrator or teacher prior to the initial observation visit each year.
- C. The post-observation conference will be held within 10 school days following the observation. Additional conferences may be held as necessary.
- D. The completed evaluation forms will be forwarded by the principal to Human Resources.
- E. The Pre-Observation Lesson Plan Form will be completed by the teacher and given to the administrator prior to the observation.
- F. Additional observations are recommended at any time an area of concern is identified.

#### Level 3

*This level has been created to comply with F.S. 1012.34(3)(c)2a, providing for a performance probationary status for PSC/CC employees.*

- I. A teacher on evaluation Level 3 will be observed not less than once in the first semester and at least once in the second semester for a combination of not less than 60 minutes. The first observation shall be completed during the first 30 school days. The second observation will occur in the second semester. The annual evaluation must be completed prior to April 1<sup>st</sup>.
- A. The NEAT process will begin and must include the utilization of the **Professional Improvement Plan (PIP)**. As per F.S. 1012.34, this process should take 90-calendar days (not counting school holidays/vacations) and requires re-evaluation of the PIP.

- B. A teacher whose identified deficiencies are not improved satisfactorily through the NEAT process, may be placed on Level 1. Or, as per *F.S. 1012.34(3)(c)2b*, the evaluator may make a recommendation for termination to the superintendent.

#### **NEAT PROCESS**

- An aspect of due process that must be applied when it has been determined that a teacher's performance does not meet established standards. The administrator must provide: **N**otice of the specific problem, an **E**xplanation of Expectations, **A**ssistance to correct the identified problem, and **T**ime for improvement.

#### **IV. PROCEDURAL SAFEGUARDS**

- A. During the first six (6) weeks of school or within 30 working days of employment when employment occurs after the first six weeks, all teachers shall be given a copy of the evaluation instruments, including an explanation of the evaluation process. No observation or evaluation shall occur until five (5) working days after the foregoing distribution of copies and explanation, except as noted.
- B. The required evaluation of each instructional employee as determined by the Board shall be completed by April 1 and shall be in compliance with F.S. 1012.34.
- C. Within 10 working days following each observation, the evaluator shall meet with the teacher to discuss the written report of the observation. The evaluator will also address any area(s) of weakness that is (are) recognized or believed to exist.
- D. All observations and evaluations shall be made in writing and discussed with the teacher. A copy will be given to the teacher.
- E. If any item on the observation form or evaluation form is noted as a deficiency, the principal may recommend that the teacher participate in a specific in-service component or recommend other areas for study.
- F. If the administrator and teacher are in major disagreement over an observation report, the teacher may request that an additional observation be conducted. After completion of the observation, another conference to discuss the report may be held. The teacher may request another supervisor or administrator to conduct a third observation.
- G. When extenuating circumstances occur and both the administrator and the teacher agree that the observation may be invalid, a new observation will be scheduled.
- H. Observations of a teacher for purposes of evaluation may be both formal and informal, but no evaluator will attempt to conceal an observation from the teacher, whether formal or informal.
- I. Teachers hired after the beginning of the school year will normally have a minimum of two weeks before a formal observation and/or evaluation is made. The initial planning conference will occur prior to the first formal observation. The number of observations made of this teacher may be adjusted to reasonably conform to the length of time the teacher is employed.
- J. If a teacher resigns or takes a leave of absence, it is recommended that the administrator complete the observation and evaluation prior to the effective date of the leave or resignation.

- K. All observations for the purpose of evaluation shall be conducted openly and with the full knowledge of the teacher. Whenever practical, classroom observations shall be on different days of the week and during different class periods.
- L. An administrator's formal or informal observations which could result in a negative evaluation shall be discussed with the teacher in a timely manner so that corrective action can be taken, if necessary.
- M. The evaluator and teacher shall sign any report before it is placed on file in the Human Resources Department. The teacher's signature only acknowledges that the document has been read and does not necessarily indicate agreement with its contents.
- N. The teacher shall have the right to respond in writing within ten (10) days of the evaluation and to submit additional relevant information to be attached. Any additional material will be attached to the evaluation retained by the principal and to the copy placed in the teacher's permanent personnel file.
- O. The teacher's evaluation file shall be held confidential as specified in Florida Statutes.
- P. Each teacher shall have the right to examine his/her personnel file and all evaluations to the extent permitted by law at reasonable times and under supervision of the person having custody of the record. He/she may receive copies thereof upon payment in accordance with School Board policy.
- Q. The procedure of a teacher's evaluation is grievable. The evaluation form and ratings are non-grievable items.

## **V. DEFINITION OF TERMS:**

- A. Acceptable Annual Evaluation: Any evaluation that places the teacher in the Outstanding or Satisfactory category
- B. Data Collection: the recording of information based on observation
- C. Deficiency: Any item rated unsatisfactory or needing improvement
- D. Evaluation: Appraisal of performance
- E. Evaluator: The principal or designated administrator
- F. Formative Observation: a process which purpose is to foster professional growth using non-judgmental diagnosis and feedback used for support and corrective changes
- G. Individual Professional Development Plan (IPDP): The IPDP links and aligns in-service activities with student and instructional personnel needs (MD-PDP-011)
- H. Post-Observation Conference: A meeting held within ten (10) days following the observation to discuss the satisfactory and/or unsatisfactory findings of the observation visit
- I. Pre-Observation Conference: A conference held before the observation visit to familiarize the employee with the general performance expectations of the evaluator, review evaluation criteria, and to gather data relevant to an in-class observation. The employee presents the Pre-Observation Lesson Plan Form (SO- PER-112) at this time
- J. Professional Improvement Plan: A plan for improvement of specific areas marked unsatisfactory on the evaluation form (Form SO-Per-089)
- K. Provisional: the status of a PSC employee who has been placed on performance probation and governed by the provisions of F.S. 1012.34 (3)(c)2, for 90 calendar days following the receipt of the notice of unsatisfactory performance

- L. Summative Observation: a process which purpose is to provide data for the determination of contract status or continuation of employment
- M. Teacher: Any instructional School Board employee as defined in Appendix F of the HCTA contract who holds an annual contract, continuing contract, or professional services contract
- N. Unacceptable Annual Evaluation: Any evaluation that places the employee in the Needs Improvement or Unsatisfactory category

## **SECTION V**

### **EVALUATOR TRAINING PROGRAM**

All evaluators will be trained in School Board adopted evaluation procedures and Clinical Educator Training (CET). In addition, all evaluators will participate in updated training when necessary.

## **SECTION VI**

### **EVALUATION PLAN REVIEW**

An Evaluation Committee will complete an annual review of the effectiveness of the evaluation plan.

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA  
**Individual Professional Development Plan (IPDP)**  
Teacher Goals for Improving Student Achievement

Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_

**I. Define your targeted population (include demographics and baseline data).**

*Where are my students now?*

**II. Goal Statement: *What do I want to accomplish this year?***

(Make the goal S.M.A.R.T.: Specific, Measurable, Attainable, Results-Oriented and Time-Bound)

**III. Support of School Improvement Plan:**

*How does this support the goals of the School Improvement Plan?*

**IV. Professional Development Activities:**

*What learning activities will I pursue to meet my objectives?*

**V. Midyear Progress Review/Comments:**

**VI. Actual Student Performance Outcome.** *What evidence indicates that my students' performance has changed as a result of my professional development plan?*

Initial Review Date: \_\_\_\_\_

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Teacher Signature

Final Review Date: \_\_\_\_\_

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Teacher Signature

**The School Board of Hernando County  
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)  
Teacher Goals for Improving Student Achievement**

Name:    SAMPLE    Evaluator: \_\_\_\_\_

Grade/Subject: 4<sup>th</sup> Grade School: \_\_\_\_\_ School Year: \_\_\_\_\_

**I. Define your targeted population (include demographics and baseline data). *Where are my students now?***

The student population in my inclusion classroom is made up of 11 White, 4 Hispanic, 2 Black, 1 Asian,. Of these 50% are on grade level (green/blue) and 50 % are below grade level (yellow/red) for their Oral Reading Fluency (ORF). In addition, 50% scored level 1-2 and 50 % scored level 3-5 in reading. In math, 38% scored level 1-2 and 55% scored level 3-5.

**II. Goal Statement: *What do I want to accomplish this year?***

(Make the goal S.M.A.R.T.: Specific, Measurable, Attainable, Results-Oriented and Time-Bound)

Goal # 1: 65% of the students in my classroom will achieve the 2008 DIBELS/ORF benchmark for their respective grade level by the end of the school year.

Goal # 2: 65% of the students in classroom will achieve a 3 or above on the Mathematics portion of the FCAT, taken in March.

**III. Support of School Improvement Plan: *How does this support the goals of the School Improvement Plan?***

Goal # 1: The school improvement plan states that the school's goal is to improve the number of students meeting the ORF benchmark by 1%.

Goal # 2: The plan states that the percentage of students scoring a level 3 or higher on the Mathematics sub-test will increase by 1%.

**IV. Professional Development Activities: *What learning activities will I pursue to meet my objectives?***

- 1) Attend DIBELS, ThinkLink and LINCing Vocabulary Routines trainings.
- 2) Attend ThinkLink, Math in-house training, and research best practices used for teaching Math.

**V. Midyear Progress Review/Comments:**

My students are making some improvements in the areas of vocabulary using the LINCing routines. On most of the reading and social studies tests the students have gotten 100% on the vocabulary sections. Students are continually growing in all areas. As Thinklink probes were being used they were exposed to FCAT level questions and became more comfortable with higher order questioning. Also, implementing the use of test-taking strategies for the students to use, has also improved their scores.

**VI. Actual Student Performance Outcome. *What evidence indicates that my students' performance has changed as a result of my professional development plan?***

Initial Review Date: \_\_\_\_\_

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Teacher Signature

Final Review Date: \_\_\_\_\_

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Teacher Signature

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA  
**PRE-OBSERVATION LESSON PLAN**

Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_

*Anticipated Date/Time of Observation:* \_\_\_\_\_

- 1. What Sunshine State Standards/Process Standards will be addressed?*
  
  
  
  
  
- 2. Lesson Objective: (What do you want the students to know and be able to do as a result of this lesson?)*
  
  
  
  
  
- 3. What data have you used to develop/drive the instruction?*
  
  
  
  
  
- 4. What assessment/performance tasks (quizzes, tests, work samples) will the students complete?*
  
  
  
  
  
- 5. What background knowledge or skills are necessary for this lesson?*
  
  
  
  
  
- 6. Describe the special needs (ESOL, ESE, 504, etc.) of the students in the class and how will you address their needs.*
  
  
  
  
  
- 7. What instructional strategies and student activities will you use?*
  
  
  
  
  
- 8. Materials needed:*
  
  
  
  
  
- 9. Additional comments:*

Initial Review Date: \_\_\_\_\_

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Teacher Signature

Final Review Date: \_\_\_\_\_

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Teacher Signature

**THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**  
**CLASSROOM TEACHER OBSERVATION FORM**

Teacher's Name: \_\_\_\_\_ Employee ID \_\_\_\_\_

Evaluation level: I ☐ II ☐ III ☐ Total Number of Students : \_\_\_\_\_

Subject: \_\_\_\_\_ Grade: \_\_\_\_\_ Classroom: ☐ Regular ☐ Inclusion ☐ Co-teach ☐ Lab ☐ Other

Observer's Name: \_\_\_\_\_ Title: \_\_\_\_\_ School Name: \_\_\_\_\_

Observation Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Begins instruction promptly: ☐ Yes ☐ No

**TEACHER BEHAVIORS**

**COMMENTS**

**S U N/O**

Uses data to drive instruction .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models effective oral communication .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models effective written communication.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models and promotes higher order thinking skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses diversity of students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements developmentally appropriate activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of subject matter .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handles materials in an efficient manner .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses time and space to optimize instruction.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates management of student conduct .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides detailed, standard driven and relevant lesson plans.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses technology to improve instruction .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses enthusiasm or interest in student learning .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observer's Comments:

Signature of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Employee:\* \_\_\_\_\_ Date: \_\_\_\_\_

\* Signature does not necessarily mean agreement.

S = Satisfactory U = Unsatisfactory N/O = Not Observed



THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA  
**CLASSROOM TEACHER EVALUATION FORM**

Name \_\_\_\_\_ School \_\_\_\_\_ Attendance \_\_\_\_\_

(# of Sick/Personal days missed)  
\*For evaluation purposes, do not include any leave time taken under Family Medical Leave Act (FMLA) and/or Workman's Compensation.

Date of Evaluation \_\_\_\_\_ School Year \_\_\_\_\_ Evaluation level: ☐ Level 1 ☐ Level 2 ☐ Level 3

Evaluator's Name \_\_\_\_\_ Principal's Name \_\_\_\_\_

Contract Status: Check one ☐ Annual Contract ☐ Continuing Contract ☐ Professional Services Contract.

**Overall Evaluation Points: *Check one***

<b>34 - 39 Points</b>	<b>Outstanding</b>	(_____)
<b>22 - 33 Points</b>	<b>Satisfactory</b>	(_____)
<b>19 - 21 Points</b>	<b>Needs Improvement</b>	(_____)
<b>0 - 18 Points</b>	<b>Unsatisfactory</b>	(_____)

Professional Responsibilities: The Employee	Acceptable	Unacceptable
A. Demonstrates a sense of responsibility	<input type="checkbox"/>	<input type="checkbox"/>
B. Supports school and district regulations and policies	<input type="checkbox"/>	<input type="checkbox"/>
C. Adheres to Principles of Professional Conduct & Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>

(If rated unacceptable, documentation will be provided to employee)\*

\*A conference regarding my evaluation has been held. My signature does not necessarily imply agreement with the evaluation but does acknowledge that I have read it. I understand that I may submit a written statement to the Human Resources Department no later than (10) working days from this date.

Signature of Employee:\* \_\_\_\_\_ Employee ID # \_\_\_\_\_ Date: \_\_\_\_\_

\* Signature does not necessarily mean agreement.

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date: \_\_\_\_\_

**THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**  
**CLASSROOM TEACHER EVALUATION RUBRIC**

PRACTICES	0	1	2	3	points
ASSESSMENT	Does not use a variety of assessment tools to monitor student progress	Attempts to use a variety of assessment tools to monitor student progress	Uses a variety of assessment tools and/or data to drive instruction and document student progress	Effectively and consistently uses a variety of assessment tools and/or data to customize lessons based on individual students' needs	
COMMUNICATION	Lacks many essential oral and/or written communication skills	Recognizes the need for effective communication skills and is seeking improvement in needed areas	Uses and models effective oral and written communication skills	Consistently uses and models effective oral and written communication skills in the classroom and with all stakeholders	
CONTINUOUS IMPROVEMENT	Does not participate in meaningful professional development opportunities	Engages in professional development leading to self-improvement	Engages in continuous and appropriate professional development leading to improvement for self and students	Engages in continuous and appropriate professional development for self, students, and the school based on the goals included in the School Improvement plan	
CRITICAL THINKING	Does not model or promote critical on higher order thinking skills	Attempts to Model critical and higher order thinking skills	Models critical and higher order thinking skills for students and provides limited opportunities for students to apply those skills	Effectively and consistently models critical and higher order thinking skills, consistently provides classroom activities that encourage students to demonstrate and utilize those skills	
DIVERSITY	Does not recognize or plan for individual student needs	Needs improvement in recognizing and planning for diversity	Uses learning strategies that reflect awareness of each student's culture, learning styles, special needs and socio-economic background	Uses learning strategies that reflect each student's culture, learning styles, special needs and socio-economic background, plus consistently provides teaching and learning activities that encourage students to recognize and accept diversity	
HUMAN DEVELOPMENT & LEARNING	Does not engage students in developmentally appropriate activities	Needs improvement in planning and implementing developmentally appropriate activities	Plans for and implements developmentally appropriate activities	Effectively and consistently plans for and implements developmentally appropriate activities and consistently meets individual student needs using differentiated instruction	
KNOWLEDGE OF SUBJECT MATTER	Demonstrates inadequate or inconsistent knowledge of subject matter	Demonstrates limited knowledge of subject matter	Demonstrates knowledge of the subject matter and communicates that knowledge, enabling students to learn	Has extensive knowledge of the subject matter and clearly communicates that knowledge in a manner that enriches the curriculum and enhances student learning	
LEARNING ENVIRONMENTS	Does not handle time, space or materials in ways that optimize instruction	Attempts to use time, space and materials effectively but shows a need for improvement in these areas	Handles time, space, and materials in ways that optimize instruction and engages students	Creates a learning community where students and teachers are partners in the learning process	
CONDUCT	Does not manage student conduct well	Manages student conduct inconsistently and shows a need for improvement	Manages student conduct well	Consistently manages student conduct to allow for an optimum learning environment	
PLANNING	Does not plan appropriately for instruction	Needs improvement in planning for instruction	Plans lessons that are sequential and relevant utilizing a variety of activities	Effectively and consistently demonstrates long range planning that reflects student progress utilizing support and enrichment activities.	
ROLE OF THE TEACHER	Does not cooperate or collaborate with others	Cooperates and collaborates with others but shows areas of needed improvement	Cooperates and collaborates with students, peers and supervisors	Cooperates and collaborates with students, peers and supervisors and greatly encourages parent/community involvement with school	
TECHNOLOGY	Does not use allocated technology	Minimal use of allocated technology	Uses allocated technology to manage, evaluate and improve instruction	Uses allocated technology to manage, evaluate, and improve instruction and encourage student centered interaction with available technology	
RELATIONSHIPS WITH FAMILIES	Does not establish or maintain a positive collaboration with students' families	Shows a need for improvement in maintaining collaborative relationships with students' families	Establishes and maintains a positive collaborative relationship with students' families	Establishes and maintains a positive collaborative relationship with students' families for the purpose of increasing student achievement	

**TOTAL NUMBER OF POINTS**

**Instructions for the use of this rubric:**

1. Evaluator will evaluate the classroom teacher through the use of classroom observation, review of lesson plans, IPDP and an optional portfolio prepared by the teacher.
2. The optional portfolio should contain documents designed to showcase achievements not readily observable in a formal classroom observation.
3. Evaluator will determine and record the score for each practice and total the number of points.
4. Evaluator will document the number of points on the Classroom Teacher Evaluation Form.

TEACHER'S NAME \_\_\_\_\_

EVALUATOR'S NAME \_\_\_\_\_

EMPLOYEE ID \_\_\_\_\_

SCHOOL \_\_\_\_\_

EMPLOYEE INITIAL \_\_\_\_\_

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA  
NON-CLASSROOM PROFESSIONAL EVALUATION FORM

Name \_\_\_\_\_ School \_\_\_\_\_ Attendance \_\_\_\_\_

(# of Sick/Personal days missed)  
\*For evaluation purposes, do not include any leave time taken under Family Medical Leave Act (FMLA) and/or Workman's Compensation.

Date of Evaluation \_\_\_\_\_ School Year \_\_\_\_\_ Evaluation level: ☐ Level 1 ☐ Level 2 ☐ Level 3

Evaluator's Name \_\_\_\_\_ Principal's Name \_\_\_\_\_

Contract Status: Check one ☐ Annual Contract ☐ Continuing Contract ☐ Professional Services Contract

**Total Points on the Evaluation Rubric**

**Overall Evaluation Points: *Check one***

**20 - 24 Points Outstanding ( )**

**14 - 19 Points Satisfactory ( )**

**11 - 13 Points Needs Improvement ( )**

**0 - 10 Points Unsatisfactory ( )**

Professional Responsibilities: The Employee Acceptable Unacceptable

A. Demonstrates a sense of responsibility

☐☐

B. Supports school and district regulations and policies

☐☐

C. Adheres to Principles of Professional Conduct & Code of Ethics

☐☐

(If rated unacceptable, documentation will be provided to employee)\*

\*A conference regarding my evaluation has been held. My signature does not necessarily imply agreement with the evaluation but does acknowledge that I have read it. I understand that I may submit a written statement to the Human Resources Department no later than (10) working days from this date.

Signature of Employee:\* \_\_\_\_\_ Employee ID # \_\_\_\_\_ Date: \_\_\_\_\_

\* Signature does not necessarily mean agreement.

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date: \_\_\_\_\_

**THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA**  
**NON-CLASSROOM EDUCATION PROFESSIONAL EVALUATION RUBRIC**

PRACTICES	0	1	2	3	points
COMMUNICATION	Lacks many essential oral and/or written communication skills	Recognizes the need for effective communication skills and is seeking improvement in needed areas	Uses and models effective oral and written communication skills	Consistently uses and models effective oral and written communication skills with all other stakeholders at all times	
CONTINUOUS IMPROVEMENT	Does not participate in meaningful professional development opportunities	Engages in professional development leading to self-improvement	Engages in continuous and appropriate professional development leading to improvement for self and students based on the goals included in the School Improvement Plan	Engages in continuous and appropriate professional development for self, students, and the school based on the goals included in the School Improvement Plan	
ABILITY TO DELIVER SERVICES	Has difficulty handling many aspects of the position	Handles many aspects of the position but shows a need for improvement in some	Is able to handle all aspects required of this position	Effectively and consistently performs all duties of this position	
EXPERTISE IN AREA OF ASSIGNMENT	Demonstrates inadequate or inconsistent expertise needed for position	Demonstrates limited expertise needed for position	Clearly demonstrates expertise in the area of assignment	Has extensive knowledge of the area of assignment and clearly communicates that knowledge in a manner that enriches the school and enhances student learning	
LEARNING ENVIRONMENTS	Does not handle time, space or materials in ways that optimize efficiency	Attempts to use time, space and materials effectively but shows a need for improvement in these areas	Handles time, space, and materials in ways that optimize efficiency	Effectively and consistently handles time, space and materials that optimize efficiency	
ROLE OF THE PROFESSIONAL	Does not cooperate or collaborate with others	Cooperates and collaborates with others but shows areas of needed improvement	Cooperates and collaborates with students, peers and supervisors	Cooperates and collaborates with students, peers and supervisors and greatly encourages parent/community involvement with school	
TECHNOLOGY	Does not use allocated technology	Minimal use of allocated technology	Successfully uses appropriate technology for position	Uses allocated technology in ways that optimize efficiency and keep stakeholders informed of necessary information	
RELATIONSHIPS WITH FAMILIES	Does not establish or maintain a positive collaboration with students' families	Shows a need for improvement in maintaining collaborative relationships with students' families	Establishes and maintains a positive collaborative relationship with students' families	Establishes and maintains a positive collaborative relationship with students' families for the purpose of increasing student achievement	
<b>TOTAL NUMBER OF POINTS</b>					

***Instructions for the use of this rubric:***

1. Evaluator will evaluate through the use of observation, IPDP and an optional portfolio prepared by the teacher.
2. The optional portfolio should contain documents designed to showcase achievements not readily observable.
3. Evaluator will determine and record the score for each practice and total the number of points.
4. Evaluator will document the number of points on the Non-Classroom Education Professional Evaluation Form.

TEACHER'S NAME \_\_\_\_\_ EVALUATOR'S NAME \_\_\_\_\_

EMPLOYEE ID \_\_\_\_\_ SCHOOL \_\_\_\_\_ EMPLOYEE INITIAL \_\_\_\_\_

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA  
**GUIDANCE COUNSELOR EVALUATION FORM**

Name \_\_\_\_\_ School \_\_\_\_\_ Attendance \_\_\_\_\_

(# of Sick/Personal days missed)  
\*For evaluation purposes, do not include any leave time taken under Family Medical Leave Act (FMLA) and/or Workman's Compensation.

Date of Evaluation \_\_\_\_\_ School Year \_\_\_\_\_ Evaluation level: ☐ Level 1 ☐ Level 2 ☐ Level 3

Evaluator's Name \_\_\_\_\_ Principal's Name \_\_\_\_\_

Contract Status: Check one ☐ Annual Contract ☐ Continuing Contract ☐ Professional Services Contract

**Overall Evaluation Points: *Check one***

**44 - 51 Points      Outstanding      (\_\_\_\_\_)**

**29 - 43 Points      Satisfactory      (\_\_\_\_\_)**

**24 - 28 Points      Needs Improvement      (\_\_\_\_\_)**

**0 - 23 Points      Unsatisfactory      (\_\_\_\_\_)**

Professional Responsibilities: The Employee	Acceptable	Unacceptable
---	------------	--------------

A. Demonstrates a sense of responsibility

☐☐

B. Supports school and district regulations and policies

☐☐

C. Adheres to Principles of Professional Conduct & Code of Ethics

☐☐

(If rated unacceptable, documentation will be provided to employee)\*

\*A conference regarding my evaluation has been held. My signature does not necessarily imply agreement with the evaluation but does acknowledge that I have read it. I understand that I may submit a written statement to the Human Resources Department no later than (10) working days from this date.

Signature of Employee:\* \_\_\_\_\_ Employee ID # \_\_\_\_\_ Date: \_\_\_\_\_

\* Signature does not necessarily mean agreement.

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date: \_\_\_\_\_

# THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

## GUIDANCE COUNSELOR EVALUATION RUBRIC

PRACTICES	0	1	2	3	points
CURRICULUM PLANNING	Does not present lessons in academic success, career awareness and planning and/or social/personal growth and understanding.	Needs improvement in presenting at least 1 lesson per school year in academic success, career awareness and planning and/or social/personal growth and understanding.	Presented lessons in academic success, career awareness and planning and/or social/personal growth and understanding.	Routinely & effectively presented lessons in academic success, career awareness and planning and/or social/personal growth and understanding.	
	Does not collaborate with school and community resources.	Cooperates and collaborates with others but shows areas of needed improvement.	Cooperates and collaborates with students, peers and supervisors.	Cooperates and collaborates with students, peers and supervisors and greatly encourages parent/ community involvement with school.	
INDIVIDUAL PLANNING	Does not assist students in understanding their aptitudes and abilities through interpreting evaluative data.	Unable to assist students in understanding their aptitudes and abilities through interpreting evaluative data due to limited knowledge.	Able to assist students in understanding their aptitudes and abilities through interpreting evaluative data.	Effectively and consistently able to assist students in understanding their aptitudes and abilities through interpreting evaluative data.	
	Does not assist students in relating their interests, capabilities and aptitudes to academic/career options and goals.	Unable to assist students in relating their interests, capabilities and aptitudes to academic/career options and goals due to limited knowledge.	Able to assist students in relating their interests, capabilities and aptitudes to academic/career options and goals.	Effectively and consistently able to assist students in relating their interests, capabilities and aptitudes to academic/career options and goals.	
	Does not provide individual planning sessions to students in academic planning, career awareness and/or social/personal development based on sequential, grade appropriate objectives.	Needs improvement in providing individual planning sessions to students in academic planning, career awareness and/or social/personal development based on sequential, grade appropriate objectives.	Provides individual planning sessions to students in academic planning, career awareness and/or social/personal development based on sequential, grade appropriate objectives.	Effectively and consistently provides individual planning sessions to students in academic planning, career awareness and/or social/personal development based on sequential, grade appropriate objectives.	
RESPONSIVE SERVICES- COUNSELING/ CONSULTING	Does not communicate with students and their parents regarding academic progress. Does not work with students on an individual basis in the solution of personal/academic problems.	Needs improvement in communicating with students and their parents regarding academic progress. Needs improvement in working with students on an individual basis in the solution of personal/academic problems.	Communicates with students and their parents regarding academic progress. Effectively works with students on an individual basis in the solution of personal/academic problems.	Effectively and consistently communicates with students and their parents regarding academic progress. Consistently and effectively works with students on an individual basis in the solution of personal/academic problems.	
	Does not conduct structured goal-oriented counseling sessions.	Needs improvement in conducting structured goal-oriented counseling sessions.	Effectively conducts structured goal-oriented counseling sessions.	Effectively and consistently conducts structured goal-oriented counseling sessions.	
	Does not assist students' transition to next level.	Needs improvement in assisting students' transition to next level.	Effectively assists students' transition to next level.	Effectively and consistently assists students' transition to next level.	
	Does not provide information and skills to parents, school staff, administration and the community to enhance student achievement.	Provides limited information and skills to parents, school staff, administration and the community to enhance student achievement.	Effectively provides information and skills to parents, school staff, administration and the community to enhance student achievement.	Effectively and consistently provides information and skills to parents, school staff, administration and the community to enhance student achievement.	
	Does not assist parents in addressing school related problems and issues through appropriate school and community referrals.	Demonstrates limited knowledge in assisting parents in addressing school related problems and issues through appropriate school and community referrals.	Clearly demonstrates knowledge in assisting parents in addressing school related problems and issues through appropriate school and community referrals.	Has extensive knowledge in assisting parents in addressing school related problems and issues through appropriate school and community referrals.	
RESPONSIVE SERVICES- COUNSELING/ CONSULTING	Does not inform students and their parents as to pertinent test results.	Attempts to inform students and their parents as to pertinent test results but has limited knowledge.	Clearly demonstrates the knowledge to inform students and their parents as to pertinent test results.	Has extensive knowledge about pertinent test results and is able to effectively communicate that knowledge to the students and their parents.	
	Does not advocate for equal access to programs and services for all students.	Attempts to advocate for equal access to programs and services for some students.	Attempts to advocate for equal access to programs and services for all students.	Advocates for equal access to programs and services for all students.	
SYSTEM SUPPORT	Does not review the school counseling program annually with other district counselors and administrators.	Reviews the school counseling program annually with other district counselors and administrators but fails to implement changes.	Reviews the school counseling program annually with other district counselors and administrators and attempts to implement changes.	Reviews the school counseling program annually with other district counselors and administrators and effectively implements changes.	
	Does not plan, implement, maintain, and evaluate the school counseling program.	Needs improvement in planning, implementing, maintaining and evaluating school counseling program.	Plans, implements, maintains and evaluates school counseling program.	Effectively and consistently plans, implements, maintains and evaluates school counseling program.	
	Does not participate in school decision making.	Has limited participation in school decision making.	Participates in school decision making.	Consistently participates in school decision making.	
	Does not cooperate and collaborate with other professionals.	Cooperates and collaborates with other professionals but shows areas of needed improvement.	Cooperate and collaborates with other professionals.	Cooperates and greatly encourages collaboration with other professionals.	
SYSTEM SUPPORT	Does not effectively communicate with the administrators, teachers and staff, parents and students	Attempts to effectively communicate with the administrators, teachers and staff, parents and students but shows areas of needed improvement.	Effectively communicates with the administrators, teachers and staff, parents and students	Effectively and consistently communicates with the administrators, teachers and staff, parents and students	
PROFESSIONAL DEVELOPMENT	Does not participate in meaningful professional development opportunities for his/her own professional growth.	Participates in meaningful professional development opportunities for his/her own professional growth.	Participates in continuous and meaningful professional development opportunities leading to improvement for self and students based on the goals included in the School Improvement Plan.	Participates in continuous and meaningful professional development opportunities for self, students, and the school based on the goals included in the School Improvement Plan.	

### Instructions for the use of this rubric:

1. Evaluator will evaluate the guidance counselor through the use of observation, review of lesson plans, IPDP and an optional portfolio prepared by the guidance counselor.
2. The optional portfolio should contain documents designed to showcase achievements not readily observable.
3. Evaluator will determine and record the score for each practice and total the number of points.
4. Evaluator will document the number of points on the Guidance Counselor Evaluation Form.

### TOTAL NUMBER OF POINTS

TEACHER'S NAME \_\_\_\_\_ 21 EVALUATOR'S NAME \_\_\_\_\_

EMPLOYEE ID \_\_\_\_\_ SCHOOL \_\_\_\_\_ EMPLOYEE INITIAL \_\_\_\_\_  
 SO-PER-119 June 2008 on-line only (use with SO-PER-118) DISTRIBUTION: Administrator, Employee, Human Resources



THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA  
**MEDIA SPECIALIST EVALUATION FORM**

Name \_\_\_\_\_ School \_\_\_\_\_ Attendance \_\_\_\_\_

(# of Sick/Personal days missed)  
\*For evaluation purposes, do not include any leave time taken under  
Family Medical Leave Act (FMLA) and/or Workman's Compensation.

Date of Evaluation \_\_\_\_\_ School Year \_\_\_\_\_ Evaluation level: ☐ Level 1 ☐ Level 2 ☐ Level 3

Evaluator's Name \_\_\_\_\_ Principal's Name \_\_\_\_\_

Contract Status: Check one ☐ Annual Contract ☐ Continuing Contract ☐ Professional Services Contract

**Overall Evaluation Points: *Check one***

**55 - 63 Points**      **Outstanding**      (\_\_\_\_\_)

**36 - 54 Points**      **Satisfactory**      (\_\_\_\_\_)

**29 - 35 Points**      **Needs Improvement**      (\_\_\_\_\_)

**0 - 28 Points**      **Unsatisfactory**      (\_\_\_\_\_)

Professional Responsibilities: The Employee      Acceptable      Unacceptable

A. Demonstrates a sense of responsibility

☐☐

B. Supports school and district regulations and policies

☐☐

C. Adheres to Principles of Professional Conduct & Code of Ethics

☐☐

(If rated unacceptable, documentation will be provided to employee)\*

\*A conference regarding my evaluation has been held. My signature does not necessarily imply agreement with the evaluation but does acknowledge that I have read it. I understand that I may submit a written statement to the Human Resources Department no later than (10) working days from this date.

Signature of Employee:\* \_\_\_\_\_ Employee ID # \_\_\_\_\_ Date: \_\_\_\_\_

\* Signature does not necessarily mean agreement.

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date: \_\_\_\_\_

# THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

## MEDIA SPECIALIST EVALUATION RUBRIC

PRACTICES	0	1	2	3	points
IMPLEMENTS THE GOALS OF THE SCHOOL'S LIBRARY MEDIA PROGRAM	Does not develop goals of the Media Center with Administration and Faculty	Attempts to develop the goals of the media center with administration and faculty	Develops the goals of the media center with administration and faculty	Effectively and consistently develops the goals of the media center with administration and faculty	
	Does not provide for optimal utilization of media resources and facilities	Attempts to provide for optimal utilization of media resources and facilities	Provides for optimal utilization of media resources and facilities	Effectively and consistently provides for optimal utilization of media resources and facilities	
	Does not promote teacher awareness of the resources and services of the media center	Needs to improve promoting teacher awareness of the resources and services of the media center	Promotes teacher awareness of the resources and services of the media center	Effectively and consistently promotes teacher awareness of the resources and services of the media center	
	Does not implement program of library media skills in cooperation with the teachers at each grade level or department	Needs to improve implementing program of library media skills in cooperation with the teachers at each grade level or department	Implements program of library media skills in cooperation with the teachers at each grade level or department	Effectively and consistently implements program of library media skills in cooperation with the teachers at each grade level or department	
BUDGETARY AND RECORDKEEPING RESPONSIBILITY	Does not develop a budget for equipment and media material in cooperation with administration and faculty to meet the curricular needs of the school	Attempts to develop a budget for equipment and media material in cooperation with administration and faculty to meet the curricular needs of the school	Develops a budget for equipment and media material in cooperation with administration and faculty to meet the curricular needs of the school	Effectively develops and implements a budget for equipment and media material in cooperation with administration and faculty to meet the curricular needs of the school	
	Does not follow established rules and regulations in spending school, state and federal monies	Attempts to follow established rules and regulations in spending school, state and federal monies	Follows established rules and regulations in spending school, state and federal monies	Consistently follows established rules and regulations in spending school, state and federal monies	
	Is not accurate and punctual in preparing and submitting reports, surveys and orders for materials	Needs improvement in preparing and submitting accurate and punctual reports, surveys and orders for materials	Is accurate and punctual in preparing and submitting reports, surveys and orders for materials	Consistently prepares and submits accurate and punctual reports, surveys and orders for materials	
	Does not maintain accurate and up-to-date records	Attempts to maintain accurate and up-to-date records	Maintains accurate and up-to-date records	Consistently maintain accurate and up-to-date records	
	Does not take inventory annually and maintains accurate inventory records	Attempts to take inventory annually and maintains accurate inventory records	Takes inventory annually and maintains accurate inventory records	Consistently takes inventory annually and maintains accurate inventory records	
PROFESSIONAL COMPETENCE	Does not follow recognized library/media practices in selecting, ordering, cataloging, labeling, shelving and circulating media and equipment	Shows a need for improvement in recognizing library/media practices in selecting, ordering, cataloging, labeling, shelving and circulating media and equipment	Follows library/media practices in selecting, ordering, cataloging, labeling, shelving and circulating media and equipment	Recognizes and implements library/media practices in selecting, ordering, cataloging, labeling, shelving and circulating media and equipment	
	Does not provide accurate, up-to-date catalog of all instructional materials in the school for the use of teachers and students	Attempts to provide accurate, up-to-date catalog of all instructional materials in the school for the use of teachers and students	Provides an accurate, up-to-date catalog of all instructional materials in the school for the use of teachers and students	Effectively and consistently provides accurate, up-to-date catalog of all instructional materials in the school for the use of teachers and students	
	Does not train, utilize or supervise library aides, volunteers and student assistants in the Media Center	Attempts to train, utilize or supervise library aides, volunteers and student assistants in the Media Center	Attempts to train, utilize or supervise library aides, volunteers and student assistants in the Media Center	Effectively utilizes and supervises library aides, volunteers and student assistants in the Media Center	
	Does not help teachers locate and use various books and other media that meet their individual needs and interests	Attempts to help teachers locate and use various books and other media that meet their individual needs and interests	Helps teachers locate and use various books and other media that meet their individual needs and interests	Consistently helps teachers locate and use various books and other media that meet their individual needs and interests	
	Needs improvement in helping students find useful books and other media that meet their individual needs and interests	Attempts to help students find useful books and other media that meet their individual needs and interests	Helps students find useful books and other media that meet their individual needs and interests	Consistently helps students find useful books and other media that meet their individual needs and interests	
	Does not maintain Media Center that is attractive, orderly and conducive to learning	Attempts to maintain Media Center that is attractive, orderly and conducive to learning	Maintains Media Center that is attractive, orderly and conducive to learning	Consistently maintains Media Center that is attractive, orderly and conducive to learning	
	Does not provide instruction in the proper care and safe use of equipment, materials and property	Attempts to provide instruction in the proper care and safe use of equipment, materials and property	Provides instruction in the proper care and safe use of equipment, materials and property	Consistently provides instruction in the proper care and safe use of equipment, materials and property	
PROFESSIONAL DEVELOPMENT	Does not attempt to keep abreast of current media developments and techniques	Attempts to keep abreast of current media developments and techniques	Keeps abreast of current media developments and techniques	Consistently keeps abreast of current media developments and techniques	
	Does not participate in curriculum planning	Attempts to participate in curriculum planning	Participates in curriculum planning	Consistently participates in curriculum planning	
	Does not function effectively as a member of the faculty	Needs improvement in functioning effectively as a member of the faculty	Functions as a member of the faculty	Effectively functions as a contributing member of the faculty	
	Does not function effectively as a unit of the media staff	Needs improvement in functioning effectively as a unit of the media staff	Functions as a unit of the media staff	Effectively functions as a unit of the media staff and is an active leader	
	Does not adhere to School Board policy in the selection of the material for the Media Center	Inconsistently adheres to School Board policy in the selection of the material for the Media Center	Adheres to School Board policy in the selection of the material for the Media Center	Consistently adheres to School Board policy in the selection of the material for the Media Center and promotes faculty awareness of said policy	
<b>TOTAL NUMBER OF POINTS</b>					

**Instructions for the use of this rubric:**

1. Evaluator will evaluate the media specialist through the use of observation, review of lesson plans, IPDP and an optional portfolio prepared by the media specialist.
2. The optional portfolio should contain documents designed to showcase achievements not readily observable.
3. Evaluator will determine and record the score for each practice and total the number of points.
4. Evaluator will document the number of points on the Media Specialist Evaluation Form.

TEACHER'S NAME \_\_\_\_\_

EVALUATOR'S NAME \_\_\_\_\_

EMPLOYEE ID \_\_\_\_\_

SCHOOL \_\_\_\_\_

23

EMPLOYEE INITIAL \_\_\_\_\_



# The School Board of Hernando County EMPLOYEE SELF-ASSESSMENT FORM

NAME \_\_\_\_\_

*Instructions for Employee:* Please complete this form by checking your level now. Check any In-service topics that might be helpful to your professional development.

## RATING SCALE:

**N:** I NEED IMPROVEMENT IN THIS AREA  
**S:** MY PERFORMNCE IS SATISFACTORY IN THIS AREA  
**E:** I EXCEL IN THIS AREA  
**N/A:** NOT APPLICABLE TO MY SITUATION

					In-service needed?
1 Assessment/Evaluation of students needs	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
2 Presentation and knowledge of subject matter	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
3 Management of student conduct	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
4 Student-centered interaction	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
5 Organization	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
6 Use of technology	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
7 Involvement with students' families	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
8 Positive classroom climate	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
9 Data-driven instruction	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
10 Recognition of student achievement	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
11 Professional Development	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
12 Cooperative relationship with peers	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
13 Professional relationship with supervisors	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
14 Professional attire	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
15 Effective oral and written communication	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>
16 Implementation of School Improvement Plan goals	<input type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> E	<input type="checkbox"/> N/A	<input type="checkbox"/> Y or N <input type="checkbox"/>

Teacher's Comments:

**\*This form is not to be used for any formative evaluation purposes.**

**THE SCHOOL BOARD OF HERNANDO COUNTY  
PROFESSIONAL IMPROVEMENT PLAN**

<b>DATES</b>	<b>BEHAVIORS TO IMPROVE</b>	<b>ACTION PLAN</b>	<b>TARGET DATE</b>	<b>RESULTS</b>

Notify  
Explain  
Assist  
Time

<b>Signature of Administrator</b>	<b>Printed Name</b>	<b>Date</b>
<b>Signature of Teacher</b>	<b>Printed Name</b>	<b>Date</b>

## COACHING SESSION NOTES

\_\_\_\_\_  
Date

**Meeting attended by:**

\_\_\_\_\_  
\_\_\_\_\_

**Purpose of meeting:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Discussion:** \_\_\_\_\_

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**Recommendations:** \_\_\_\_\_

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\_\_\_\_\_

Administrator Signature

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employee Printed Name

ID #

Employee Signature

\* This form should only be used for performance concerns and is not to be used for issues involving misconduct. This form will be kept at the school site and must be provided upon request. Misconduct should be documented on an Employee Conference Report.

**Discussion:** \_\_\_\_\_

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

\* This form should only be used for performance concerns and is not to be used for issues involving misconduct. This form will be kept at the school site and must be provided upon request. Misconduct should be documented on an Employee Conference Report.

DISTRIBUTION:  
White: Administrator  
Yellow: Employee

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

Employee Conference Report

I have on this date discussed with the below named employee the topic described.

Date \_\_\_\_\_

Employee \_\_\_\_\_ Position \_\_\_\_\_

Topic \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Use additional conference report form if more room is needed)

Complainant: Name \_\_\_\_\_ Phone \_\_\_\_\_

(If applicable)

Address \_\_\_\_\_

**Action Taken**

Instructions to Employee \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other \_\_\_\_\_

Witnesses at Meeting \_\_\_\_\_

Representation Requested ☐ Yes ☐ No

Representative Present at meeting ☐ Yes ☐ No

Representation Offered ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Employee (indicating receipt of this form)

\_\_\_\_\_  
Date

**PARENT INPUT FORM IN REFERENCE TO TEACHER EVALUATION**

Teacher Name: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

School Name: \_\_\_\_\_ School Year: \_\_\_\_\_

**Has the person completing this form discussed these comments with the teacher?**

Please check: ( ☐ ) Yes, Date(s) \_\_\_\_\_ ( ☐ ) No

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Parent's Signature: \_\_\_\_\_

Note: Comments on this form will be reviewed by the appropriate administrator and shared with the teacher. This form will NOT become part of the formative evaluation. This signed form will be placed in the principal's correspondence file for a period of five years.

**THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA  
LONG-TERM SUBSTITUTE TEACHER OBSERVATION FORM**

Substitute Name: \_\_\_\_\_ Observation Date: \_\_\_\_\_

Number of days substituting in the same classroom assignment: \_\_\_\_\_

Total Number of Students: \_\_\_\_\_ Subject: \_\_\_\_\_ Grade: \_\_\_\_\_

Type of Classroom: ☐ Regular ☐ Inclusion ☐ Co-teach ☐ Lab ☐ Other

Observer's Name: \_\_\_\_\_ Title: \_\_\_\_\_ School Name: \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Begins instruction promptly: ☐ Yes ☐ No

<u>SUBSTITUTE BEHAVIORS</u>	<u>COMMENTS</u>	<u>O/S</u>	<u>O/U</u>	<u>N/O</u>
Models effective oral communication _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models effective written communication _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models and promotes higher order thinking skills _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses diversity of students _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements developmentally appropriate activities _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of subject matter _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handles materials in an efficient manner _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses time and space to optimize instruction _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates management of student conduct _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides detailed and relevant lesson plans		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
that address the Standards _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses technology to improve instruction _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses enthusiasm or interest in student learning _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows and documents the lesson plans _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observer's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Substitute:\* \_\_\_\_\_ Date: \_\_\_\_\_

\* Signature does not necessarily mean agreement

Substitute I.D. \_\_\_\_\_

O/S = Observed Satisfactory

O/U = Observed Unsatisfactory

N/O = Not Observed

# PRINCIPLES OF PROFESSIONAL CONDUCT & CODE OF ETHICS

## STATE BOARD OF EDUCATION RULE 6B-1.006, FAC THE PRINCIPLES OF PROFESSIONAL CONDUCT OF THE EDUCATION PROFESSION IN FLORIDA

- (1) The following disciplinary rule shall constitute the Principles of Professional Conduct of Education Profession in Florida.
- (2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or other penalties as provided by law.
- (3) Obligation to the student requires that the individual:
  - (a) Shall make reasonable effort to protect the student from the conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
  - (b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
  - (c) Shall not unreasonably deny a student access to diverse points of view.
  - (d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
  - (e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
  - (f) Shall not intentionally violate or deny a student's legal rights.
  - (g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
  - (h) Shall not exploit a relationship with a student for personal gain or advantage.
  - (i) Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure served professional purposes or is required by law.
- (4) Obligation to the public requires that the individual:
  - (a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
  - (b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
  - (c) Shall not use institutional privileges for personal gain or advantage.
  - (d) Shall accept no gratuity, gift, or favor that might influence professional judgment.
  - (e) Shall offer no gratuity, gift, or favor to obtain special advantages.
- (5) Obligation to the profession of education requires that the individual:
  - (a) Shall maintain honesty in all professional dealings.
  - (b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
  - (c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
  - (d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly process of education or which creates a hostile, intimidating, abusive, offensive or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
  - (e) Shall not make malicious or intentionally false statements about a colleague.
  - (f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.
  - (g) Shall not misrepresent one's own professional qualifications.
  - (h) Shall not submit fraudulent information on any document in connection with professional activities.
  - (i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
  - (j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment on conditions of employment.



- (k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- (l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and the State Board of Education Rules.
- (m) Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil, or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
- (n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- (o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- (p) Shall comply with the conditions of an order of the Education Practices Commission.
- (q) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

STATE BOARD OF EDUCATION RULE CB-1.001 FAC, THE CODE OF ETHICS OF THE EDUCATION PROFESSION IN FLORIDA.

- (1) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.**
- (2) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.**
- (3) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.**

## PART II

### NON-INSTRUCTIONAL EMPLOYEES PROFESSIONAL/TECHNICAL EMPLOYEES ADMINISTRATORS

**NONINSTRUCTIONAL EMPLOYEES  
PERFORMANCE EVALUATION**  
Hernando United School Workers Contract Article XVI

**Frequency and Required Completion.** Each employee shall be evaluated by his/her Department Head or Supervisor, when deemed necessary, but not less than once a year. Evaluations will be completed on or before April 15<sup>th</sup> each year except where an evaluation is not required or circumstances prevent meeting this requirement, however, it must be noted in the employee's personnel file with a copy to the employee as to why that employee did not receive an evaluation.

**Annual Job Performance Evaluations.** Consistent with applicable Board Policy, each bargaining unit employee shall receive an annual job performance evaluation utilizing the appropriate School Board evaluation Form.

**Counseling and Acknowledgement.** The supervisor responsible for evaluating the employee shall meet with the employee, present the evaluation to him/her and discuss his/her performance. The employee will acknowledge receipt of a copy of the Job Performance Evaluation and confirm attendance at the counseling session in writing; however, such acknowledgement or attendance does not mean acceptance of the contents of the evaluation. Any disagreement with the evaluation form shall be reduced to writing by the employee and attached to the original evaluation form that is filed in the Personnel Department.

**Performance Expectations.** When an employee receives an unacceptable rating on any specific factors set forth in the Annual JPE Form, the evaluator shall identify in writing those areas requiring improvement by the employee and provide in writing the amount of time he/she has to improve and what assistance he/she should seek.

**Conferences.** If a conference is held by the Administration to question or discuss an employee's competency at which his/her attendance is required and such meeting could lead to immediate disciplinary action, the employee shall be notified and entitled to have a representative of his/her choosing present.

**Union Presence.** The employee has the right to request a Union Representative be present at any meeting of the employer and employee that is for the purpose of discussing his/her Job Performance Evaluation that results in counseling.

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA  
Evaluation Form - Noninstructional Staff

Name \_\_\_\_\_ Site \_\_\_\_\_ School Year \_\_\_\_\_

Job Title \_\_\_\_\_ Employee I.D. Number \_\_\_\_\_

Check the appropriate box for the rating of each individual factor. A space has been provided for additional comments.

**Note: Any rating of unsatisfactory requires the administrator to counsel the employee and provide performance expectations and timelines for improvement and reassessment.**

	OUTSTANDING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
1. <b>Quality of Work</b> (Accuracy, completeness, and thoroughness of work performed) Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>Quantity of Work</b> (Amount and promptness of work) Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Attendance</b> (Absences) Leave time taken under Family Medical Leave Act (FMLA) and/or Workman's Compensation cannot negatively impact an evaluation. If absences were due to extenuating circumstances, the supervisor should take this into consideration when evaluating attendance. Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>Punctuality</b> (Arrivals to work/duties/meetings) Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Use of Time</b> (Planning of work, offers assistance to others, organizes workload) Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Work Attitude/Cooperation</b> (Works with others, patience and respect for others) Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Initiative</b> (Amount of guidance required, resourcefulness, self reliance) Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Safety</b> (Compliance with safety procedures) Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Equipment</b> (Proper use and care) Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <b>Professional Development</b> (Attends workshops, conferences, inservice, etc.) Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. <b>Appearance and Personal Grooming</b> (Dress and grooming appropriate for position) Comments: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Performance Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

I have received a copy of, read, and discussed this evaluation with my evaluator. *Signature of employee indicates receipt of documentation only.*

# THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA PROFESSIONAL / TECHNICAL EVALUATION FORM & RUBRIC

Name (printed) \_\_\_\_\_ Site \_\_\_\_\_ Position \_\_\_\_\_ School Year \_\_\_\_\_

Evaluator's Name \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

*Instructions for the use of this rubric:*

1. Evaluator will evaluate the employee through the use of observation and an optional portfolio prepared by the employee.
2. The optional portfolio should contain documents designed to showcase achievements not readily observable.
3. Evaluator will determine and record the score for each practice and total the number of points.
4. Evaluator will document the number of points on the Professional / Technical Evaluation Form.

PRACTICES	0	1	2	3	points
DECISION MAKING	Does not make decisions easily and effectively	Needs improvement in making decisions	Makes decisions within level of authority	Makes decisions independently and accepts responsibilities inherent in those decisions	
LEADERSHIP SKILLS	Does not possess leadership skills	Needs improvement in demonstrating leadership skills	Demonstrates leadership skills satisfactorily	Effectively demonstrates leadership skills that motivate and utilize the abilities of others	
WORK ENVIRONMENT	Does not maintain an organized working environment for self and staff	Needs improvement in maintaining an organized work environment for self and staff	Attempts to maintain an organized work environment for self and staff	Effectively and consistently maintains an organized work environment for self and staff	
COMMUNICATION SKILLS	Does not demonstrate adequate written and/or verbal communication skills	Needs improvement in written and/or verbal communication skills	Demonstrates adequate written and/or verbal communication skills	Demonstrates superior written and/or verbal communication skills	
GOALS	Does not establish goals	Needs improvement in establishing goals	Establish goals and makes satisfactory progress toward meeting them	Effectively establishes short-term and long-range goals, plans for accomplishment of goals and makes outstanding progress toward meeting them	
DEADLINES	Does not meet deadlines	Needs improvement in meeting deadlines	Usually meets deadlines	Consistently meets deadlines	
SUPERVISORY ABILITIES	Does not demonstrate ability to supervise other employees	Needs improvement in ability to supervise other employees	Has demonstrated supervisory capabilities satisfactorily	Effectively supervises, delegates, supports, monitors and evaluates other employees	
RESPONSIBILITY	Does not handle designated level of responsibility in an appropriate and effective manner	Needs improvement in handling designated level of responsibility	Usually handles designated level of responsibility in an appropriate and effective manner	Consistently handles designated level of responsibility in an appropriate and effective manner	
JOB KNOWLEDGE AND SKILL	Does not demonstrate adequate job knowledge and skill level	Needs improvement in demonstrating adequate job knowledge and skill level	Possesses appropriate job knowledge and skill level	Consistently and effectively demonstrates job knowledge and skill level	
QUALITY OF WORK	Does not produce work of acceptable quality	Needs improvement in producing work of acceptable quality	Produces work of acceptable quality	Produces work of exceptional quality	
RELATIONSHIPS	Does not have a positive working relationship with staff members	Needs improvement in maintaining a positive working relationship with staff members	Usually maintains a positive working relationship with staff members	Consistently maintains a positive work relationship with staff members	
COMMUNICATION WITH SUPERVISOR	Does not provide his/her supervisor with accurate information in a timely and objective manner	Needs improvement in providing his/her supervisor with accurate information in a timely and objective manner	Usually provides his/her supervisor with accurate information in a timely and objective manner	Consistently provides supervisor with accurate information in a timely and objective manner	
<b>TOTAL NUMBER OF POINTS</b>					

## Professional Responsibilities: The Employee

				Acceptable	Unacceptable
30 - 36 Points	Outstanding	<input type="checkbox"/>	A. Demonstrates a sense of responsibility	<input type="checkbox"/>	<input type="checkbox"/>
22 - 29 Points	Satisfactory	<input type="checkbox"/>	B. Supports school and district regulations and policies	<input type="checkbox"/>	<input type="checkbox"/>
19 - 21 Points	Needs Improvement	<input type="checkbox"/>	C. Adheres to Professional Conduct & Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>
0 - 18 Points	Unsatisfactory	<input type="checkbox"/>	D. Attendance	<input type="checkbox"/>	<input type="checkbox"/>

\*For evaluation purposes, do not include any leave time taken under Family Medical Leave Act (FMLA) and/or Workman's Compensation.

\*A conference regarding my evaluation has been held. My signature does not necessarily imply agreement with the evaluation but does acknowledge that I have read it. I understand that I may submit a written statement to the Human Resources Department no later than (10) working days from this date.

Signature of Employee: \* \_\_\_\_\_ Employee ID # \_\_\_\_\_ Date: \_\_\_\_\_

\* Signature does not necessarily mean agreement.

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

# THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

## ASSISTANT PRINCIPAL EVALUATION FORM & RUBRIC

Name \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_ Attendance \_\_\_\_\_

(# of Sick/Personal days missed)  
\*For evaluation purposes, do not include any leave time taken under Family Medical Leave Act (FMLA) and/or Workman's Compensation.

Evaluator's Name \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

*Instructions for the use of this rubric:*

1. Evaluator will evaluate the assistant principal through the use of observation, Individual Leadership Development Plan (ILDP) and an optional portfolio prepared by the assistant principal.
2. The optional portfolio should contain documents designed to showcase achievements not readily observable.
3. Evaluator will determine and record the score for each practice and total the number of points.
4. Evaluator will document the number of points on the Assistant Principal Evaluation Form.

LEADERSHIP STANDARDS	0	1	2	3	points
VISION	Does not establish plans to accomplish goals or communicate the schools vision, mission and priorities to the community	Needs improvement in establishing plans to accomplish goals and communicating the schools vision, mission and priorities to the community	Usually establishes plans to accomplish goals and works to communicate the schools vision, mission and priorities to the community	Effectively establishes plans to accomplish goals and communicates the schools vision, mission and priorities to the community	
INSTRUCTIONAL LEADERSHIP	Does not provide instructional leadership by using data for instructional improvement and consistently modeling professionalism, collaboration and continuous learning	Needs improvement in providing instructional leadership by using data for instructional improvement and consistently modeling professionalism, collaboration and continuous learning	Attempts to provide instructional leadership by using data for instructional improvement and consistently models professionalism, collaboration and continuous learning	Effectively provides instructional leadership by using data for instructional improvement and consistently models professionalism, collaboration and continuous learning	
MANAGING THE LEARNING ENVIRONMENT	Does not manage the daily operations of the school providing a safe school environment to promote and encourage student learning	Needs improvement in managing the daily operations of the school providing a safe school environment to promote and encourage student learning	Attempts to manage the daily operations of the school providing a safe school environment to promote and encourage student learning	Effectively manages the daily operations of the school providing a safe school environment to promote and encourage student learning	
COMMUNITY AND STAKEHOLDER PARTNERSHIPS	Does not provide opportunities for families and community involvement in school activities promoting student and school success	Needs improvement in providing opportunities for families and community to be involved in school activities promoting student and school success	Attempts to provide opportunities to involve families and community in a broad range of school activities promoting student and school success	Effectively provides opportunities to involve family and community in a broad range of school activities promoting student and school success	
DECISION MAKING STRATEGIES	Does not establish goals and targets and use data, problem solving techniques and decision making skills	Needs improvement in establishing goals and targets and using data, problem solving techniques and decision making skills	Attempts to establish goals and targets and uses data, problem solving techniques and decision making skills	Effectively establishes goals and targets and uses data, problem solving techniques and decision making skills	
DIVERSITY	Does not use interpersonal skills appropriate to the situation and does not interact effectively with diverse individuals and groups	Needs improvement using interpersonal skills appropriate to the situation and interacting effectively with diverse individuals and groups	Attempts to use interpersonal skills appropriate to the situation and interacts effectively with diverse individuals and groups	Uses interpersonal skills appropriate to the situation and interacts effectively with diverse individuals and groups	
TECHNOLOGY	Does not use technology to support the analysis and use of student assessment data or use technology to support the educational efforts of staff and school community	Needs improvement in using technology to support the analysis and use of student assessment data or use technology to support the educational efforts of staff and school community	Attempts to use technology to support the analysis and use of student assessment data and uses technology to support the educational efforts of staff and school community	Effectively uses technology to support the analysis and use of student assessment data and uses technology to support the educational efforts of staff and school community	
LEARNING , ACCOUNTABILITY & ASSESSMENT	Does not use data to assess and monitor school improvement or work with staff to identify strategies for improving student performance	Needs improvement in using data to assess and monitor school improvement and working with staff to identify strategies for improving student performance	Attempts to use data to assess and monitor school improvement and work with staff to identify strategies for improving student performance	Effectively uses data to assess and monitor school improvement and works with staff to identify strategies for improving student performance	
HUMAN RESOURCE DEVELOPMENT	Does not connect professional development to individual teacher and school learning goals, or set high expectations and standards for the performance of all staff	Needs improvement in connecting professional development to individual teacher and school learning goals, and setting high expectations and standards for the performance of all staff	Attempts to connect professional development to individual teacher and school learning goals, and sets high expectations and standards for the performance of all staff	Effectively connects professional development to individual teacher and school learning goals, and sets high expectations and standards for the performance of all staff	
LEADER DEVELOPMENT	Does not set high expectations and standards for performance or accomplish goals of individual leadership development plan	Needs improvement in setting high expectations and standards for performance and accomplishing goals of individual leadership development plan	Attempts to set high expectations and standards for performance and accomplish goals of individual leadership development plan	Effectively sets high expectations and standards for performance and successfully accomplishes goals of individual leadership development plan	

Any behavior marked (0) requires an explanation and must be addressed in the Individual Leadership Development Plan for the following school year.

**TOTAL NUMBER OF POINTS**

26 - 30 Points Outstanding  
20 - 25 Points Satisfactory  
17 - 19 Points Needs Improvement  
0 - 16 Points Unsatisfactory

**Professional Responsibilities: The Employee**

A. Demonstrates a sense of responsibility

B. Supports school and district regulations and policies

C. Adheres to Professional Conduct & Code of Ethics  
(If rated unacceptable, documentation will be provided to employee)

Acceptable Unacceptable

\*A conference regarding my evaluation has been held. My signature does not necessarily imply agreement with the evaluation but does acknowledge that I have read it. I understand that I may submit a written statement to the Human Resources Department no later than (10) working days from this date.

Signature of Employee: \* \_\_\_\_\_ Employee ID # \_\_\_\_\_ Date: \_\_\_\_\_

\* Signature does not necessarily mean agreement.

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

# THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

## PRINCIPAL EVALUATION FORM & RUBRIC

Name \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_ Attendance \_\_\_\_\_

(# of Sick/Personal days missed)  
\*For evaluation purposes, do not include any leave time taken under  
Family Medical Leave Act (FMLA) and/or Workman's Compensation.

Evaluator's Name \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

*Instructions for the use of this rubric:*

1. Evaluator will evaluate the principal through the use of observation, Individual Leadership Development Plan (ILDP) and an optional portfolio prepared by the principal.
2. The optional portfolio should contain documents designed to showcase achievements not readily observable.
3. Evaluator will determine and record the score for each practice and total the number of points.
4. Evaluator will document the number of points on the Principal Evaluation Form.

LEADERSHIP STANDARDS	0	1	2	3	points
VISION	Does not facilitate the implementation of a shared vision and strategic plan for the school or communicate the schools vision, mission and priorities to the community	Needs improvement in facilitating the implementation of a shared vision and strategic plan for the school and communicating the schools vision, mission and priorities to the community	Attempts to facilitate the implementation of a shared vision and strategic plan for the school and communicates the schools vision, mission and priorities to the community	Effectively facilitates the implementation of a shared vision and strategic plan for the school and communicates the schools vision, mission and priorities to the community	
INSTRUCTIONAL LEADERSHIP	Does not engage staff in ongoing study of best practices or work to relate state standards, student needs, the community and goals of the school	Needs improvement in engaging staff in ongoing study of best practices and working to relate state standards, student needs, the community and goals of the school	Attempts to engage staff in ongoing study of best practices and works to relate state standards, student needs, the community and goals of the school	Effectively engages staff in ongoing study of best practices and works to relate state standards, student needs, the community and goals of the school	
MANAGING THE LEARNING ENVIRONMENT	Does not manage financial matters and material assets and capital goods and services, allocating resources according to school priorities, or administer policies that provide a safe school environment	Needs improvement in managing financial and material assets and capital goods and services, allocating resources according to school priorities, or administering policies that provide a safe school environment	Attempts to manage financial and material assets and capital goods and services, allocating resources according to school priorities, and administers policies that provide a safe school environment	Effectively manages financial and material assets and capital goods and services, allocating resources according to school priorities, and administers policies that provide a safe school environment	
COMMUNITY AND STAKEHOLDER PARTNERSHIPS	Does not engage the community to create shared responsibility for student and school success using a shared leadership and decision making model in the operation of the school	Needs improvement in engaging the community to create shared responsibility for student and school success using a shared leadership and decision making model in the operation of the school	Attempts to engage the community to create shared responsibility for student and school success using a shared leadership and decision making model in the operation of the school	Actively engages the community to create shared responsibility for student and school success using a shared leadership and decision making model in the operation of the school	
DECISION MAKING STRATEGIES	Does not establish goals and targets, use data to make informed decisions, or use others to assist in the accomplishment of organizational goals	Needs improvement in establishing goals and targets, using data to make informed decisions, and uses others to assist in the accomplishment of organizational goals	Attempts to establish goals and targets, uses data to make informed decisions, and uses others to assist in the accomplishment of organizational goals	Effectively establishes goals and targets, uses data to make informed decisions, and uses others to assist in the accomplishment of organizational goals	
DIVERSITY	Does not interact with diverse individuals and groups or provide opportunities to involve the school community in a broad range of school activities	Needs improvement in effectively interacting with diverse individuals and groups and providing opportunities to involve the school community in a broad range of school activities	Attempts to effectively interact with diverse individuals and groups and provide opportunities to involve the school community in a broad range of school activities	Effectively interacts with diverse individuals and groups and provides opportunities to involve the school community in a broad range of school activities	
TECHNOLOGY	Does not work with staff to plan for increased technology usage or models the use of technology as a tool in support of both educational and community activities	Needs improvement in effectively working with staff to plan for increased technology usage and modeling the use of technology as a tool in support of both educational and community activities	Attempts to effectively work with staff to plan for increased technology usage and models the use of technology as a tool in support of both educational and community activities	Effectively works with staff to plan for increased technology usage and models the use of technology as a tool in support of both educational and community activities	
HUMAN RESOURCES DEVELOPMENT	Does not hire and retain high-quality teachers or hold them responsible for student learning, or demonstrate an understanding of the methods and principles of personnel evaluation	Needs improvement hiring and retaining high-quality teachers and holding them responsible for student learning, and demonstrating an understanding of the methods and principles of personnel evaluation	Attempts to effectively hire and retain high-quality teachers and hold them responsible for student learning, demonstrating an understanding of the methods and principles of personnel evaluation	Effectively hires and retains high-quality teachers and holds them responsible for student learning, demonstrating an understanding of the methods and principles of personnel evaluation	
LEADERSHIP DEVELOPMENT	Does not work to develop assistant principal and teacher leaders	Needs improvement in developing assistant principal and teacher leaders	Attempts to develop assistant principal and teacher leaders	Effectively mentors and develops assistant principal and teacher leaders	
LEADER DEVELOPMENT	Does not set high expectations and standards for performance or accomplish goals of individual leadership development plan	Needs improvement in setting high expectations and standards for performance and accomplishing goals of individual leadership development plan	Attempts to set high expectations and standards for performance and accomplish goals of individual leadership development plan	Effectively sets high expectations and standards for performance and successfully accomplishes goals of individual leadership development plan	

Any behavior marked (0) requires an explanation and must be addressed in the Individual Leadership Development Plan for the following school year.

**TOTAL NUMBER OF POINTS**

### Professional Responsibilities: The Employee

26 - 30 Points	Outstanding	<input type="checkbox"/>		Acceptable	Unacceptable
20 - 25 Points	Satisfactory	<input type="checkbox"/>	A. Demonstrates a sense of responsibility	<input type="checkbox"/>	<input type="checkbox"/>
17 - 19 Points	Needs Improvement	<input type="checkbox"/>	B. Supports school and district regulations and policies	<input type="checkbox"/>	<input type="checkbox"/>
0 - 16 Points	Unsatisfactory	<input type="checkbox"/>	C. Adheres to Professional Conduct & Code of Ethics (If rated unacceptable, documentation will be provided to employee)	<input type="checkbox"/>	<input type="checkbox"/>

\*A conference regarding my evaluation has been held. My signature does not necessarily imply agreement with the evaluation but does acknowledge that I have read it. I understand that I may submit a written statement to the Human Resources Department no later than (10) working days from this date.

Signature of Employee: \* \_\_\_\_\_ Employee ID # \_\_\_\_\_ Date: \_\_\_\_\_

\* Signature does not necessarily mean agreement.

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

# THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA DISTRICT ADMINISTRATOR EVALUATION FORM & RUBRIC

Name (printed) \_\_\_\_\_ Site \_\_\_\_\_ Position \_\_\_\_\_ School Year \_\_\_\_\_

Evaluator's Name \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

*Instructions for the use of this rubric:*

1. Evaluator will evaluate the employee through the use of observation and an optional portfolio prepared by the employee.
2. The optional portfolio should contain documents designed to showcase achievements not readily observable.
3. Evaluator will determine and record the score for each practice and total the number of points.
4. Evaluator will document the number of points on the District Administrator Evaluation Form.

PRACTICES	0	1	2	3	points
DECISION MAKING	Does not make decisions easily and effectively	Needs improvement in making decisions	Makes decisions within level of authority	Makes decisions independently and accepts responsibilities inherent in those decisions	
LEADERSHIP SKILLS	Does not possess leadership skills	Needs improvement in demonstrating leadership skills	Demonstrates leadership skills satisfactorily	Effectively demonstrates leadership skills that motivate and utilize the abilities of others	
WORK ENVIRONMENT	Does not maintain an organized working environment for self and staff	Needs improvement in maintaining an organized work environment for self and staff	Attempts to maintain an organized work environment for self and staff	Effectively and consistently maintains an organized work environment for self and staff	
COMMUNICATION SKILLS	Does not demonstrate adequate written and/or verbal communication skills	Needs improvement in written and/or verbal communication skills	Demonstrates adequate written and/or verbal communication skills	Demonstrates superior written and/or verbal communication skills	
GOALS	Does not establish goals	Needs improvement in establishing goals	Establish goals and makes satisfactory progress toward meeting them	Effectively establishes short-term and long-range goals, plans for accomplishment of goals and makes outstanding progress toward meeting them	
DEADLINES	Does not meet deadlines	Needs improvement in meeting deadlines	Usually meets deadlines	Consistently meets deadlines	
SUPERVISORY ABILITIES	Does not demonstrate ability to supervise other employees	Needs improvement in ability to supervise other employees	Has demonstrated supervisory capabilities satisfactorily	Effectively supervises, delegates, supports, monitors and evaluates other employees	
FISCAL RESPONSIBILITY	Does not demonstrate fiscal responsibility appropriate to role	Needs improvement in demonstrating fiscal responsibility appropriate to role	Usually demonstrates fiscal responsibility appropriate to role	Consistently demonstrates fiscal responsibility appropriate to role in areas such as budgets, inventories, etc.	
DATA	Does not analyze or use data to recommend improvement	Needs improvement in analyzing data	Analyzes data in a satisfactory manner to make recommendations for improvement	Consistently analyzes data to generate recommendations for improvement and insures that improvements are made	
RELATIONSHIPS	Does not have a positive working relationship with staff members	Needs improvement in maintaining a positive working relationship with staff members	Usually maintains a positive working relationship with staff members	Consistently maintains a positive work relationship with staff members	
COMMUNICATION WITH SUPERVISOR	Does not provide his/her supervisor with accurate information in a timely and objective manner	Needs improvement in providing his/her supervisor with accurate information in a timely and objective manner	Usually provides his/her supervisor with accurate information in a timely and objective manner	Consistently provides supervisor with accurate information in a timely and objective manner	
<b>TOTAL NUMBER OF POINTS</b>					

## Professional Responsibilities: The Employee

				Acceptable	Unacceptable
27 - 33 Points	Outstanding	<input type="checkbox"/>	A. Demonstrates a sense of responsibility	<input type="checkbox"/>	<input type="checkbox"/>
20 - 26 Points	Satisfactory	<input type="checkbox"/>	B. Supports school and district regulations and policies	<input type="checkbox"/>	<input type="checkbox"/>
17 - 19 Points	Needs Improvement	<input type="checkbox"/>	C. Adheres to Professional Conduct & Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>
0 - 16 Points	Unsatisfactory	<input type="checkbox"/>	D. Attendance	<input type="checkbox"/>	<input type="checkbox"/>

\*For evaluation purposes, do not include any leave time taken under Family Medical Leave Act (FMLA) and/or Workman's Compensation

\*A conference regarding my evaluation has been held. My signature does not necessarily imply agreement with the evaluation but does acknowledge that I have read it. I understand that I may submit a written statement to the Human Resources Department no later than (10) working days from this date.

Signature of Employee:\* \_\_\_\_\_ Employee ID # \_\_\_\_\_ Date: \_\_\_\_\_

\* Signature does not necessarily mean agreement.

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_



## EVALUATION MANUAL

### FREQUENTLY ASKED QUESTIONS

1. When do completed evaluation forms have to be sent to the Human Resources Department?  
*They are due on the first Tuesday in May.*
2. What forms should be used to evaluate employees?
  - ✓ *Classroom Teachers – SO-Per-112, 113, 114 ,115*
  - ✓ *Instructional Personnel without classes – 116, 117*
  - ✓ *Guidance Counselors – 118, 119*
  - ✓ *Media Specialists – 120, 121*
  - ✓ *Non-Instructional Staff – 015*
  - ✓ *Professional/ Technical Employees – 140*
  - ✓ *Assistant Principals – 138*
  - ✓ *Principals – 139*
  - ✓ *District Administrators – 139*
  - ✓ *District Technology Support Specialists - 015*
3. Where so I get the forms? *The forms are available on the HCSB website and can be completed online by going to Central Printing Services and looking for the Personnel form number.*
4. What levels are teachers on? *This information can be found in Section IV p. 7*
5. When do all instructional personnel observations have to be completed? *Prior to April 1<sup>st</sup>.*
6. What if I don't agree with my evaluation? *See Procedural Safeguards on p. 9*
7. Where so I send the IPDPs? *Send them to the Professional Development Office.*
8. Can .5's be given? *No. Only whole numbers are used in rubric calculations.*
9. How should the forms be submitted to Human Resources? *The school/ site should separated them into two categories: One for Instructional and one for Non-Instructional and Professional/ Technical . They should be alphabetized with an employee roster attached. Send originals signed with blue ink.*
10. How should the Coaching Session form be used? *It should only be used as a written record of a meeting. It is not an Employee Conference Report and should not be used as such.*
11. When should Long-Term substitutes be observed? *They must be observed after 30 days in the same classroom assignment. These forms should be sent in as soon as they are completed.*
12. Do I have to sign my evaluation? *Yes. The signature indicates receipt only and does not necessarily indicate agreement.*
13. Can I respond to my evaluation? *Yes. All employees should refer to p. 10.*