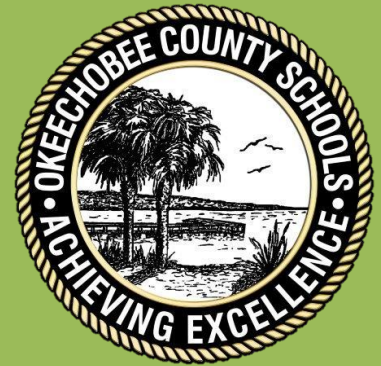# School District of Okeechobee County

Instructional Personnel Evaluation System

Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2018, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

> Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

Table of Contents

Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.

The mission of the Okeechobee County School Board is to instill excellence and determination so every student can achieve tomorrow's possibilities. To help us strive toward this aim, it is necessary for our instructional evaluation system to identify areas of strength and opportunities for growth in classroom instruction. This, in turn, will give our teachers the ability to grow and develop as educators and continue providing our students the best education possible.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education.

☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

Training

☒ The district provides training programs and has processes that ensure

➢ Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
➢ Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

☒ The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

☒ The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.

☒ The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.

☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.

☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.

☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.

➢ The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
➢ The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
➢ The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
➢ The evaluator must discuss the written evaluation report with the employee.
➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
➢ The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
➢ The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

➢ Planning of professional development; and
➢ Development of school and district improvement plans.

☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.

☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who

➢ Receive two consecutive unsatisfactory evaluation ratings; or
➢ Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

➢ Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
➢ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
➢ Evaluators provide necessary and timely feedback to employees being evaluated;
➢ Evaluators follow district policies and procedures in the implementation of evaluation system(s);
➢ Use of evaluation data to identify individual professional development; and,
➢ Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how the following instructional personnel groups are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Opening Year Faculty Meeting	A presentation is shown to staff members that covers the evaluation system.
Newly Hired Classroom Teachers	Opening Year Faculty Meeting	A presentation is shown to staff members that covers the evaluation system.
Late Hires	Upon Hire	The school principal and/or mentor review the evaluation system with the staff member.

2. Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed at least twice in the first year of teaching in the school district. In the table below, describe when and how many observations take place for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Teachers who are evaluated using the Instructional Evaluation System are classified as one of the following:

1. Newly hired teacher (AC1): A teacher in first year of District employment, who may or may not be a Developing teacher.
2. Entry level teacher (AC2/AC3): A teacher in their second (2) or third (3) year of District employment, who may or may not be a Developing teacher.
3. Regular teacher: A teacher in their fourth (4) year or more of District employment.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers Classified as a Regular Teacher			
Hired before the beginning of the school year	At least 1 Formal & 2 Informal	At least one observation occurs per semester.	No later than seven (7) workdays after the observation takes place.

Hired after the beginning of the school year (November – February)	At least 1 Formal & 1 Informal	At least one observation occurs per semester. If hired after the first semester, the teacher is observed two times during the second semester.	No later than seven (7) workdays after the observation takes place.
Hired after the beginning of the school year (March - May)	At least 1 Formal	At least one observation prior to the end of the school year.	No later than seven (7) workdays after the observation takes place.
Classroom and Non-Classroom Teachers Classified as an Entry Level Teacher (AC2/AC3)			
Hired before the beginning of the school year	At least 2 Formals & 1 Informal	At least one formal observation per semester.	No later than seven (7) workdays after the observation takes place.
Hired after the beginning of the school year (November – February)	At least 1 Formal & 1 Informal	At least one observation occurs per semester. If hired after the first semester, the teacher is observed two times during the second semester.	No later than seven (7) workdays after the observation takes place.
Hired after the beginning of the school year (March - May)	At least 1 Formal	At least one observation prior to the end of the school year.	No later than seven (7) workdays after the observation takes place.
Newly Hired Classroom Teachers Classified as Newly Hired Teacher (AC1)			
Hired before the beginning of the school year	At least 3 Formals	At least two observations occur in the first semester, one of which must be within 20 days of hire.	No later than seven (7) workdays after the observation takes place.
Hired after the beginning of the school year (November – February)	At least 2 Formals	At least one observation occurs per semester. If hired after the first semester, the teacher is observed two times during the second semester. The first of these observations must be within 20 days of hire.	No later than seven (7) workdays after the observation takes place.
Hired after the beginning of the school year (March - May)	At least 1 Formal	At least one observation within 20 days of hire.	No later than seven (7) workdays after the observation takes place.

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be evaluated at least twice in the first year of teaching in the school district. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers Classified as a Regular Teacher			
Hired before the beginning of the school year	2	(1) End-of-Year Summative is six weeks prior to the end of the school year based on IPC (2) Final Summative by September 30th that includes IPC and SGA.	(1) April (2) September
Hired after the beginning of the school year (November – February)	2	(1) End-of-Year Summative is six weeks prior to the end of the school year based on IPC (2) Final Summative by September 30th that includes IPC and SGA.	(1) April (2) September
Hired after the beginning of the school year (March - May)	0	No Evaluation	N/A
Classroom and Non-Classroom Teachers Classified as an Entry Level Teacher (AC2/AC3)			
Hired before the beginning of the school year	3	(1) Mid-Year Summative based on the IPC at the end of the first semester (2) End-of-Year Summative is six weeks prior to the end of the school year based on IPC (3) Final Summative by September 30th that includes IPC and SGA.	(1) January (2) April (3) September
Hired after the beginning of the school year (November – February)	2	(1) End-of-Year Summative is six weeks prior to the end of the school year based on IPC (2) Final Summative by September 30th that includes IPC and SGA.	(1) April (2) September
Hired after the beginning of the school year (March - May)	0	No Evaluation	N/A

Newly Hired Classroom Teachers Classified as Newly Hired Teacher (AC1)			
Hired before the beginning of the school year	3	(1) Mid-year Summative is following the receipt of 1st Semester Student Achievement Data and based on IPC at the end of the first semester (2) End-of-Year Summative is six weeks prior to the end of the school year based on IPC (3) Final Summative by September 30th that includes IPC and SGA.	(1) January (2) April (3) September
Hired after the beginning of the school year (November – February)	2	(1) End-of-Year Summative is six weeks prior to the end of the school year based on IPC (2) Final Summative by September 30th that includes IPC and SGA.	(1) April (2) September
Hired after the beginning of the school year (March - May)	0	No Evaluation	N/A

Any classroom or non-classroom teacher who terminates employment but works one day over half of their contract year will receive the appropriate summative evaluations based on the criteria in the above tables.

Part IV: Evaluation Criteria

A. Instructional Practice

In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Okeechobee County, instructional practice accounts for 66.7% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

There are two components to the overall instructional evaluation system. The first, the Instructional Practice Component (IPC), comprises 66.7% of the overall calculation. The second, Student Growth & Achievement (SGA), accounts for the remaining 33.3% of the overall evaluation rating.

The instructional Practice Component, which counts for two-thirds (66.7%) of the evaluation system includes performance indicators that focus on four domains for classroom teachers and five domains for non-classroom teachers.

Classroom Teachers Observation Model:
This process includes performance indicators that focus on four domains. The four domains contain 21 indicators that define a knowledge base for teaching and a framework for the development of teachers.

Domain 1: Classroom Strategies and Behaviors (12 indicators)
- Classroom Environment and Culture
- Direct Instruction
- Assessment for Student Learning
- Technology

Domain 2: Planning and Preparation (4 indicators)
Domain 3: Reflecting on Teaching and Learning (DPP) (1 indicator)
Domain 4: Collegiality and Professionalism (4 indicators)
- Professional Collaboration and Communication
- Professional Responsibilities

Non-Classroom Teachers Observation Model:
This process includes performance indicators that focus on four domains. The five domains contain 25 indicators that define a knowledge base for teaching and a framework for the development of teachers.

Domain 1: Data-Based Decision Making and Evaluation of Practices (4 indicators)
Domain 2: Instruction/Intervention Planning and Design (5 indicators)
Domain 3: Instruction/Intervention Delivery and Facilitation (6 indicators)

Domain 4: Learning Environment (5 indicators)
Domain 5: Professional Learning, Responsibility, and Ethical Practice (5 indicators)

Observation Process:

Component	Description	Timeline
Annual Planning Conference for the Deliberate Practice Plan (DPP)	- Setting expectations - Individual questions regarding procedures - Goal setting - Identify the status of the teacher, if newly hired determine Student Growth and Achievement measure to be used on first summative - Identify areas of focus for enhancement - Teacher selects one (1) indicator in Domain 1 for Deliberate Practice	Due September 30th or 20 work days from the date of hire, whichever is later.
Formal Observation (mutually scheduled)	30 minutes (elementary) or a class period (secondary), whichever is greater - If block scheduled at middle school level, formal observations will be between 45 to 60 minutes, unless a teacher requests in writing additional time or if concerns are noted. - A scheduled reflection conference (occurs within seven (7) days following the observation) - Used for annual evaluation - Written feedback - Observer gathers evidence regarding classroom instructional practices and behaviors	Refer to the table in *Part III: Evaluation Procedures* indicating the required number of observations based on contract status.
Informal Observation (announced or unannounced)	- At least 15 minutes in length - Used for annual evaluation - Written feedback - Observer gathers evidence regarding classroom instructional practices and behaviors	Refer to the table in *Part III: Evaluation Procedures* indicating the required number of observations based on contract status.
Walkthroughs (unannounced)	- Minimum of 3 minutes in length - Used for annual evaluation - Written feedback - Observer gathers evidence regarding classroom instructional practices and behaviors	No requirements
Deliberate Practice Plan (DPP) Goal Reflection Conference	- Reviewing Goals set on the DPP - Discuss data - Discuss progress/evidence - Complete and submit the plan	Due prior to the end of the school year. The principal sets the date at each school.

Classroom Teacher Instructional Practice Rating Scale:

The Instructional Practice Component (IPC) is calculated using a scoring system where teachers are expected to master each indicator. At the end of the year, the evaluation system averages the scores for each indicator to achieve an overall IPC score for the year. The indicators have different weighted value for each domain based on the rating marked. The weighted value for each indicator is identified on the Instructional Summative form attached in Appendix E.

For example, if a teacher earned a Needs Improvement (1) on indicator 1 and an Effective (2) on another observation, overall, the teacher would earn 1.5 for that indicator which rounds to 2, earning an Effective. The same process is completed for all 21 indicators. All domains have a different weighted value; therefore, the total number of indicators for each rating is listed for each domain to ensure the correct weighting is applied to the appropriate indicators. This results in each domain having a total score and rating that is used in the final summative calculation of the Instructional Practice Component.

Domain 1: 60%
Domain 2: 13.5%
Domain 3: 9%
Domain 4: 17.5%

Performance Rating	Domain 1	Domain 2	Domain 3	Domain4	Total Score Range
Unsatisfactory	0 – 27	0 – 7	0	0 – 7	0 – 41
Needs Improvement/ Developing	28 – 83	8 – 18	11	8 – 22	42 – 134
Effective	84 – 108	19 – 25	15	23 – 31	135 – 180
Highly Effective	109 – 120	26 – 27	18	32 – 35	181 – 200

Non-Classroom Teacher Instructional Practice Rating Scale:

The Instructional Practice Component is calculated using a scoring system where teachers are expected to master each indicator. At the end of the year, the evaluation system averages the scores for each indicator to achieve an overall IPC score for the year. The indicators have different weighted value for each domain based on the rating marked. The weighted value for each indicator is identified on the Student Services Summative form attached in Appendix E.

For example, if a non-classroom teacher earned a Needs Improvement (1) on indicator 1 and an Effective (2) on another observation, overall, the teacher would earn 1.5 for that indicator which rounds to 2, earning an Effective. The same process is completed for all 21 indicators. All domains have a different weighted value; therefore, the total number of indicators for each rating is listed for each domain to ensure the correct weighting is applied to the appropriate indicators. This results in each domain having a total score and rating that is used in the final summative calculation of the Instructional Practice Component.

All domains are 20% of the overall summative score.

Domain Range	Performance Rating	Total Score Range
0 – 14	Unsatisfactory	0 – 41
15 – 24	Needs Improvement/ Developing	42 – 134
25 – 34	Effective	135 – 180
35 – 40	Highly Effective	181 – 200

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Okeechobee County, other indicators of performance account for 0% of the instructional personnel performance evaluation.

Not applicable in Okeechobee.

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Okeechobee County, performance of students accounts for 33.3% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Where available, SGA/VAM calculations will be performed using up to the three (3) most recent SGA/VAM values, including two (2) and three (3) year aggregate calculations. Student Growth and Achievement (SGA) scores are calculated by course and based on the below methods.

The Student Growth and Achievement component of the first summative evaluation for newly-hired teachers will be determined between the principal/assistant principal and teacher during the annual planning conference. A mentor teacher, reading coach, or grade chairman/department head shall be present for individuals new to the profession.

Students included in the student growth and achievement scores for classroom teachers will include students based on the following criteria:
   a. Student growth and achievement scores for classroom teachers teaching semester-long classes will be calculated based on student data from both semesters.
   b. If the classroom teacher teaches a year-long course, only students present in both FTE Survey periods will count for student growth and achievement.
   c. Student growth and achievement scores for classroom teachers that were not in the same assignment for both survey periods will be calculated based on the appropriate measure defined in Article XII.F.2-24, and will include the students they served during each FTE Survey period.
   d. Student growth and achievement scores for classroom teachers that were out on extended leave during either FTE survey period or were hired after FTE survey 2 and before FTE survey 3 will be calculated based on the appropriate measure defined in Article XII.F.2-24, and will include the students they served during the FTE Survey period for which they were responsible for classroom instruction.

The student performance rating component of the instructional evaluation shall be calculated using the following methodologies, as appropriate:

   1. Full-time ESE teachers will be assessed as follows:
      a. Classroom teachers teaching 3-10 students that are enrolled in Access courses will have their student growth and achievement calculated based on the state alternate assessment.

     b. Classroom teachers teaching K-2 students with significant cognitive disabilities will have their student growth and achievement based on the district-adopted curriculum for the course.

     c. Classroom teachers teaching students in grades 11- 12 with significant cognitive disabilities will have their student growth and achievement based on the district-adopted curriculum for the course.

     d. Classroom teachers teaching students in post-graduation courses with significant cognitive disabilities will have their student growth and achievement calculated by the percent of students who decrease their level of assistance based on a district created rubric.

2. PreK teachers will be assessed as follows:

     a. Classroom teachers teaching developmental PreK (ACE) will have their student growth and achievement be based on the district purchased curriculum for the course.

     b. Classroom teachers teaching Voluntary PreK will have their student growth and achievement based on the state VPK assessment.

3. Classroom teachers teaching grades K-2 will have their student growth and achievement determined by students scoring 35 or higher Student Growth Percentile on the STAR assessment.

4. Classroom teachers teaching grade 3 will have 50% of their student growth and achievement determined by the percent of students scoring Level 3 or higher on FAST for math and reading. The other 50% of their SGA will be determined by the percent of students scoring 35 or higher Student Growth Percentile on the STAR assessment.

5. Classroom teachers, teaching grades 4 or above with one (1) year of VAM data whose students take FAST in the subject area(s) of ELA and math will have their VAM calculation determined by the VAM file released by the Florida Department of Education.

     a. Classroom teachers, teaching grades 4 or above whose students take FAST in the subject area(s) of ELA, math or grades 8-9 Algebra I and do not have a VAM rating from FLDOE will have their student growth calculation determined by their students' scale scores compared to their expected VAM scores.

     b. Classroom teachers, teaching grades 4 or above whose students take FAST in the subject area(s) of ELA, math or grades 8-9 Algebra I and do not have a VAM rating from FLDOE or an expected VAM score will have their student growth calculation determined by their students' making a learning gain defined as: increasing one or more achievement levels, increasing at least one subcategory, or maintaining the same level 3-5 from the prior year.

     c. (2022-2023 ONLY) The student growth and achievement calculation will be determined by the students making a learning gain defined as: increasing one or more achievement levels, increasing at least one subcategory based on the FSA Learning Gain table, or maintaining the same level 3-5 from the prior year using scale scores from the Spring 2022 assessment and the Spring 2023 assessment. Students who earn a learning gain will be marked as "yes" for meeting the target and students who do not will be marked "no" for meeting the target. The percentage of students meeting the target will be the numerator and all matched students will be the denominator. The percentage of students

meeting the target will be calculated for each teacher. The teachers will then be ranked based on the percentage of students meeting the target.

The student growth and achievement rating will be based on the percentage of OCSB teachers receiving each of the ratings (HE, E, NI, U) for their performance of students based on VAM for the 2021-22 evaluation year. The percentage of OCSB teachers earning each rating will be the same in 2022-2023 as it was in 2021-2022. For example, if 20% of teachers were highly effective on their VAM score in 2021-22 then the highest ranked 20% of the teachers under this method in 2022-23 will earn highly effective. For teachers who teach math and reading, the combined student growth in reading and math for each student on the teacher's verified roster will comprise the calculation.

6. Classroom teachers, teaching 8th grade science or 5th grade science, will have their student growth and achievement calculated by using the percent of students scoring Level 3 or above on the Statewide Science Assessment.

7. Classroom teachers who teach courses with district Common Course Exams (CCE) will have their student growth and achievement based on the percent of students scoring 70% or higher.

8. Classroom teachers who teach courses with End of Course (EOC) exams will have their students' growth and achievement calculated based on the percentage of students passing the EOC.

9. Classroom teachers who teach Algebra I in grades 8-9 will have their student growth and achievement calculated using Algebra I VAM.

10. Classroom teachers who teach Advanced Placement (AP) courses will have their students' growth calculated by the percentage of students scoring at Level 2 or above on the AP exam. All students assigned to AP courses will count in the denominator of the SGA calculation.

11. Classroom teachers who teach an elementary specials course (except media specialists) or a middle school course with no state assessment will have their student growth and achievement calculated by using the ELA and math assessments assigned to the students they serve weighted fifty percent (50%) in ELA and fifty percent (50%) in math. (Examples: music, PE, science, social studies, elective courses, etc.)

12. Media specialists will have their student growth and achievement calculated by using the ELA assessments assigned to the students they serve.

13. Non-classroom teachers will be assessed as follows:
    a. Overall school student growth and achievement will be used for non-classroom teachers assigned to a specific school. (Examples: guidance counselors, deans, resource specialists, coaches, etc.)
    b. Overall district student growth and achievement will be used for district itinerant teachers. (Examples: DHH, TVI, crisis counselors, social workers, Behavioral Specialists, math science coach and teachers on special assignment at the district level.)
    c. Instructional personnel that are the teacher of record in a classroom for part of the day and an instructional coach for part of the day will have 50% of their student growth and achievement calculated based on the school SGA value and the other 50% will be based on the appropriate method based on the course they teach.

14. Classroom teachers whose students are in dual enrollment courses will have their student growth and achievement calculated based on the percentage of students passing the course with a C or higher.
15. Classroom teachers teaching band will have their student growth and achievement calculated based on FBA adjudications for grades 7-12 and district Common Course Exams for grade 6.
16. Career education teachers teaching courses with certification exams will have their student growth and achievement based upon the percentage of students passing the industry certification.
17. Classroom teachers teaching Credit Retrieval will have their student growth and achievement based on the percent of students scoring 70% or higher on the semester test for the course in which they are enrolled.
18. Classroom teachers whose class is comprised of high school students of which 50% or more have not met the graduation requirement for FSA ELA (grades 11-12) or Algebra I EOC (grades 10-12) will have their student growth and achievement based on the percent of students passing the required statewide assessment or earning any state approved concordant score.
19. Grades 6-12 classroom teachers at Okeechobee Achievement Academy will have their student growth and achievement calculated by using the ELA and math assessments assigned to the students they serve weighted fifty percent (50%) in ELA and fifty percent (50%) in math for the students they serve who have been enrolled a minimum of nine (9) weeks.

Student growth and achievement will be calculated using the cut scores listed below that are based on the percentage of students meeting or exceeding the target set for that course.

a. All instructional staff will use the following cut scores unless they meet the criteria outlined in Items b-d below:
       Unsatisfactory: 0-32
       Needs Improvement: 33-45
       Effective: 46-71
       Highly Effective: 72-100

b. Any classroom teacher whose class is comprised of high school students of which 50% or more have not met the graduation requirement for FSA ELA (grades 11-12) or Algebra I EOC (grades 10-12) will have their student growth and achievement calculated using the following cut scores:
       Unsatisfactory: 0-29
       Needs Improvement: 30-42
       Effective: 43-68
       Highly Effective: 69-100

c. Instructional personnel at Okeechobee Achievement Academy who serve students in EBD, MSD, and HSD will have their student growth and achievement calculated using the following cut scores:
       Unsatisfactory: 0-24
       Needs Improvement: 25-37
       Effective: 38-63
       Highly Effective: 64-100

d. Classroom teachers whose student growth and achievement score is calculated using either the Statewide Science Assessment or an End Of Course (EOC) exam in which a passing score has been established by the state will have their student growth and achievement calculated using the following cut scores:

   Unsatisfactory: 0-27
   Needs Improvement: 28-40
   Effective: 41-66
   Highly Effective: 67-100

The table below is used to determine the score points for the Student Growth and Achievement component. The cut scores listed above are used to determine the Student Growth Rating, which, in turn, corresponds to the Overall Student Growth Value listed in the table.

Student Growth Rating	Overall Student Growth Value
Unsatisfactory	13
Needs Improvement/ Developing	42
Effective	80
Highly Effective	100

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a second grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

There are two components to the overall instructional evaluation system. The first, the Instructional Practice Component (IPC), comprises 66.7% of the overall calculation. The second, Student Growth & Achievement (SGA), accounts for the remaining 33.3% of the overall evaluation rating.

The IPC score is derived based on classroom observations performed throughout the year. The SGA score is calculated based on students' academic performance on summative assessments. The assessments used for this score vary based on student grade level and/or course enrollment.

The table below is used to determine the overall rating for the employee based on the total points the employee earned adding the Instructional Practice Component (200 points) and the Overall Student Growth Value (100 points).

Summative Rating Scale	Overall Summative Rating
0 – 59	Unsatisfactory
60 – 199	Needs Improvement/ Developing
200 – 264	Effective
265 – 300	Highly Effective

Calculation Examples
Example #1: *Second Grade Teacher*

Instructional Practice

Domain Number	Domain Score	Domain Rating
Domain 1	112	Highly Effective
Domain 2	26	Highly Effective
Domain 3	15	Effective
Domain 4	33	Highly Effective
Total	186	Highly Effective

Student Growth & Achievement

Year	Raw Points	Score Points
Two Years Ago	80	-
Last Year	77	-
Current Year	85	-
Overall Student Growth Score	81	-
Student Growth Rating	Highly Effective	100

Final Summative Evaluation

Component	Score Points	Rating
Instructional Practice	186	Highly Effective
Student Growth & Achievement	100	Highly Effective
Overall Summative Rating	286	Highly Effective

Example #2: *Ninth Grade ELA Teacher*

Instructional Practice

Domain Number	Domain Score	Domain Rating
Domain 1	17	Unsatisfactory
Domain 2	8	Needs Improvement
Domain 3	11	Needs Improvement
Domain 4	5	Unsatisfactory
Total	41	Unsatisfactory

Student Growth & Achievement

Year	Raw Points	Score Points
Two Years Ago	N/A	-
Last Year	45	-
Current Year	15	-
Overall Student Growth Score	30	-
Student Growth Rating	Unsatisfactory	13

Final Summative Evaluation

Component	Score Points	Rating
Instructional Practice	41	Unsatisfactory
Student Growth & Achievement	13	Unsatisfactory
Overall Summative Rating	54	Unsatisfactory

Appendices
Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAPs).

Alignment to the Florida Educator Accomplished Practices	
Practice	**Evaluation Indicators**
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	6, 13, 16
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	5, 6, 9, 15, 16
c. Designs instruction for students to achieve mastery;	7, 13
d. Selects appropriate formative assessments to monitor learning;	10, 11
e. Uses diagnostic student data to plan lessons; and,	10, 11, 14
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	6, 7, 13, 16
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	1, 3
b. Manages individual and class behaviors through a well-planned management system;	1, 2
c. Conveys high expectations to all students;	5, 6
d. Respects students' cultural linguistic and family background;	9, 14, 19
e. Models clear, acceptable oral and written communication skills;	9, 19, 20
f. Maintains a climate of openness, inquiry, fairness and support;	2, 7, 19
g. Integrates current information and communication technologies;	12, 14
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	7, 14
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	1, 12, 14
3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	4, 5, 6, 7, 12, 13, 14
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3, 5, 6, 8, 14
c. Identify gaps in students' subject matter knowledge;	6, 7, 9, 16
d. Modify instruction to respond to preconceptions or misconceptions;	5, 6, 9, 14, 15, 16
e. Relate and integrate the subject matter with other disciplines and life experiences;	4
f. Employ higher-order questioning techniques;	8, 10
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	5, 6, 7, 12
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	7, 10, 11, 15
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	4, 10, 11, 19
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	7, 9, 14, 15, 19

4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	10, 11, 14
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	10, 11
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	10, 11, 12, 14
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	4, 7, 14
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	11, 19
f. Applies technology to organize and integrate assessment information.	11, 12
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	17
b. Examines and uses data-informed research to improve instruction and student achievement;	17
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	7, 10, 11, 14, 15
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	18, 19
e. Engages in targeted professional growth opportunities and reflective practices; and,	17, 18
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	17, 18
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	18, 19, 20, 21

Appendix B – Observation Instruments for Classroom Teachers

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.

Domain 1: Classroom Strategies and Behaviors

CLASSROOM ENVIRONMENT AND CULTURE (Domain 1)

1. Maintains a safe, organized classroom, and manages the use and accessibility of materials and equipment.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Physical environment of the room is unsafe and the arrangement gets in the way or distracts from student learning and the purpose of the lesson. The resources, materials and technology in the classroom do not relate to the content or current units studied, or are not accessible to all students to support their learning during the lesson.	The physical environment is safe but the arrangement neither supports learning nor the purpose of the lesson. The resources, materials and technology in the classroom relate to the content or current unit studied and are accessible to all students but are not referenced by teacher.	The physical environment is safe; the arrangement supports student learning and the purpose of the lesson. The resources, materials and technology in the classroom relate to the content or current unit studied, are accessible to all students and are intentionally used by teacher to support learning.	The physical environment is safe, and the arrangement supports student learning and the purpose of the lesson. The resources, materials and technology in the classroom relate to the content or current unit studied, are accessible to all students and are intentionally used by both teacher and student to support learning.
Possible Teacher Observables: • The document camera is ready and set up for use, but is positioned in a way that most students cannot see what is projected. • Teacher has arranged the classroom to accommodate independent work. Furniture is difficult to adjust for group work. • Teacher tends to remain stationary in the front of the classroom. • There are few to no exemplars of student work on the walls. The walls are decorated with permanent posters. • Books, materials, charts, technology, and tools are on shelves where students cannot reach them. • Virtual or online learning spaces fail to protect students from cyber bullying, has no clear method of communication between the teacher and students.	**Possible Teacher Observables:** • The document camera is ready and set up for use, but is positioned in a way that some students cannot see projection. • Teacher has arranged the classroom to accommodate small group work and independent work. Furniture can be moved easily. • Teacher tends to remain in a certain portion of the classroom. • There are some exemplars of student work on the walls, some are outdated. • The resources, materials & technology in the classroom relate to the content or current unit studied & are accessible to all students but teachers do not reference. • Virtual or online learning spaces have procedures in place to report cyber-bullying.	**Possible Teacher Observables:** • The document camera is ready and set up for use, and optimally positioned so that all students can see projection. • Teacher has arranged the classroom to accommodate whole group teaching, small group work, and independent work. Furniture in the room is organized for different configurations. • Teacher is able to circulate through the classroom to monitor, observe, & confer. • Exemplars of student work on the walls that include written teacher feedback. • Books, materials, technology, and tools are well organized & easy to find. • Virtual or online learning spaces provide methods of communication between students and the teacher and have procedures in place to prevent and report cyber–bullying.	**Possible Teacher Observables:** In addition to Effective: • Teacher strategically circulates through the classroom to monitor, observe & confer. • There are current exemplars of student work on the walls that include constructive, written feedback from teacher and students. • Teacher encourages students to get materials they need to support their learning • Virtual or online learning spaces provide clear methods of communication with the teacher by students and parents, offer pacing charts for student progress, and procedures to prevent and report cyber-bullying.
Possible Student Observables: • Students are unfamiliar with the concept of a "meeting area" because it does not exist in the classroom. • Students are unaware of any charts that teacher might have created for their reference. • Students are unaware of materials and how to use them. • Students only use resources that are typically stored in their desks.	**Possible Student Observables:** • With prompting and support, some students can transition to the "meeting area," while others struggle to find a space to do their best thinking. • Students are unsure of where charts are located for their reference. • Students are not sure where certain materials are kept. When they go to get them they take a lot of time going through them to find what they need. • Students choose from a collection of resources for learning, but the resources do not necessarily help them with the assigned task.	**Possible Student Observables:** • Most students can transition to the "meeting area" so that each student has personal space. • Students know where materials are kept and access them with ease. They quickly get what they need, causing minimal interruption to the rest of the class. • Students choose from a collection of resources for learning, but teacher reminds them that these resources are available and which ones may work the best for the assigned task. • Students find materials that help them with their tasks.	**Possible Student Observables:** • All students smoothly transition to the "meeting area" and know where to sit so they have personal space. • Students know where co-constructed charts are located for their reference. Students can be seen going to a chart when stuck. • Students choose from a collection of resources for learning without reminders or prompts from teacher as to which materials may be the most helpful.

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CLASSROOM ENVIRONMENT AND CULTURE (Domain 1)

2. Manages student behavior

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Rarely or never responds to student misbehavior by following classroom routines and/or building discipline procedures. Student behavior does not change or may escalate.	Responds to student misbehavior by following classroom routines and/or building discipline procedures, but with uneven student behavior results.	Responds to student misbehavior by following classroom routines and building discipline procedures. Student misbehavior is rare.	Responds to student misbehavior by following classroom routines and building discipline procedures. Student behavior is appropriate. Students manage themselves, assist each other in managing behavior, or there is no student misbehavior.
Possible Teacher Observables: After teacher cue, misbehaving student continues poor behavior, and teacher fails to follow through with the appropriate consequence.	**Possible Teacher Observables:** After teacher cue, misbehaving student stops poor behavior, and with guidance, becomes passively compliant.	**Possible Teacher Observables:** After teacher cue, misbehaving student stops poor behavior and, with guidance, attends to the task at hand.	**Possible Teacher Observables:** After teacher cue, misbehaving student stops poor behavior and the established classroom procedure to attend to the task at hand.
Possible Student Observables: Students do not adhere to classroom routines and behavioral expectations, and are therefore unpredictable at times.	**Possible Student Observables:** With prompting and monitoring, some students follow classroom routines and behavioral expectations.	**Possible Student Observables:** With prompting and monitoring, most students follow classroom routines and behavioral expectations.	**Possible Student Observables:** Most students independently follow classroom routines and behavioral expectations.
Students often try to lay blame on everyone except themselves.	Students know that they are responsible for their own work and own behavior, but they do not necessarily meet these expectations.	Students know that they are responsible for their own work and behavior.	Students know and can articulate that they are responsible for their own work and own behavior. Students remind each other about classroom behavior routines.
With a prompt from teacher, few students remind each other about classroom behavior routines.	With a prompt from teacher, some students remind each other about classroom behavior routines.	With a prompt from teacher, students remind each other about classroom behavior routines.	
Interactions between the instructor and students and/or among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict and/or the live learning opportunity is lacking interactions among participants including in the virtual classroom.	*Interactions, both between the instructor and student(s) and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness including in the virtual classroom.*	*Interactions between the instructor and all participant(s) are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among student(s) including in the virtual classroom.*	*Interactions among the instructor and individual student(s) are highly respectful, reflecting genuine warmth, caring and sensitivity to students' cultures and levels of development including in the virtual classroom.*
			Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class including the virtual classroom

CLASSROOM ENVIRONMENT AND CULTURE (Domain 1)

3. Students use established procedures for discussion, collaboration and accountability.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Procedures for discussion and collaborative work are absent, poorly executed or do not hold students accountable for their work and learning.	Procedures for discussion and collaborative work are present, but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Procedures for discussion and collaborative work have been taught, are evident, and result in effective discourse related to the lesson purpose. With prompts, students use these routines during the lesson. Students are held accountable for their work and learning.	Procedures for discussion and collaborative work have been explicitly taught, are evident, and result in effective discourse related to the lesson purpose. With prompting, students independently use the routines during the lesson. Students are held accountable for their work, take ownership for their learning and support the learning of others.

Possible Teacher Observables: Teacher has posted sentence stems and invitations such as: "What do you think about that?" or "Do you agree?" or "What is your evidence?" but has never formally introduced them to students. Teacher has set few expectations for partner conversations. Teacher shouts or says "shhhhh" to small groups to be quiet. Students are asked to write in response to the question, "What is the mood the author creates in the story?" and when finished, Write a response to the second question, "How do you know?" Teacher asks students to hand their responses to a neighbor to read. **Possible Student Observables:** Students are content to have teacher dominate classroom conversations. Individual students focus on socializing with their peers. Half of the students work quietly on the assigned task. Half of the students are reading a book quietly. The instructor does not clarify or provide further direction for procedures, negatively impacting student learning including in the virtual classroom.	**Possible Teacher Observables:** Teacher has posted and introduced sentence stems and invitations such as: "What do you think about that?" or "Do you agree?" or "What is your evidence?" but students seem artificial when using them. Teacher occasionally prompts students to use A-B partners, prompts one to go first, then the other, and has set times for the conversation. Teacher tells small groups to "stay on task" but does not provide guidelines for participation. Teacher states, "How did the author create the mood for the story?" and calls on students with their hands raised. One time during the whole group lesson teacher asks students to turn and talk to each other for 30 seconds and then calls on those with their hands raised. **Possible Student Observables:** Students robotically use phrases like "I agree with... ," or I disagree with ...," but neglect to listen to one another, therefore making the discourse flat and artificial. Students perform closing procedures that include materials/assignment management. There are 9 students out of 30 who respond to all of the teacher questions. When asked to turn and talk, half of the students in the class have something to say to each other. The instructor is reactive in communicating concerns that impact student learning, and provides clarification or further direction only upon student request including in the virtual classroom.	**Possible Teacher Observables:** Teacher has posted and refers to sentence stems and invitations such as: "What do you think about that?" or "Do you agree?" or "What is your evidence?" Teacher prompts students to use the sentence stems during their discussion. With teacher prompting, students use an A-B partner structure for their conversation. Students keep track of their own air time. Teacher monitors group work and ensures use of participation protocol. Teacher states, "Think about the ways the author created the mood for this story, write down your ideas, and then turn to a partner and share your thinking." Teacher monitors the level of conversations of students as well as how many are talking to each other. Teacher calls on students randomly to share their thinking. Teacher states, "I noticed that most of you were talking to each other. Please jot down in your notebook what you could do next time to increase the quality of talk in your partnerships." **Possible Student Observables:** With coaching from teacher, students use phrases like "I agree with..." or "I disagree with..." as a routine to listen to and build discourse around a topic. Students perform closing procedures that include individual reflection and materials/assignment management. When asked to talk, there are 6 students in the back who just listen to the thinking of their partner. When asked what they could do to improve the level of their talk, all 6 write down at least one idea. The instructor is proactive in communicating before concerns impact student learning, and provides clarification or further direction for procedures specific to the course content including in the virtual classroom.	**Possible Teacher Observables:** In addition to Effective: Teacher has posted, refers to and expects students to use sentence stems and invitations such as: "What do you think about that?" or "Do you agree?" or "What is your evidence?" Students do so routinely. Teacher and students monitor group work and ensure use of participation protocols. Teacher listens in on the student conversations and picks students to share based on the qualities of their conversations with each other that teacher would like to highlight for the entire class. **Possible Student Observables:** Students consistently use phrases like "I agree with..." or "I disagree with...." as a routine to listen to and build discourse around a topic. Students perform closing procedures that include individual/joint reflection and materials/assignment management. When asked to talk together, students quickly get into pairs and begin to share their thinking. One student says to another, "That is a great idea, why don't you share that out with the others." If a student is not participating, another student asks them to share their thinking. The instructor is proactive in communicating before concerns impact student learning and includes others who support the students when appropriate, and provides clarification or further direction for procedures specific to the course content including in the virtual classroom.

DIRECT INSTRUCTION (Domain 1)

4. Sets expectations and engages students' attention, curiosity, interest, optimism, and passion in work that has clear meaning and immediate value.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Teacher expectations and strategies engage few or no students in work of high cognitive demand. Teacher plans for and accepts ritual compliance where the student is willing to expend whatever effort is necessary to avoid negative consequences, even though the student sees little meaning or value in the task.	Teacher expectations and strategies engage some students in work of high cognitive demand. Teacher plans for or accepts strategic compliance when the assigned work has little or no inherent meaning or immediate value to the student, but the student associates it with extrinsic results that are of value.	Teacher expectations and strategies engage most students in work of high cognitive demand. Teacher expects evidence and precision from students and probes students' answers accordingly. Teacher provides high quality work for students– work that is engaging, meaningful, and of value.	Teacher expectations and strategies engage all students in work of high cognitive demand. Teaching and learning allows students to generate knowledge or make meaning via such behaviors as clarifying, asking questions, comparing, and applying new information.
Possible Teacher Observables: Teacher writes a problem on the board about finding the surface area of an irregular shape. Teacher poses questions such as, "What is the hypotenuse?" "What is the answer?" The teacher does not convey a growth mindset for students and does not hold in high regard for their abilities including in a virtual class.	**Possible Teacher Observables:** Teacher writes a problem on the board about finding the surface area of an irregular shape and asks students to work independently to solve the problem. Teacher pulls popsicle sticks out of a jar, calls on five students randomly to explain how they solved the problem, and the other students are asked to pose questions to the five students The teacher inconsistently conveys a growth mindset for students and may show a lack of respect for their abilities, and may not stress the importance of content or expect precise language from students including in a virtual class.	**Possible Teacher Observables:** Teacher writes a problem on the board about finding the surface area of an irregular shape, asks students to work independently to solve the problem and then asks students to turn to a partner and explain how they solved it. The teacher conveys a growth mindset for most students and holds a high regard for their abilities, as well as the importance of content and expects precise language from students including in a virtual class.	**Possible Teacher Observables:** Teacher writes a problem on the board about finding the surface area of an irregular shape. Students work independently to solve the problem. Teacher asks students to use their "A/B" partners. "A" partners are asked to turn to their partner and explain how they solved the problem. "B" partners are asked to restate what "A" said and whether they agree or not and why. Teacher monitors for student participation while partners share. The teacher conveys a growth mindset for all students and holds a high regard for their abilities, as well as the importance of content and expects precise language from students including in a virtual class.
Possible Student Observables: The same two or three students call out answers to teacher's questions. Student work look like: • Overwhelming choices • Chaos • Lack of procedures and protocols • Being singled out • Contrived activities	**Possible Student Observables:** Students work independently to solve the problem and respond to teacher's questions when called upon. Some students pose questions to their classmates. Student work looks like: • Recall of answers • Only one answer possible • Answering single-answer questions • Simply taking turns talking • Group grades only • Avoiding an assignment • Practice without context • Repetition of low-level work	**Possible Student Observables:** Students work independently to solve the problem and all turn to a partner to explain how they solved it. Students habitually display persistence in providing textual evidence to support answers and responses, both orally and in writing. Student work looks like: • Supported predictions • Comparisons • Summary statements • Explanations • Strategies • Visual exemplars • Clear format and procedures • Students take risks with unpopular or more subtle answers • Reasoning first, answers second	**Possible Student Observables: Students** work independently to solve the problem and all turn to a partner to explain how they solved it. Students restate their partners reasoning, whether or not they agree, & why. Student work looks like: • Supported Opinions • Quantity and quality required in personal response activities • Sources, evidence, & examples are cited • Reciprocal teaching • Literature circles • Connections to audience/purpose • Proficient work posted

DIRECT INSTRUCTION (Domain 1)

5. Scaffolds the task, and uses strategies for the purpose of gradually releasing responsibility to students, providing opportunities for students to take ownership of their learning.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Teacher rarely or never provides opportunities and strategies for students to take ownership of their own learning to develop, test and refine their thinking.	Teacher occasionally provides opportunities and strategies for students to take ownership of their own learning. Locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student's learning.	Teacher consistently provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student's learning.
Teacher rarely or never uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher occasionally uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher frequently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.	Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.
Teacher rarely or never provides scaffolds and structures that are related to and support the development of the targeted concepts and/or skills	Teacher provides limited scaffolds and structures that may or may not be related to and support the development of the targeted concepts and/or skills.	Teacher keeps all students persevering with challenging tasks. When appropriate, teacher explicitly attends to strengthening students' language and reading foundational skills. Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills.	Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills. Students use scaffolds across tasks with similar demands.
Possible Teacher Observables: During a unit of study on realistic fiction, teacher provides students the same book to read during independent reading time. Students are expected to read the same number of pages per day and answer the same, mostly knowledge or comprehension, questions. Teacher assigns students a science article to read on their own. No routines or structures are in place to support independent work. Teacher asks students to write a five-paragraph essay on the topic of their choice. Teacher explains that there is a paragraph for the introduction, a paragraph for each of three ideas and a paragraph for the conclusion. The learning opportunities and activities are poorly aligned with the instructional outcomes, or require only rote responses including in a virtual class.	**Possible Teacher Observables:** During a unit of study on realistic fiction, teacher provides students with a choice of three different titles that they can read during independent reading time. Students in the same books are expected to read the same number of pages per day and answer the same, mostly knowledge or comprehension, questions and share their answers with each other. Teacher instructs students on how to "skim and scan" a science article by modeling how to "skim and scan" and then inviting students to try the new strategy on their own. "Skim and scan" routine is posted on the wall. In addition to Unsatisfactory: Teacher explains how to plan for and write a five-paragraph essay. Teacher models each type of paragraph separately. Teacher provides wall chart(s) with descriptors for each type of paragraph.	**Possible Teacher Observables:** During a unit of study on realistic fiction, teacher has the librarian give book talks on 10 different titles. Students are taught how to choose a book at their level and all students read the realistic fiction book of their choice during independent reading time. At the end of each independent reading time, students are asked to reflect on what they are learning about the genre of realistic fiction. Teacher instructs students on how to "skim and scan" a science article by modeling, then providing guidance and feedback as students try the same strategy, and finally inviting students to try the new strategy on their own. "Skim and scan" routine is posted on the wall. Teacher periodically prompts students to use the routine. In addition to Needs Improving/Developing: Teacher provides students with exemplary models of each type of paragraph. Teacher	**Possible Teacher Observables:** In addition to Effective: Teacher prompts students to begin literature circle discussions. Teacher tells students they will be using "skim and scan" routine when reading the science article. Students use the "skim and scan" routine without additional prompting from teacher. Teacher adapts activities to focus on a single page or event instead of the whole. When students are ready, the teacher helps them connect the event to the larger story. **Possible Student Observables:** Students meet in book groups to discuss what their books have in common and what they are learning about the genre of realistic fiction. Students commence using the "skim and scan" routine independently and successfully without teacher assistance.

Possible Student Observables:

Students all read the same realistic fiction book during independent reading time.

Students answer the questions with one-or two-word responses and check off in a reading log that they completed the task.

Students are uncertain as to how to successfully complete the reading and depend on teacher for assistance.

Students listen to directions and work independently on their writing. There is no writing plan or pre-writing activity. Students do not use wall charts or they are not available.

The learning opportunities or prompts are partially aligned with the instructional outcomes but require only minimal thinking by student(s), allowing most student(s) to be passive or merely compliant including in a virtual class.

Possible Student Observables:

Students reading the same realistic fiction book during independent reading time answer questions and check with each other to see if they have the same answers.

Students answer the questions with one- or two-word responses and check off in a reading log that they completed the task.

Students work independently with some teacher assistance. Some students use the "skim and scan" routine, some do not.

Students turn and tell their partners what teacher modeled and/or what they will be working on.

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models how to use wall chart(s) to assist their thinking.

Teacher teaches a routine for flagging unknown words in a passage then provides students with a structure to decode or analyze unknown words.

The learning opportunities and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most student(s) with important and challenging content, and with instructor scaffolding to support that engagement including in a virtual class.

Possible Student Observables:

After reflecting on their own book, students meet as a whole group to discuss what their books have in common and what they are learning about the genre of realistic fiction.

Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.

Students work independently with some teacher assistance.

Students respond to teacher prompting by using the "skim and scan" routine.

Students turn and tell their partners what was exemplary about each model.

Students can explain how wall charts can be used.

Students revise models accurately. They use the wall charts and consult each other for assistance during revision.

Student(s) are engaged in challenging content, with well-designed learning opportunities, suitable scaffolding by the instructor, and are fully aligned with instructional outcomes including in a virtual class.

DIRECT INSTRUCTION (Domain 1)

6. Focus each lesson on high-quality text or multiple texts (ELA, Science, Social Studies and Technical Subjects). Ensures the work of the lesson reflects the Shifts required by the B.E.S.T. Standards for Mathematics.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional materials and tasks never align with the standard. The lesson contains no meaningful connections to the student's prior skills or knowledge.	Instructional materials and tasks loosely align with the standard. Materials and tasks are below grade level or below student's developmental level. The lesson focuses on mathematics outside the grade-level standard or superficially reflects the grade-level standard without evidence of the need for remediation. The lesson targets aspects or rigor that are not appropriate for the standard(s) being addressed.	Instructional materials and tasks align with the standard. Materials and tasks frequently align with student's level of challenge. A majority of the lesson is spent reading, writing, or speaking about text(s). The text(s) are at or above the complexity level expected for the grade and time in the school year. The text(s) exhibit exceptional craft and thought and/or provide useful information. The lesson focuses on the depth of the grade-level standard(s), or part(s) thereof. The lesson intentionally relates new concepts to students prior skills and knowledge. The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.	Instructional materials and tasks align with the standard. Materials and tasks consistently align with student's level of challenge. The entire lesson is spent reading, writing or speaking about text(s). The text(s) are at or above the complexity level expected for the grade and time in the school year. The text(s) exhibit exceptional craft and thought and/or provide useful information. The lesson focuses only on mathematics within the grade-level standards and fully reflects the depth of the grade level cluster(s), grade-level content standard(s)s, or part(s) thereof. The lesson explicitly builds on students prior skills and knowledge and students articulate these connections.
Possible Teacher Observables: Teacher uses materials that have a lower reading level than grade level standard. **Possible Student Observables:** Some students finish task early. Many students indicate boredom with the materials.	**Possible Teacher Observables:** Teacher uses materials with a grade level standard reading level. **Possible Student Observables:** All students are using the same materials.	**Possible Teacher Observables:** In addition to Needs Improvement/Developing: Teacher supplements core texts and materials with materials at higher and lower reading levels several times a week. **Possible Student Observables:** Several times a week students have a range of reading and interest level materials available to select from.	**Possible Teacher Observables:** In addition to Effective: Teacher supplements core texts and materials with materials at higher and lower reading levels in each lesson. **Possible Student Observables:** For each lesson, students have a range of reading and interest level materials available to select from.

DIRECT INSTRUCTION (Domain 1)

7. Provides differentiated instruction

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategies- such as time, space, structure, or materials to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies-such as time, space, structure, materials- to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies- such as time, space, structure, materials differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
Possible Teacher Observables: Teacher explains a math procedure and provides a single activity for all students to complete. Does not use assessment to determine services that will address students' needs. **Possible Student Observable:** All students are working on the same math activity.	**Possible Teacher Observables:** Teacher explains a math procedure and provides a single activity for all students to complete that includes three different levels of math problems. Teacher has problem-solving strategies posted on the wall. Sometimes uses assessments to determine services that will address students' needs including in the virtual classroom. **Possible Student Observable:** Students begin working on the activities at different places. Students use the problem-solving strategies when prompted by teacher.	**Possible Teacher Observables:** Teacher explains a math procedure, provides two or three different activities with varying levels of difficulty for each. Teacher gives each student an activity based on their recent assessment data. Teacher has problem-solving strategies posted on the wall. Teacher organizes small groups of students based on recent assessment data to remediate or accelerate in teacher directed center. Uses assessment to determine appropriate class-wide services to address the needs of the student population including in the virtual classroom. **Possible Student Observable:** Students are working on different activities. Some students use posted problem-solving strategies without prompting from teacher.	**Possible Teacher Observables:** In addition to Effective: Teacher uses probing questions with targeted groups of students to encourage the development of specific problem-solving strategies. Teacher provides students with a range of models for each type of paragraph and asks students to revise them so they are exemplary. Successfully assesses individual students' needs and differentiates services to address them including in the virtual classroom. **Possible Student Observable:** In addition to Effective: Students engage with teacher and each other about how and when to use specific problem-solving strategies.

DIRECT INSTRUCTION (Domain 1)

8. Uses quality questions to probe and deepen students understanding.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Teacher rarely or never asks questions to probe and deepen student's understanding or uncover misconceptions.	Teacher occasionally asks questions to probe and deepen students' understanding or uncover misconceptions.	Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions.	Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions.
Lack of wait time hinders students from participating.	Lack of wait time hinders some students from participating.	Teacher assists students in clarifying their thinking with one another.	Teacher assists students in clarifying and assessing their thinking with one another.
		Teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle.	Students question one another to probe for deeper thinking.
		Wait time is sufficient to allow students to participate.	Teacher supports students through wait time and scaffolding and does not allow students to "opt out" when asked to participate.
Possible Teacher Observables:	**Possible Teacher Observables:**	**Possible Teacher Observables:**	**Possible Teacher Observables:**
Teacher's questions are at the knowledge level such as, "Where did the Civil War start?" "What states seceded from the Union during the Civil War?"	Teacher's questions are primarily at the knowledge level, and occasionally at an application level such as, "Describe in your own words what Lincoln meant by ____." or "Why was Lincoln's speech at Gettysburg significant?"	The majority of teacher's questions are at the application analysis, synthesis or evaluation level such as, "How does what occurred during the final stages of the Civil War compare with what happened during the Revolutionary War?" or "What could have been the outcome of the war if the North had not won the battle at Gettysburg?"	In addition to Effective:
If a student answers incorrectly, teacher "corrects" the student and quickly moves to another knowledge question.	If a student answers incorrectly, teacher provides a brief explanation of why the answer is incorrect.	If a student has faulty thinking or does not provide enough evidence for their response, teacher asks the entire class to discuss in their table groups and come up with other ideas.	Teacher spends the beginning of a lesson explaining the difference between low and high level questions along with a process for students to question and respond to one another.
Interactions between the online instructor and student(s) are predominately recitation style, with the instructor mediating all questions and answers.	The online instructor attempts to frame some questions designed to promote student thinking and understanding, but student(s) are minimally involved	The online instructor creates a genuine participant discussion, providing adequate time for student(s) to respond, and stepping aside when appropriate.	The student(s)' themselves ensure that virtually all participate in the discussion and all participant(s) are engaged.
Possible Student Observables:	**Possible Student Observables:**	**Possible Student Observables:**	**Possible Student Observables:**
One student raises her hand and responds to teacher's question with a one-word answer.	One student states, "Oh that makes sense, I now see why that answer is incorrect."	At the end of a discussion in response to open-ended questions, students write down how their thinking has changed as a result of the discussion.	In addition to Effective:
Another student answers teacher's next question with another one-word answer.			A student states to another student, "I do not agree with your analysis of the situation because..." Another student responds, "That could be correct, but..."
A student may dominate the discussion			One student says to another, "I used to think this way, but you brought up some good points, so now I think..."

DIRECT INSTRUCTION (Domain 1)
9. Demonstrates knowledge of content, pedagogy, and standards

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Teacher demonstrates a lack of knowledge of discipline-based concepts by making content errors.	Teacher demonstrates a basic knowledge of how discipline-based concepts relate to or build upon one another.	Teacher demonstrates a solid understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions in the lesson or unit.	Teacher demonstrates an in-depth understanding of how discipline-based concepts relate to or build upon one another. Teacher identifies and addresses student misconceptions that impact conceptual understanding over time.
Possible Teacher Observables: Teacher tells students learning to subtract that the larger number goes on top, the smaller on the bottom or that the larger number always goes first in the equation.	**Possible Teacher Observables:** Teacher models for students various ways to set up subtraction equations based on the language in the problem.	**Possible Teacher Observables:** In addition to Needs Improving/Developing: Teacher listens to student talk describing how to set up a subtraction problem. Teacher asks probing questions until students can identify their mistake.	**Possible Teacher Observables:** In addition to Effective: Teacher explains to students that when they get older they will be learning about something called negative numbers, so it's important now to understand how subtraction problems are set up.
Possible Student Observable: Students complete subtraction problems by procedurally "plugging in the number" and checking to see if their answers are correct.	**Possible Student Observable:** Students correctly explain several ways to set up and solve a subtraction problem.	**Possible Student Observable:** In partner talk, students describe how to put the larger number on top when setting up a subtraction problem. In response to teacher's questions, they can state why a certain number should go on top based on the text of the problem.	**Possible Student Observable:** No student observable required. Teacher is explaining future concepts, not something that will be used now.

ASSESSMENT FOR STUDENT LEARNING (Domain 1)
10. Creates formative assessment opportunities for students and uses formative assessment data.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Teacher rarely or never uses an observable system and/or routines for recording formative assessment data. Teacher rarely or never uses formative assessment data to make instructional adjustments, give feedback to students or modify lessons.	Teacher has an observable system and routines for recording formative assessment data and occasionally uses the system for instructional purposes. Teacher uses formative assessment data to modify future lessons.	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and frequently uses the system for instructional purposes. Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give general feedback aligned with the learning target.	Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes. Teacher uses formative assessment data to make in-the-moment adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.
Assessment tasks are not aligned with the learning target(s). Students are rarely or never given an opportunity to assess their own learning in relation to the success criteria for the learning target.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs. Students are occasionally given an opportunity to assess their own learning in relation to the success criteria for the learning target.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs. Students frequently assess their own learning in relation to the success criteria for the learning target.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs. Students consistently assess their own learning in relation to the success criteria and can determine where they are in connection to the learning target.

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Possible Teacher Observables: Teacher confers with students, but does not write anything down. Teacher is unaware of or indifferent to the purpose of using exit slips. Teacher listens to partner turn-and-talk discussion. Teacher only clarifies student misconceptions when a student asks for direct assistance. Teacher states the learning target at the beginning of the lesson. At the end of the class session, teacher reminds students about homework, but does not ask students to reflect on their learning. Teacher does not provide formative assessment opportunities in virtual learning. **Possible Student Observable:** Students work on a task with minimal direction or feedback from teacher or fellow students.	**Possible Teacher Observables:** Teacher occasionally takes notes while conferring to document students' progress but the notes are not necessarily filed or revisited. Teacher rarely reads exit slips to check for understanding. Teacher listens to partner turn-and-talk discussion. The next day, teacher addresses a misconception stated by a few students. Several times a week, teacher reminds students of the success criteria, provides an exit slip or journal prompt connected to the success criteria, and reads what students wrote at the end of each week. Teacher uses a "thumbs up: strategy to assess what students know about the learning target at the end of the class. Multiple students' thumbs are down. Teacher states that they will return to the learning target tomorrow. Teacher provides formative assessment opportunities during virtual learning **Possible Student Observable:** Students receive feedback from teacher or students, but do not adjust their activity or discussion. Students may focus on completing the final product. Students document their work and some reflections about their learning in a notebook during or after the lesson. All Students engage in the thumbs up process. Multiple students have their thumbs down.	**Possible Teacher Observables:** Teacher uses a note taking system while conferring to document students' progress and next steps. The system is used to differentiate the lesson the next day. Teacher reads exit slips to check for understanding. The learning target or success criteria for the next day are adjusted accordingly. Teacher listens to partner turn-and-talk discussion. Teacher poses probing questions to partners to address a misconception. At the end of class, teacher talks about the next day's learning targets, adjusting them based on today's student feedback. At the end of each class session, teacher reminds students of the success criteria, provides an exit slip or journal prompt connected to the success criteria, and reads what each student wrote on a daily basis. Teacher uses a "thumbs up" strategy at the beginning and end of the lesson to gauge progress towards the learning target. Teacher provides formative assessment opportunities during virtual learning. Teachers reflect on the teaching and learning, set next steps to build their understanding, and act on those plans to continue toward mastery **Possible Student Observable:** Students receive feedback from teacher or students and attempt to incorporate feedback into product or discussion. Students' exit slips describe either what they learned that day connected to the success criteria or how close they are to meeting the success criteria.	**Possible Teacher Observables:** Teacher uses a note taking system to document students' progress and next steps while conferring, listening to turn-and-talk responses, and reading responses from exit slips. The system is used to adjust the next day's lesson, to differentiate for individuals, and for future planning. Teacher reads exit slips to check for understanding, and responds to ones that require further attention. In addition to Effective: Teacher monitors the kinds of questions students are asking to determine how to adjust current and future lessons. Teacher tells class how the next day's learning targets will be adjusted based on today's student feedback. Teacher prompts students before, during and after the lesson to reflect upon and assess their own learning in relation to the success criteria. Students identify if and to what extent they have met the learning target. Teacher uses formative assessment to provide opportunities to keep engagement high during virtual instruction. Formative assessment provides opportunities for students to reflect on the learning, set next steps to build their understanding, and act on those plans to continue toward mastery **Possible Student Observable:** Students analyze feedback from teacher and strategize how to incorporate feedback into the final product. In addition to Effective: Individual students can describe what they need to improve in order to meet the learning target.

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ASSESSMENT FOR STUDENT LEARNING (Domain 1)

11. Ensures students demonstrate learning and students use assessment data.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Assessments are not aligned with the learning targets. Sporadically monitors student learning. Provides poor quality or late feedback. Students receive only numerical or letter grades.	Assessment tasks are partially aligned with the learning targets, allowing students to demonstrate some understanding and/or skill related to the targets. Understands the importance of feedback but fails to consistently provide high quality feedback in a timely manner. Written comments are mostly descriptive.	Assessment tasks are aligned with the learning targets, allowing students to demonstrate their understanding and/or skill related to the learning targets. Provides students with timely and consistent feedback leading to improvement in learning. Grading practices focus on next steps for student learning. Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details.	Assessment tasks are aligned with the learning targets and allow students to demonstrate complex understanding and/or skill related to the learning targets. Feedback is consistently provided in a timely manner and is of high quality. Students assume responsibility monitoring and analyzing their own progress.
Possible Teacher Observables: The learning target states that students will demonstrate double–digit subtraction. The assessment asks students to demonstrate single–digit subtraction. Written feedback is either not present, or is present but not personalized including in the virtual classroom. **Possible Student Observable:** Students are unclear what they learning target is or why they are doing the work they are doing.	**Possible Teacher Observables:** The learning target states that students will demonstrate double–digit subtraction. The assessment asks students to complete three double–digit subtraction problems correctly. Written feedback is personalized, but is limited or vague including in the virtual classroom. **Possible Student Observable:** Students complete the three problems. Students are able to explain how their work is connected to the learning target.	**Possible Teacher Observables:** The learning target states that students will demonstrate double–digit subtraction. The assessment asks students to complete three double–digit subtraction problems correctly and explain their thinking to a peer. Most written feedback is personalized, specific, and detailed including in the online classroom. Written feedback encourages revision when appropriate **Possible Student Observable:** Students complete the three problems and explain their thinking to a peer. Students are able to explain how their work is connected to the learning target.	**Possible Teacher Observables:** The learning target states that students will demonstrate double–digit subtraction. The assessment asks students to complete three double–digit subtraction problems correctly, explain their thinking to a peer, and determine the most efficient method for completing the problem. All written feedback is personalized, specific, and detailed including in the online classroom. Written feedback encourages revision when appropriate. **Possible Student Observable:** Students complete the three problems, explain their thinking to a peer and identify a method they believe is most efficient. Students are able to explain how their work is connected to the learning target.

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TECHNOLOGY (Domain 1)

12. Explores and implements innovative ways to incorporate existing technologies to increase active participation by students and enhance student achievement.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Fails to use appropriate technology in the instructional process. Fails to provide students with opportunities to use technology. Does not plan for student use of technology. Does not allow students access to technology in the classroom.	Makes occasional use of technology to engage students in the learning process. Recognizes that students like to use technology and occasionally integrates technology into the learning process. Rarely plans for student use of technology. Little evidence of student use of technology in the class.	Plans lessons that are interesting and challenging by incorporating technology. Realizes that technology use will increase student interest. Uses technology to increase the use of higher level thinking skills. Promotes 21st Century skills through the appropriate use of technology. Teaches research strategies appropriate for grade level and subject. Provides time and/or opportunity to share research. Maximizes technology resources.	Seeks out and envisions creative ways for using technology to deliver content. Uses technology to design lessons that are rigorous and relevant. Technology use is seamless in lesson design, delivery, and student use. Students assume responsibility for utilizing technology to support their own learning, gathering and sharing of research, are seamlessly integrated into lessons. Students assume responsibility for maximizing the opportunities provided for them to fully integrate the use of technology in their learning process. Creates ways for students to become authentically engaged in the learning process through technology.
Possible Teacher Observables: Teacher has access to technology devices and does not incorporate their use in the lesson/activity when appropriate. The teacher's lesson plan does not demonstrate use web, software, and multimedia and visual resources and does not identify options to support student learning. **Possible Student Observables:** Student is not allowed/encouraged to use appropriate technology.	**Possible Teacher Observables:** Teacher uses available technology activities collaboratively to produce and publish writing as well as to interact with others. The teacher's lesson plan demonstrates a limited use of web, software, and multimedia and visual resources, but may occasionally identify options to support student learning. **Possible Student Observables:** Student completes a digital worksheet or partners with another to complete a graphic organizer digitally.	**Possible Teacher Observables:** Teacher routinely uses available technology activities collaboratively to produce and publish writing as well as to interact with others. Teacher explains how to use Google Research Tool (within Google Docs) to gather relevant information from multiple sources, assess the credibility of each source; and paraphrase or quote sources while avoiding plagiarism and providing basic bibliographic information for sources. The teacher's lesson plan demonstrates the instructor's use of web, software, and multimedia and visual resources to differentiate instruction and identifies options to support student learning. **Possible Student Observables:** • Student routinely uses a word processor to produce and publish a writing and collaborate with others. • Student uses a search engine, specific websites for students, or online note-taking applications for research on an assignment or activity. • Student uses an online plagiarism detector to prove authenticity of his/her work or cites sources appropriately based on grade level.	**Possible Teacher Observables:** In addition to effective: Teacher plans strategically for students to use digital media such as Photoshop, Google Slides, Prezi, etc. in presentations to enhance understanding of findings, reasoning, evidence and to add interest. The teacher's lesson plan demonstrates the instructor's extensive use of web, software, and multimedia and visual resources to differentiate instruction and identifies options to support student learning. **Possible Student Observables:** Student uses multimedia production software such as Google Slides, etc., when presenting findings of a research project. Student analyze various accounts of a subject using multimedia and print. Students integrate quantitative analysis such as charts, graphs, research data, etc., in digital text.

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Domain 2: Planning and Preparation

PERFORMANCE RESPONSIBILITIES (Domain 2)

13. Lessons are based on grade level standards that require rigorous coursework, discussions and tasks.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
It is evident that standards are not a part of the long range or daily planning process. Lesson plans are incongruent with state standards. The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	Has some understanding of the district and state content standards and sometimes addresses them in lesson plans. The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	Utilizes district and state content standards to develop long range plans. Revisits long range plans as the year progresses. The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.	Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year. Continually revisits long range plans, sharing findings and drawing conclusions with colleagues. The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.
Possible Teacher Observables: A 6th grade teacher presents a lesson on the American Revolution. Content and skills are 5th grade standards. A 6th grade teacher presents a lesson on African geography that meets 6th grade standards. Lesson is not connected to a broader purpose such as how African geography is important to the current economics of the continent or how the skills learned will apply to another geography lesson. There is no learning target.	**Possible Teacher Observables:** A 6th grade teacher presents a lesson on revolutions in Africa. Content and learning target(s) are 6th grade standards. A 6th grade teacher presents a lesson on geography skills are used at the beginning of the unit. Learning target(s) come from the teacher's manual and are aligned to standards.	**Possible Teacher Observables:** In addition to Needs Improvement/Developing: Teacher explains at the beginning and close of each lesson how the study of African geography will help students understand current events in Africa. This is repeated each week of that unit. When reviewing the week, teacher explains how the skills learned in the current lesson will be used in subsequent geography lessons.	**Possible Teacher Observables:** In addition to Effective: Teacher explains at the beginning, middle and end of lesson how the study of African geography is relevant to American students. When teaching African geography, teacher reminds students that they will approach the current geography lesson using the same skills learned in the study of Asia.

PERFORMANCE RESPONSIBILITIES (Domain 2)

14. Lessons are designed to meet the needs of students.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Teacher rarely or never bases the teaching point(s) on students' learning needs – academic background, life experiences, culture and language. Does not differentiate instruction to meet goals of the MTSS, IEP, LEP or 504 Plans.	Teacher bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experiences, culture and language. Identifies the needs of students (MTSS, IEP, LEP or 504), but lesson plans only minimally address those needs.	Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for some groups of students. Instructional plans explicitly address the needs and goals of students with MTSS, IEP, LEP, 504, EP or acceleration plans.	Teacher bases the teaching point(s) on the learning needs, academic background, life experiences, culture and language, for groups and individual students. Individualizes instruction for students with MTSS, IEP, LEP, or 504 plans. Ensures that individual allowable accommodations and interventions are provided for eligible students.
Possible Teacher Observables: The teaching point(s) are copied from a teacher's manual. The instructor rarely addresses student needs or does not work to provide opportunities for student success.	**Possible Teacher Observables:** The teaching point(s) address students' prior knowledge of the content. The instructor is inconsistent about addressing student needs, and may occasionally work to provide opportunities for student success.	**Possible Teacher Observables:** In addition to Needs Improvement/Developing: The teaching point(s) address students' prior understanding, experiences, and skills with the content. Teaching point(s) address students' ability to work together. The instructor consistently addresses student needs and works to provide opportunities for student success. Including virtual opportunities and strategies.	**Possible Teacher Observables:** In addition to Effective: The teaching point(s) take into account the language proficiency levels of ELL students. There are teaching point(s) for specific language functions. The instructor is a leader in proactively addressing student needs and works extensively to provide opportunities for student success and models strategies for colleagues which serves as a catalyst for student advocacy school wide including virtual opportunities and strategies.

PERFORMANCE RESPONSIBILITIES (Domain 2)

15. Develops lessons which include prerequisite relationships between important concepts and communicates success criteria.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
The lesson is rarely or never linked to previous and future lessons. The success criteria for the learning target(s) are nonexistent or aren't clear to students.	The lesson is sometimes linked to previous and future lessons. The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria in a limited manner.	The lesson is clearly linked to previous and future lessons. Lessons build on each other in a logical progression. The success criteria for the learning target(s) are clear to students. The performance tasks align to the success (assessment) criteria.	The lesson is clearly linked to previous and future lessons, and students understand how the lesson relates to the previous lesson. Lessons build on each other in ways that enhance student learning. The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria and students refer to success criteria, and use them for improvement.
Possible Teacher Observables: After writing lesson on interesting words, teacher has students work on a spelling worksheet on adding –ing to words.	**Possible Teacher Observables:** After a writing lesson on interesting words, teacher has students work on the spelling of interesting words but does not tell them when or how they will be using the words.	**Possible Teacher Observables:** Before a lesson on interesting words, teacher reminds students what they studied previously. Students work on adding interesting words to their writing. After the lesson, the teacher tells students how they will be using interesting words the next day.	**Possible Teacher Observables:** Before a lesson on interesting words, teacher reviews the learning targets, showing students what they studied previously and how the lesson on interesting words fits into their unit of study on revision. Students work on adding interesting words to their writing. After the lesson teacher reviews how today's learning will be used in future lessons.
Teacher states what students will learn by writing personal narratives, but does not share what successful narratives look like.	Teacher explains a four-point rubric for personal narratives and states that the success criteria is to meet level 4 on the rubric.	Teacher shows students examples of exemplary personal narratives and has students describe why the writing is exemplary. Teacher states that the success criteria is to meet level 4 on the rubric.	In addition to Effective: The rubric with samples of student writing is posted in the front of the room. In the middle of independent writing, students are asked to reread the rubric before continuing. During the last five minutes of the lesson, students are handed an exit slip that each student has to complete before leaving class.
The teacher's lesson plan does not reflect online pedagogy, and simply relies on duplicating traditional instructional strategies to the online setting.	The teacher's lesson plan reflects some online pedagogy, but frequently relies on duplicating traditional instructional strategies to the online setting.	The teacher's lesson plan reflects online pedagogy and does not simply duplicate traditional instructional strategies to the online setting.	The teacher's lesson plan demonstrates extensive knowledge of online pedagogical practices and uses them to make the most of the online setting.
Possible Student Observables: Students complete a worksheet.	**Possible Student Observables:** Students complete a worksheet.	**Possible Student Observables:** Students add interesting words to the spelling notebook they keep on an ongoing basis. Students create a four-point rubric for effective personal narratives.	**Possible Student Observables:** Students go back to a prior piece of writing and revise to incorporate interesting words. At the end of the lesson all students write about one aspect of their writing they need to improve in order to reach the exemplary level.
A student asks teacher, "Is this good enough?" Teacher says, "You're getting close. Just keep trying."	During independent writing time 5 or 6 students in the class ask teacher if their writing meets the expected success criteria. Teacher tells them to look at their rubric.	After their independent writing time, students are asked to compare their writing to the rubric they created.	

PERFORMANCE RESPONSIBILITIES (Domain 2)

16. Develops or selects questions and tasks, both oral and written, which are text/task specific and accurately address the analytical thinking/problem solving required by the grade-level standards.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Questions and tasks do not refer to the text. Questions and tasks can be answered without evidence from the text. No questions or tasks focus students on the words that matter most and how they are used in text/tasks. Questions seem random and are not intentionally sequenced to support building knowledge. Questions are not designed to prompt students sharing their thinking. Questions are not designed to encourage reasoning or offer opportunities for productive struggle.	Few questions and tasks return students to the text to build understanding. Few questions and tasks require students to cite evidence from the text. Vocabulary questions and tasks rarely focus students on the words that matter most and how they are used in the text/tasks. Few questions are intentionally sequenced to support building knowledge. Few questions and problems prompt students to share their thinking. Few questions encourage reasoning and problem solving, and offer opportunities for productive struggle.	Many questions and tasks are designed for the students to reach the specificity of the grade level or content required standard. Many questions and tasks require students to cite evidence from the text. Vocabulary questions and tasks mostly focus students on the words that matter most and how they are used in the text. Some questions are intentionally sequenced to support building knowledge. Many questions prompt students to share their thinking. Many questions encourage reasoning and problem solving, and offer opportunities for productive struggle.	Most questions and tasks are designed for the students to reach the specificity of the grade level or content required standard. Most questions and tasks require students to cite evidence from the text/tasks. Vocabulary questions and tasks consistently focus students on the words that matter most and how they are used in the text. Most questions are intentionally sequenced to support building knowledge. Most questions and problems prompt students to share their thinking. Most questions encourage reasoning and problem solving, and offer opportunities for productive struggle.
Possible Teacher Observables: The instructor's questions are of low cognitive challenge, have only single correct responses, and are asked in rapid succession. Teacher fails to preplan questions and asks questions only in response to student questions. Teacher focuses on teaching procedures and formulas. Teacher gives easier work to struggling students.	**Possible Teacher Observables:** The instructor's questions lead student(s) through a single path of inquiry, with answers seemingly determined in advance. Teacher prepares questions that are not text dependent. Examples of questions not text-dependent: In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something. In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair. In "The Gettysburg Address" Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?	**Possible Teacher Observables:** While the instructor may use some low level questions, he/she poses questions to student(s) designed to promote student thinking and understanding including in the virtual classroom. Teacher prepares text-dependent questions. Examples of text-dependent questions: What makes Casey's experiences at bat humorous? What can you infer from King's letter about the letter that he received? "The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech? In math, teacher prepares questions and statements to encourage productive struggle. "Tell me what you're trying to figure out?" "Walk me through what you have done so far." Call on student who may not have the correct answer, then guide student in the process of questioning their thinking. Provide non-routine problems that can't be solved with a memorized formula. This challenges students to make sense of the problem, then figure out the math needed to solve it.	**Possible Teacher Observables:** The instructor uses a variety or series of questions or prompts to challenge student(s) cognitively, advance high level thinking and discourse, and promote metacognition including in the virtual classroom. Teacher determines how many days to devote to reading to ensure that questions progress from promoting general understanding to students forming and supporting opinions. Teacher understands that questions should progress from establishing general understanding to considering key details, vocabulary/text structure, author's purpose, inferring, and forming arguments. Through rereading, all question levels must be addressed. Teacher has specifically and purposefully planned for text dependent questions. Here's a sample three-day sequence: After the first reading, literal-level questions promote general understanding and focus on key textual details so students grasp the main idea. Examples include "Who's the main character? What information in the text lets you know this is the main idea?" The second reading fosters deeper thinking, focusing attention on vocabulary, text structure, and author's purpose. Questions

Domain 3: Reflecting on Teaching and Learning

ask students to think about the author's decisions, to consider the purpose. Examples include "How do the words influence the book's meaning? How does the story change from beginning to end?"

On the third rereading, students answer questions requiring inferences and the formation of opinions and arguments about the text, using textual evidence for support. Examples include "What would logically happen next? What clues support your thinking? Do you agree/disagree with the author? Provide evidence for your answers.

INDIVIDUAL PROFESSIONAL DEVELOPMENT (Domain 3)

17. Annually develops a Deliberate Practice Plan (DPP), which focuses on an indicator within Domain 1-Classroom Strategies and Behaviors.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Fails to write and monitor goals as required.	Writes goals for DPP, but does so in isolation. Does not collaborate with principal. Does not monitor evidence of progress toward attainment of the goal until the end of the semester/year.	Aligns learning opportunities to focus on selected goals. Goal 1 of the DPP is based on the mutual (teacher/principal) identification of a professional development need within Domain 1. Goal 2 of the DPP is a self-identified "area of growth" that will have significant impact on student learning. Seeks out and participates in PD which supports Goal 1 & 2 on DPP.	Monitors and documents strategies to assure that progress is being made toward goal attainment. Gathers data and shares findings with colleagues. Seeks out and participates in PD which supports Goal 1 & 2 on DPP. Goal 1 of the DPP is based on the mutual (teacher/principal) identification of a professional development need within Domain 1. Goal 2 on DPP is a self-identified "area of growth" that will have significant impact on student learning.
Possible Teacher Observables: Teacher does not create a DPP.	**Possible Teacher Observables:** Teacher writes DPP goals based on student data, but does not participate in PD or change of practice.	**Possible Teacher Observables:** Teacher uses student data or teacher evaluation data to identify an area on which to focus professional development. EX: The prior year's grade 4 math scores show significant room for growth on the Fractions domain of FSA. • Teacher discusses the problem with the principal and colleagues and decides that students need to understand fractions on a more conceptual level to increase student achievement on this subsection. • Teacher decides to learn more about which standards require conceptual understanding and learn more about the methods and strategies used to teach these standards conceptually. • Teacher sets a goal for students to increase their scores on the Fractions domain of FSA by an average of 2 pts over last year's students. The strategy the teacher will use to meet this goal is to research and implement conceptual strategies throughout the year (change in practice) and/or attend PD on conceptual strategies.	**Possible Teacher Observables:** In Addition to effective: Teacher will monitor his/her practice by requesting feedback from colleagues, the administrator, self-reflection, or analyzing student work on newly implemented practices. After receiving feedback/reflection, the teacher will adjust strategies/practices if necessary. Teacher will monitor student progress on these skills quarterly.

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Domain 4: Collegiality and Professionalism

PROFESSIONAL COLLABORATION AND COMMUNICATION (Domain 4)

18. Collaborates with peers and other professionals to enhance student learning.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practice or student learning. Teacher rarely or never develops or sustains professional and collegial relationships for the purpose of student, staff or district growth. Teacher may subvert professional and collegial relationships.	Rarely collaborates or engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher develops limited professional and collegial relationships for the purpose of student, staff or district growth.	Collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher develops and sustains professional and collegial relationships for the purpose of student, staff or district growth.	Seeks opportunities to facilitate or lead in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher develops and sustains professional and collegial relationships for the purpose of student, staff or district growth. Teacher serves as a mentor for others' growth and development.
Possible Teacher Observables: Teacher attends only required professional development activities and does not attempt to apply new learning. Teacher does not reflect on his/her teaching or is not accurate about its effectiveness. Teacher avoids interaction with administrators or indicates that they are only welcome on the formal evaluation cycle. Teacher works in isolation, only attends required staff meetings, and/or avoids conversations about his/her students' learning. Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required in the virtual platform.	**Possible Teacher Observables:** Teacher engages in continuing education to maintain certification and attempts to apply new learning. Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective and attempts to change instructional practice accordingly. Teacher is respectful to administrators but does not discuss instruction and student learning. Teacher participates in formal and informal meetings about teaching and learning. Teacher acknowledges differences in evidence of student learning. Teacher shares resources with other members of the department or grade level. Teacher focuses on student achievement during collaboration time. Practice is evident but requires supervision, support, and/or training to be independently effective in the virtual platform.	**Possible Teacher Observables:** Teacher seeks and takes advantage of opportunities for continuous growth. Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective and identifies ways to improve. Teacher shares lessons and asks for feedback. Teacher can demonstrate improved student learning as a result of his/her changed practices. Teacher welcomes administrators into the classroom and engages in reflective conversation about students and their learning. Teacher initiates conversations with colleagues and shares challenges of student learning. Teacher knows how to communicate with peers in a way that is honest about practice but respects the individual. In a team setting, teacher gives fair airtime, participates, shares ideas and workload, and helps teammates. Teacher works with a colleague to set professional goals related to student achievement. Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement in the virtual platform.	**Possible Teacher Observables:** Teacher pursues specific goals and identifies relevant ways to learn, including action research, networking and professional organizations. Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective, and incorporates improvements. Teacher works with peers on a lesson, asks for a peer to observe, and participates in a reflective conversation. Teacher works with a colleague to set professional goals related to student achievement. Teacher works with administration to share instructional leadership and improvement throughout the school. Teacher sets and works towards common instructional practice goals with colleagues. Teacher is able to pose inquiry questions to peers that stimulate professional dialogue. Teacher deprivatizes practice by inviting colleagues to visit, observe and provide feedback. Examines need and feasibility for systemic intervention to support and increase student engagement in the virtual platform.

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PROFESSIONAL COLLABORATION AND COMMUNICATION (Domain 4)

19. Establishes and maintains a positive collaborative relationship with the students' families to increase student achievement and provides accurate, timely academic and behavioral information to parents and students.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Rarely or never communicates in any manner with parents and guardians about student progress. Teacher maintains minimal student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Occasionally communicates with all parents and guardians about goals of instruction and student progress, but usually relies on only one method for communication or requires support or reminders. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Communicates with all parents and students using multiple tools to communicate in a timely and positive manner. Effectively engages in two-way communication and responds to parent and guardians promptly. Teacher updates grades in Skyward once a week. Teacher communicates student progress information to relevant individuals within the school community in a timely way, accurately, and in an organized manner, including both successes and challenges.	Routinely communicates with all parents and students using multiple tools to communicate in a timely and positive manner. Considers the language needs of parents and guardians. Effectively engages in two-way communication and responds to parents and guardians promptly. Teacher updates grades in Skyward once a week. Teacher communicates student progress information to relevant individuals within the school community in a timely way. Teacher and student communicate accurately and positively about student successes and challenges.
Possible Teacher Observables:	**Possible Teacher Observables:**	**Possible Teacher Observables:**	**Possible Teacher Observables:**
Even when prompted, teacher does not send required information to parents and guardians or is late in doing so.	Teacher sends required progress reports and requires return with a signature.	In addition to Needs Improvement/Developing: Teacher sends regular updates to parents and guardians about progress in the classroom using print and/or technology (e.g., backpack bulletins, email news flash).	In addition to Effective: Teacher uses available technology tools or other tools accessible to parents (e.g., social media, Remind, Schoology, DoJo, etc.) to communicate about class content, special events, and student progress.
Teacher records (print and electronic) are incomplete.	Teacher contacts parents and guardians over behavior problems.		
The virtual instructor does not pursue interactions with stakeholders on the learning team and families.	Teacher keeps electronic records (e.g., district data system) current for parent and guardian access.	Teacher anticipates when content will become difficult for students and tells parents and guardians ahead of time how to support their student	Teacher sets additional conference times with parents and guardians as needed.
	Teacher contacts parents and guardians in a timely manner when student begins to have academic problems.	Teacher is aware of potential barriers in language and technology and ensures that important learning documents are translated into the first language of parents and guardians as needed.	Teacher prepares and engages students in student-led conferences.
	Teacher meets with parents and guardians at scheduled conference times and is fully prepared . Teacher provides timely responses to parent and guardian questions via phone or email.		Teacher develops individual communication plan (e.g., initiating assignment book daily) with specific students.
	Teacher must be prompted to complete student records and transmit information need by colleagues and administrators.	Teacher shares succinct and relevant information about student progress at an intervention meeting (MTSS, PBIS, IEP, etc.). Teacher presents students in best possible light at all times.	Teacher communicates with students, colleagues, parents, administrators and support services.
	Teacher has an effective system for tracking student learning progress and can describe each student's status in relationship to current learning goals, but does not initiate student referrals in a timely manner.	Teacher responds accurately and positively to request from special education teacher about student experiences in the classroom.	Students also know their status related to learning goals.
		Teacher requests additional information from support staff in order to assist a student.	Teacher communicates with grade level team accurately and positively about successes and challenges for students.
	The virtual instructor inconsistently pursues interactions with stakeholders on the learning team and families.	The virtual instructor successfully establishes and maintains ongoing and frequent interactions with all stakeholders on the learning team and with families.	The virtual instructor successfully establishes and maintains ongoing and frequent interactions with all stakeholders on the learning team and families which contributes to student success.

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PROFESSIONAL RESPONSIBILITIES (Domain 4)

20. Acts in a professional and ethical manner and adheres at all time to the Code of Ethics of the Education Profession in Florida and Principles of Professional Conduct for the Education Profession in Florida.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is ethical and generally friendly and the teacher's attitude supports learning for some students.	Teacher's professional role toward adults and students is ethical, friendly, and supports learning for all students, including historically underserved.	Teacher's professional role toward adults and students is ethical, friendly and supports learning for all students, including historically underserved. Teacher advocates for fair and equitable practices for all students.
Possible Teacher Observables:	**Possible Teacher Observables:**	**Possible Teacher Observables:**	**Possible Teacher Observables:**
Teacher goes without speaking to another adult all day. When others initiate conversation, teacher is curt and/or too busy.	Teacher complies with all school and district policies and procedures.	In addition to Needs Improvement/Developing: Teacher actively seeks experiences that will enhance understanding of student backgrounds.	In addition to Effective: Teacher reflects on school programs and extracurricular activities, recognizes barriers to participation, and advocates to increase students' opportunities through strategies such as changes in scheduling and transportation.
Teacher shows inequitable treatment to students.	Teacher extends ordinary courtesies and positive nonverbal behavior to all adults and students.	Teacher shares knowledge of students' backgrounds and life experiences to help colleagues focus on positive assets and appropriate supports.	Teacher recognizes a student's strengths or talents and personally connects student with coach or sponsor.
Teacher is over-friendly and/or inappropriately affectionate with some students.	Teacher is honest and reliable. Teacher is genuinely concerned about all students, but may lack cultural awareness that affects relationships in the school setting.	Teacher encourages all students to participate in academic and non-academic activities of the school.	Teachers are proactive in thwarting attitudes and practices which may be harmful or demeaning to students.
Teacher shares no or too much personal information.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Teacher recognizes implications of home language and advocates for responsive practices in school communications, parent conferences and school programs	Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.
Teacher blames lack of student learning on the characteristics of students or makes pejorative comments about groups of students.		Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	
Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena			

PROFESSIONAL RESPONSIBILITIES (Domain 4)

21. Supports school district, and state curriculum, policies and initiatives.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Teacher is unaware of or does not support school, district, or state initiatives relative to their job assignment. Teacher violates a district policy or rarely or never follows district curriculum/pacing guide.	Teacher supports and has a basic understanding of school, district, and state initiatives. Teacher does not follow district policies and curriculum/pacing guide.	Teacher supports and has solid understanding of school, district, and state initiatives. Teacher follows district policies and implements district curricula and policy. Teacher makes pacing adjustments as appropriate, to meet whole group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district, and state initiatives. Teacher develops curricula and works to develop policy as a part of a committee or team. Teacher makes pacing adjustments as appropriate to meet whole group and individual needs, without comprising an aligned curriculum.
Possible Teacher Observables: Teacher questions and comments indicate lack of awareness of major initiatives at the school, district and state level, or complains about mandates and changes. Teacher rarely or never follows district curriculum/pacing guide. Teacher does not follow district policies when bringing in supplement materials. Teacher spends additional time on some topics and ignores others based on personal preference. Teacher chooses supplemental materials from personal collections or uses materials designated for other courses/grade levels.	**Possible Teacher Observables:** Teacher can describe the nature and rationale of new initiatives in the school, district and state. Teacher follows district curriculum/pacing guide, but either goes too quickly in order to cover the curriculum, or goes too slowly to adequately meet student learning needs on the key concepts and skills. Teacher follows district policy when bringing in supplemental materials.	**Possible Teacher Observables:** Teacher is able to fluently describe the instructional programs and interventions available in the school. Teacher can describe the nature and rationale of new initiatives in the school, district and state and how he/she is implementing them. Teacher follows district curriculum in the core classroom program, uses the district pacing guide and makes adjustments as appropriate to meet whole group needs. Teacher follows district policy when bringing in supplemental materials.	**Possible Teacher Observables:** Teacher asks thoughtful questions about new initiatives to clarify purpose and expectations. Teacher helps colleagues connect current successful practice to new initiatives. Teacher follows district curriculum in the core classroom program, uses the district pacing guide and makes adjustments as appropriate to meet whole group and individual needs. Teacher follows district policy when bringing in supplemental materials as well as participates in district committees to develop curriculum and/or select materials.

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.

Evaluation Rubric for Student Services Professional Practices Evaluation

	Domain A: Data-Based Decision Making and Evaluation of Practices			
	Highly Effective	**Effective**	**NI/Developing**	**Unsatisfactory**
1. Collects and uses data to develop and implement interventions within a problem-solving framework.				
	Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.				
	Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses data to inform systems-level decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrate the practice/skill required.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.				
	Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/intervention OR ineffectively demonstrates the practice/skill required
4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.				
	Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.

Evaluation Rubric for Student Services Professional Practices Evaluation

Domain B: Instruction/Intervention Planning and Design			
Highly Effective	Effective	NI/Developing	Unsatisfactory
1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.			
Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging, but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.
3. Applies evidence-based research and best practices to improve instruction/interventions.			
Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, system).	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.
4. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.			
Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of a student/client systems and supports the goal.	Practice is emerging but requires supervision, support and/or training to be effective independently.	Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).
5. Engages parents and community partners in the planning and design of instruction/interventions.			
Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not engage OR ineffectively engages families and community when planning and designing instruction/intervention.

Evaluation Rubric for Student Services Professional Practices Evaluation

Domain C: Instruction/Intervention Delivery and Facilitation

Highly Effective	Effective	NI/Developing	Unsatisfactory
1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.			
Facilitates the development of MTSS at the district level by planning and implementing intervention that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.
2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.			
Consults and collaborates at the school/systems level to plan, implement and evaluate academic and social-emotional/behavioral services.	Consults and collaborates at the individual, family, and group levels to plan, implement and evaluate academic, social-emotional/behavioral, and health services.	Practice is emerging, but requires supervision, support, and or training to be independently effective.	Does not consult/collaborate OR demonstrate practice/skill effectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
3. Implements evidence-based practices with in a multi-tiered framework.			
Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not incorporate OR ineffectively demonstrate evidence-based practices when implementing interventions for individual students and targeted groups.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.			
Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcome/goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice s/skill required.
5. Promotes student outcomes related to career and college readiness.			
Develops/plans district-level or school – level policies/interventions/supports that address student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, and participation in school activities) and support attainment of post-secondary goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.			
Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill effectively.	

Evaluation Rubric for Student Services Professional Practices Evaluation

Domain D: Learning Environment

Highly Effective	Effective	NI/Developing	Unsatisfactory
1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.			
Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is emerging but requires supervision, support and/or training to be independently effective.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.
2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.			
Disaggregates data for a team/grade level/school to plan and design programs to meet the identified needs of students in order to positively impact student achievement and meet the goals of district and school improvement plans.	Plans and designs instruction and interventions based on data. Ensures that school and district improvement plans are implemented.	Practice is emerging but requires supervision, support and/or training to be independently effective.	Does not plan or design instruction/interventions OR designs instruction/interventions.
3. Promotes safe school environments.			
Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support and/or training to be independently effective.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.
4. Integrates relevant cultural issues and contexts that impact family-school partnerships.			
Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family-school partnerships.	Identifies relevant cultural issues and contexts that impact family-school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, support and/or training to be independently effective.	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques and practices.
5. Provide a continuum of crisis intervention services.			
Engages the learning community in strengthening crisis preparedness and response by organization, training, and informational dissemination.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs	Practice is emerging but requires supervision, support and/or training to be independently effective.	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.

Evaluation Rubric for Student Services Professional Practices Evaluation

Domain E: Professional Learning, Responsibility, and Ethical Practice

Highly Effective	Effective	NI/Developing	Unsatisfactory
1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.			
Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is emerging but requires supervision, support and/or training to be independently effective.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in the practice/skill.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).			
Facilitates professional learning communities' review of practices and responds to feedback from supervisor and/or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	Practice is emerging but requires supervision, support and/or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
3. Implements knowledge and skills learned in professional development activities.			
Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is emerging but requires supervision, support and/or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.
4. Demonstrates effective recordkeeping and communication skills.			
Supports record/data management system impact on practice and facilitates active listening among professional learning community members.	Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener	Practice is emerging but requires supervision, support and/or training to be independently effective.	Does not OR ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.
5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.			
Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is emerging but requires supervision, support and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or policy and procedures in the professional arena.

Appendix D – Student Performance Measures

In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
Pre-Kindergarten (PK)	VPK & Learning Strategies	SPG
Grades KG-2	STAR	SPG
Third Grade (3)	FAST	Level 3 or Higher
Grades 4-5	VAM	VAM
Other (K-5)	Math & ELA STAR/FAST	By Grade Level, Based on Above
English/Language Arts (6-8)	VAM	VAM
Math Courses (6-8)	VAM	VAM
Science Courses (8)	Science State Assessment	Level 3 or Higher
Other (6-8)	Math & ELA FAST	VAM
English 1 & English 2	VAM	VAM
English 3	Local Exam	70% or Higher
English 4	Local Exam	70% or Higher
AP Courses	AP Exam	Level 2 or Higher
Algebra 1 (Honors); Algebra 1B	VAM	VAM
Geometry (Honors)	EOC Exam	Level 3 or Higher
Biology 1 (Honors)	EOC Exam	Level 3 or Higher
Civics	EOC Exam	Level 3 or Higher
U.S. History	EOC Exam	Level 3 or Higher
Industry Certification Courses	Industry Certification Exam	Passing Score
Other (9-12) *Classroom Personnel*	Local Exams	70% or Higher
Other (9-12) *Non-Classroom Personnel*	Average of Student Scores at School Site or Area of Responsibility	Varies by Subject Area/Grade Level
District Non-Classroom Instructional Personnel	Average District Student Growth Scores	Varies by Subject Area/Grade Level

Note: Please refer to pages 16 and 17 of this document for information on the approach to Student Growth and Achievement (SGA) calculations in the 2022-23 transition year, when VAM ratings are not available.

Appendix E – Summative Evaluation Forms

In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.

SCHOOL DISTRICT OF OKEECHOBEE COUNTY

INSTRUCTIONAL PERSONNEL

OBSERVATION AND DATA COLLECTION/ANALYSIS INSTRUMENT

Name	☐ Formal Observation
	☐ Informal Observation Date
Subject/Course	School/Dept.

DOMAIN 1: Classroom Strategies and Behaviors

CLASSROOM ENVIRONMENT AND CULTURE	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
1. Maintains a safe, organized classroom, and manages the use and accessibility of materials and equipment.	☐	☐	☐	☐	
2. Manages student behavior.	☐	☐	☐	☐	
3. Students use established procedures for discussion, collaboration and accountability.	☐	☐	☐	☐	

DIRECT INSTRUCTION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
4. Sets expectations and engages students' attentions, curiosity, interest, optimism, and passion in work that has clear meaning and immediate value.	☐	☐	☐	☐	
5. Scaffolds the task, and uses strategies for the purpose of gradually releasing responsibility to students, providing opportunities for students to take ownership of their learning.	☐	☐	☐	☐	
6. Focus each lesson on quality text or multiple texts (ELA, Science, Social Studies and Technical Subjects). Ensures the work of the lesson reflects the shifts required by MAFS (Mathematics Florida Standards).	☐	☐	☐	☐	
7. Provides differentiated instruction.	☐	☐	☐	☐	
8. Uses quality questions to probe and deepen students' understanding.	☐	☐	☐	☐	
9. Demonstrates knowledge of content, pedagogy, and standards.	☐	☐	☐	☐	

ASSESSMENT FOR STUDENT LEARNING	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
10. Creates formative assessment opportunities for students and uses formative assessment data.	☐	☐	☐	☐	
11. Ensures students demonstrate learning and students use assessment data.	☐	☐	☐	☐	

TECHNOLOGY	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
12. Explores and implements innovative ways to incorporate existing technologies to increase active participation by students and enhance student achievement.	☐	☐	☐	☐	

*Observation Code: O-Observed   I-Clearly Indicated   C-Collected Data   NE-Not Evident

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SCHOOL DISTRICT OF OKEECHOBEE COUNTY

INSTRUCTIONAL PERSONNEL

OBSERVATION AND DATA COLLECTION/ANALYSIS INSTRUMENT

DOMAIN 1: Classroom Strategies and Behaviors Overall					
Rating	**Total Indicators**	**Weight**		**Rating Total**	
Unsatisfactory		X	0.0	=	
Needs Improvement/Developing		X	4.6	=	
Effective		X	8.0	=	
Highly Effective		X	10.0	=	
		Domain 1 Raw Score			

Domain 1 Rating and Score

Unsatisfactory 0 – 27	Needs Improvement/ Developing 28 – 83	Effective 84 – 108	Highly Effective 109 – 120

*Each decimal will be rounded to the nearest whole number.

DOMAIN 2: Planning and Preparation

Performance Responsibilities	Performance Values (Check)				Observation Code*
	U	**NI/D**	**E**	**HE**	Indicate all that apply
13. Lessons are based on grade level standards that require rigorous coursework, discussions and tasks.	☐	☐	☐	☐	
14. Lessons are designed to meet the needs of students.	☐	☐	☐	☐	
15. Develops lessons which include prerequisite relationships between important concepts and communicates success criteria.	☐	☐	☐	☐	
16. Develops or selects questions and tasks, both oral and written, which are text/task specific and accurately address the analytical thinking/problem solving required by the grade-level standards.	☐	☐	☐	☐	

*Observation Code: O-Observed I-Clearly Indicated C-Collected Data NE-Not Evident

DOMAIN 2: Planning and Preparation Overall					
Rating	**Total Indicators**	**Weight**		**Rating Total**	
Unsatisfactory		X	0.0	=	
Needs Improvement/Developing		X	4.1	=	
Effective		X	5.5	=	
Highly Effective		X	6.75	=	
		Domain 2 Raw Score			

Domain 2 Rating and Score

Unsatisfactory 0 – 7	Needs Improvement/ Developing 8 – 18	Effective 19 – 25	Highly Effective 26 – 27

*Each decimal will be rounded to the nearest whole number.

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SCHOOL DISTRICT OF OKEECHOBEE COUNTY
INSTRUCTIONAL PERSONNEL
OBSERVATION AND DATA COLLECTION/ANALYSIS INSTRUMENT

DOMAIN 3: Reflecting on Teaching and Learning

Performance Responsibilities	Performance Values (Check)				Observation Code*
	U	NI/D	E	HE	Indicate all that apply
17. Annually develops a Deliberate Practice Plan (DPP) which focuses on an indicator within Domain 1- Classroom Strategies and Behaviors.	☐	☐	☐	☐	

*Observation Code: O-Observed   I-Clearly Indicated   C-Collected Data   NE-Not Evident

DOMAIN 3: Reflecting on Teaching and Learning Overall					
Rating	Total Indicators	Weight		Rating Total	
Unsatisfactory		X	0.0	=	
Needs Improvement/Developing		X	11	=	
Effective		X	15	=	
Highly Effective		X	18	=	
		Domain 3 Raw Score			

Domain 3 Rating and Score

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
0	11	15	18

SCHOOL DISTRICT OF OKEECHOBEE COUNTY
INSTRUCTIONAL PERSONNEL
OBSERVATION AND DATA COLLECTION/ANALYSIS INSTRUMENT

DOMAIN 4: Collegiality and Professionalism

PROFESSIONAL COOABORATION AND COMMINUCATION	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
18. Collaborates with peers and other professionals to enhance student learning.	☐	☐	☐	☐	
19. Establishes and maintains a positive collaborative relationship with the students' families to increase student achievement and provides accurate, timely academic and behavioral information to parents and students.	☐	☐	☐	☐	

PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
20. Acts in a professional and ethical manner and adhere at all times to the Code of Ethics of the Education Profession in Florida and Principles of Professional Conduct for the Education Profession in Florida.	☐	☐	☐	☐	
21. Supports school district, and state curriculum, policies and initiatives.	☐	☐	☐	☐	

DOMAIN 4: Collegiality and Professionalism Overall					
Rating	Total Indicators	Weight		Rating Total	
Unsatisfactory		X	0.0	=	
Needs Improvement/Developing		X	5.0	=	
Effective		X	6.8	=	
Highly Effective		X	8.75	=	
		Domain 4 Raw Score			

Domain 4 Rating and Score

Unsatisfactory 0 – 7	Needs Improvement/ Developing 8 – 22	Effective 23 – 31	Highly Effective 32 – 35

*Each decimal will be rounded to the nearest whole number.

This evaluation has been discussed with me.   ☐ Yes   ☐ No

_____   _____   _____   _____
Signature of Evaluator   Date   Signature of Evaluatee   Date

My signature does not necessarily indicate agreement with this evaluation. I understand that I may submit a written response to the observation within ten working days of the date of my signature.

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SCHOOL DISTRICT OF OKEECHOBEE COUNTY

INSTRUCTIONAL PERSONNEL

END-OF-YEAR SUMMATIVE

Name:	Position:
School(s)/Dept(s):	School Year:
Contract Year: ☐AC1 ☐AC2 ☐AC3 ☐AC4+ ☐ CC/PSC	

Instructional Practices Domains	Points	Rating
Domain 1: Classroom Strategies and Behaviors		
Domain 2: Planning and Preparing		
Domain 3: Reflecting on Teaching		
Domain 4: Collegiality and Professionalism		
Total Score		

Performance Rating	Domain 1	Domain 2	Domain 3	Domain4	Total Score Range
Unsatisfactory	0 – 27	0 – 7	0	0 – 7	0 – 41
Needs Improvement/ Developing	28 – 83	8 – 18	11	8 – 22	42 – 134
Effective	84 – 108	19 – 25	15	23 – 31	135 – 180
Highly Effective	109 – 120	26 – 27	18	32 – 35	181 – 200

Overall Rating for Performance Evaluation:

☐Highly Effective   ☐Effective   ☐Needs Improvement/Developing   ☐Unsatisfactory

This evaluation has been discussed with me.   ☐ Yes   ☐ No

_____   _____   _____   _____
Signature of Evaluator   Date   Signature of Evaluatee   Date

My signature does not necessarily indicate agreement with this evaluation. I understand that I may submit a written response to the observation within ten working days of the date of my signature.

Contract Recommendation	☐ Annual 2	☐ Annual 3	☐ Annual 4+	☐ Holds CC/PSC	☐ Not recommended for reappointment

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SCHOOL DISTRICT OF OKEECHOBEE COUNTY
INSTRUCTIONAL PERSONNEL

FINAL SUMMATIVE

Name:	Position:
School(s)/Dept(s):	School Year:

Contract Year: ☐AC1 ☐AC2 ☐AC3 ☐AC4+ ☐ CC/PSC

Student Growth and Achievement	Points
Two Seasons Ago	
Last Season	
Current Season	
Overall Student Growth Score	
Student Growth Rating	

Each Season Student Growth Scale	Student Growth Rating	Overall Student Growth Score
0 – 32	Unsatisfactory	13
33 – 45	Needs Improvement/ Developing	42
46 – 71	Effective	80
72 – 100	Highly Effective	100

Final Summative Evaluation	Points	Rating
Instructional Practice (200 points)		
Student Growth and Achievement (100 points)		
Overall Summative Rating (300 points)		

Summative Rating Scale	Overall Summative Rating
0 – 59	Unsatisfactory
60 – 199	Needs Improvement/ Developing
200 – 264	Effective
265 – 300	Highly Effective

This evaluation has been discussed with me.   ☐ Yes   ☐ No

_____   _____   _____   _____
Signature of Evaluator   Date   Signature of Evaluatee   Date

My signature does not necessarily indicate agreement with this evaluation. I understand that I may submit a written response to the observation within ten working days of the date of my signature.

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Okeechobee County Schools
Student Services Personnel Summative

Name:	School/Dept.:
Position:	Evaluator:

Domain A: Data-Based Decision Making and Evaluation of Practices	Rating Scores			
	HE	E	NI/D	U
A-1. Collects and uses data to develop and implement interventions within a problem-solving framework.				
A-2. Analyzes multiple sources of qualitative and quantitative data to inform decision				
A-3. Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement.				
A-4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.				

DOMAIN A: Data-Based Decision Making and Evaluation of Practices Overall				
Rating	Total Indicators	Weight		Total
Unsatisfactory		X	2.5	=	
Needs Improvement/Developing		X	5	=	
Effective		X	7.5	=	
Highly Effective		X	10	=	
		Domain A Raw Score:		

*Each decimal will be rounded to the nearest whole number.

Domain B: Instruction/Intervention Planning and Design	Rating Scores			
	HE	E	NI/D	U
B-1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic and behavioral interventions and supports.				
B-2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.				
B-3. Applies evidence-based research and best practices to improve instruction/interventions.				
B-4. Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.				
B-5. Engages parents and community partners in the planning and design of instruction/interventions.				

DOMAIN B: Instruction/Intervention Planning and Design Overall				
Rating	Total Indicators	Weight		Total
Unsatisfactory		X	2	=	
Needs Improvement/Developing		X	4	=	
Effective		X	6	=	
Highly Effective		X	8	=	
		Domain B Raw Score:		

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Domain C: Instruction/Intervention Delivery and Facilitation	Rating Scores			
	HE	E	NI/D	U
C-1. Collaborates with school-based and district level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.				
C-2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.				
C-3. Implements evidence-based practices within a multi-tiered framework				
C-4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.				
C-5. Promotes student outcomes related to career and college readiness				
C-6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.				

DOMAIN C: Instruction/Intervention Delivery and Facilitation Overall				
Rating	Total Indicators	Weight		Total
Unsatisfactory		X	1.67	=
Needs Improvement/Developing		X	3.34	=
Effective		X	5	=
Highly Effective		X	6.67	=
		Domain C Raw Score:		

*Each decimal will be rounded to the nearest whole number.

Domain D: Learning Environment	Rating Scores			
	HE	E	NI/D	U
D-1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.				
D-2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.				
D-3. Promotes safe school environments.				
D-4. Integrates relevant cultural issues and contexts that impact family-school				
D-5. Provides a continuum of crisis intervention services.				

DOMAIN D: Learning Environment Overall				
Rating	Total Indicators	Weight		Total
Unsatisfactory		X	2	=
Needs Improvement/Developing		X	4	=
Effective		X	6	=
Highly Effective		X	8	=
		Domain D Raw Score:		

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Rule 6A-5.030, F.A.C. (Effective April 2018)   Form IEST-2018

Domain E: Professional Learning, Responsibility, and Ethical Practice	Rating Scores			
	HE	E	NI/D	U
E-1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.				
E-2. Engages in targeted professional growth opportunities and reflective practices (e.g.,				
E-3. Implements knowledge and skills learned in professional development.				
E-4. Demonstrates effective recordkeeping and communications skills.				
E-5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.				

DOMAIN E: Professional Learning, Responsibility, and Ethical Practice Overall				
Rating	Total Indicators	Weight		Total
Unsatisfactory		X	2	=	
Needs Improvement/Developing		X	4	=	
Effective		X	6	=	
Highly Effective		X	8	=	
		Domain E Raw Score:		

Okeechobee County Schools

Student Services Personnel

END-OF-YEAR SUMMATIVE

Name:	Position:
School(s)/Dept(s):	School Year:
Contract Year: ☐AC1 ☐AC2 ☐AC3 ☐AC4+ ☐ CC/PSC	

Instructional Practices Domains	Points
Domain A: Data-Based Decision Making and Evaluation of Practices	
Domain B: Instruction/Intervention Planning and Design	
Domain C: Instruction/Intervention Delivery and Facilitation	
Domain D: Learning Environment	
Domain E: Professional Learning, Responsibility, and Ethical Practice	
Total Score:	
Overall Rating:	

Performance Rating	Total Score
Unsatisfactory	0 – 41
Needs Improvement/ Developing	42 – 134
Effective	135 – 180
Highly Effective	181 – 200

This evaluation has been discussed with me.   ☐ Yes   ☐ No

_____   _____   _____   _____
Signature of Evaluator   Date   Signature of Evaluatee   Date

My signature does not necessarily indicate agreement with this evaluation. I understand that I may submit a written response to the observation within ten working days of the date of my signature.

Contract Recommendation	☐ Annual 2	☐ Annual 3	☐ Annual 4+	☐ Holds CC/PSC	☐ Not recommended for reappointment

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Okeechobee County Schools
Student Services Personnel
FINAL SUMMATIVE

Name:	Position:
School(s)/Dept(s):	School Year:

Student Growth and Achievement	Points
Two Seasons Ago	
Last Season	
Current Season	
Overall Student Growth Average	
Student Growth Rating	
Student Growth Value	

Overall Average Scale	Student Growth Rating	Overall Student Growth Value
0 – 32	Unsatisfactory	13
33 – 45	Needs Improvement/ Developing	42
46 – 71	Effective	80
72 – 100	Highly Effective	100

Final Summative Evaluation	Points	Rating
Instructional Practice (End-of-Year Summative) 200 points		
Student Growth Value 100 points		
Overall Summative Rating 300 points		

Summative Rating Scale	Overall Summative Rating
0 – 59	Unsatisfactory
60 – 199	Needs Improvement/ Developing
200 – 264	Effective
265 – 300	Highly Effective

This evaluation has been discussed with me.　☐ Yes　☐ No

_____ _____　_____ _____
Signature of Evaluator　　　Date　　　Signature of Evaluatee　　　Date

My signature does not necessarily indicate agreement with this evaluation. I understand that I may submit a written response to the observation within ten working days of the date of my signature.

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