

PROPOSAL

BROWARD COUNTY RECOGNITION PROGRAM

For instructional personnel for eligibility of 5% performance pay where NBC does not provide certification.

The following eleven standards are generic across all job roles, and form the basis for which all applicants for the Broward County Recognition Program are expected to demonstrate competency:

I. Knowledge of Client

Accomplished professionals draw on their knowledge of their field and their relationships with clients to understand their abilities, interests, aspirations and values.

II. Knowledge of Content or Field

Accomplished professionals draw on their knowledge of their field to set attainment and worthwhile goals for their clients.

III. Environment Conducive to Goal Achievement

Accomplished professionals create an inclusive, caring, and challenging environment in which clients actively progress.

IV. Fairness, Diversity, and Equity

Accomplished professionals demonstrate their commitment to the principles of equity, strength, diversity, and fairness through their practices toward all clients.

V. Resources

Accomplished professionals select, adapt, create, and use rich and varied resources, both human and material.

VI. Engagement

Accomplished professionals actively work with clients to explore in purposeful ways important and challenging concepts, topics, and issues to build competence and confidence.

VII. Multiple Paths to Knowledge

Accomplished professionals use a variety of approaches to help clients strengthen understanding and gain command of essential knowledge and skills.

VIII. Assessment

Accomplished professionals employ a variety of assessment methods to obtain useful information about clients in order to develop and assist clients in reflecting on their own progress.

IX. Reflection

Accomplished professionals regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.

X. Family/Community Involvement

Accomplished professionals work collaboratively with parents, guardians, and other caregivers to understand their clients and to achieve common educational goals.

XI. Contributions to the Profession

PROPOSAL

BROWARD COUNTY RECOGNITION PROGRAM

For instructional personnel for eligibility of 5% performance pay where NBC does not provide certification.

Accomplished professionals work independently and collaboratively with colleagues and others to improve schools and to advance knowledge, policy, and practice in their field.

Documentation of Standards:

We recommend three (3) categories of entries for documentation of these standards:

ENTRY TITLE	ENTRY	STANDARD ADDRESSED
1. Analysis of Clients Progress	Written with work samples	1,2,3,4,5,6,7,8,9
2. Thinking Through the Process	Videotape and written	1,2,3,5,6,7,9
3. Documented Accomplishments	Written	9,10,11

Scoring:

The scoring is based on the National Board for Professional Teaching Standards Scoring Standards and will be done on a sliding scale of 0.75-4.25. Plus and minus scores are allowed, which are represented numerically as 0.25 from the whole number score. Each entry will be scored using more than one scorer to ensure that it is consistent and reliable. [See attached documents.]

Recommendations:

- Have subject matter experts come in and examine standards and scoring prior to rolling it out to give feedback on the standard, entry, and scoring.
- Training to prepare candidates will be coordinated through HRD.
- During the first year the NBCTs will do the scoring, as well as provide training and shadowing to allow for building capacity.
- Scoring must be done “blindly.” This can be done by having the district office responsible for the IPAS system disseminate the entries to the scorers.
- Based on the NBPTS scoring scale of 2.75 per entry to achieve certification, candidates must achieve a total score of 8.25 to be classified as Highly Effective and to receive the monetary incentive from the District.

PROPOSAL

BROWARD COUNTY RECOGNITION PROGRAM

For instructional personnel for eligibility of 5% performance pay where NBC does not provide certification.

ENTRY 1 - ANALYSIS OF CLIENTS' PROGRESS

Analysis of Clients' Progress is a written entry with work samples that provides evidence of the professional's ability to analyze clients' needs and implement appropriate strategies to meet those needs. This entry requires the professional to reflect upon his/her practice.

Level 4

The Level 4 performance provides clear, convincing, and consistent evidence that the professional is able to set worthwhile goals, think systematically about his/her practice, and make appropriate modifications for clients.

Level 3

The Level 3 performance provides clear evidence that the professional is able to set worthwhile goals, think systematically about his/her practice, and make appropriate modifications for clients.

Level 2

The Level 2 performance provides limited evidence that the professional is able to set worthwhile goals, think systematically about his/her practice, and make appropriate modifications for clients.

Level 1

The Level 1 performance provides little or no evidence that the professional is able to set worthwhile goals, think systematically about his/her practice, and make appropriate modifications for clients.

Indicators

- sets attainable and worthwhile goals based on individual client needs
- demonstrates an ability to plan, organize, and facilitate meaningful activities with clients to meet their individual needs
- promotes the principles of equity and diversity
- uses varied assessments to effectively facilitate clients' progress
- engages in reflective thinking that demonstrates a clear understanding of past interactions and constructive ideas for future activities.

PROPOSAL

BROWARD COUNTY RECOGNITION PROGRAM

For instructional personnel for eligibility of 5% performance pay where NBC does not provide certification.

ENTRY 2 - THINKING THROUGH THE PROCESS

Thinking Through the Process is a written entry accompanied by a videotape that demonstrates the professional's ability to set goals, plan and implement an activity using a variety of resources, and engage in meaningful interactions with clients. This entry requires the professional to reflect upon his/her practice.

Level 4

The Level 4 performance provides clear, convincing, and consistent evidence that the professional is able to further clients' development.

Level 3

The Level 3 performance provides clear evidence that the professional is able to further clients' development.

Level 2

The Level 2 performance provides limited evidence that the professional is able to further clients' development.

Level 1

The Level 1 performance provides little or no evidence that the professional is able to further clients' development.

Indicators

- sets attainable and worthwhile goals for clients
- engages clients in purposeful ways to build competence and confidence
- selects, adapts, creates, and uses rich and varied resources
- uses varied and effective strategies to engage and support client development
- engages in reflective thinking about his/her practice to support pedagogical and/or professional decisions

PROPOSAL

BROWARD COUNTY RECOGNITION PROGRAM

For instructional personnel for eligibility of 5% performance pay where NBC does not provide certification.

ENTRY 3 - DOCUMENTED ACCOMPLISHMENTS

Documented Accomplishments is a written entry which demonstrates commitment to student learning through work with students' families and community and demonstrates the professional's development as a learner and a leader/collaborator.

Level 4

The Level 4 performance provides clear, convincing, and consistent evidence of the professional 's ability to make a significant, positive impact on clients' development through work with families and communities, colleagues and other professionals, and as a learner.

Level 3

The Level 3 performance provides clear evidence of the professional 's ability to make a significant, positive impact on clients' development through work with families and communities, colleagues and other professionals, and as a learner.

Level 2

The Level 2 performance provides limited evidence of the professional 's ability to make a significant, positive impact on clients' development through work with families and communities, colleagues and other professionals, and as a learner.

Level 1

The Level 1 performance provides little or no evidence of the professional 's ability to make a significant, positive impact on clients' development through work with families and communities, colleagues and other professionals, and as a learner.

Indicators

- engages parents or other adults and community members as relevant in an interactive manner that fosters two-way dialogue focusing on clients' progress
- works with colleagues as a partner or collaborator to improve student achievement
- provides leadership in strengthening the profession
- demonstrates a conscious and deliberate approach to improving professional skills and student achievement rather than merely fulfilling job requirements