2015-16

Okeechobee County School Board

Okeechobee Instructional Evaluation System

Okeechobee County District School

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Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

**Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system 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.

1. **Performance of Students**

- For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion is 33.3 % and the percentage the evaluation is based on the IPC is 66.7% (s. 1012.34(3)(a)1., F.S.). For teachers who have two or more years of student performance data, their data will be combined from previous years to get an adjusted score for the SGA/VAM portion of the evaluation. For teachers who have both a state issued VAM score and a locally derived SGA score, the scores are applied proportionally to the 33.3% of the evaluation score representing student performance. [Rule 6A-5.030(2)(a)1., F.A.C.].

- For all instructional staff, the IPC portion of the evaluation is scored and combined as follows:

    Domain 1: Classroom Management, Direct Instruction, Assessment and Evaluation, and Technology. This domain constitutes 60% of the IPC total of 180 points.

    Domain 2: Planning and Preparation. This domain constitutes 13.3% of the IPC total of 180 points.

    Domain 3: Reflecting on Teaching. This domain constitutes 8.9% of the IPC total of 180 points, of which 4.45% is the DPP score for indicator 21. This indicator is worth a maximum of 8 points out of the 180 total possible on the IPC.   The value of indicator is based on the multiplier included in the observation document according to the rating received on the DPP.

    Domain 4: Collaboration and Professional Responsibilities. This domain constitutes 17.8% of the IPC total of 180 points.

    These scores are then combined to produce an overall IPC score. The IPC total is 180 points.

- For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation will be weighted as follows: performance of students criterion is 33.3 % and the percentage the evaluation is based on the IPC is 66.7%. Newly hired teachers are evaluated at the end of the first semester and again during the second semester. The student performance measures and scoring method for teachers newly hired to the district follow the same procedures as those for all other teachers in the district, according to their teaching responsibilities. For the 2015-16 school year, principals will determine SGA data to be used for the first semester evaluation for newly hired teachers. [Rule 6A-5.030(2)(a)2., F.A.C.].

- For teachers who have two or more years of student performance data, their data will be combined to get an adjusted score for the SGA/VAM portion of the evaluation. For all instructional personnel who have three or more years of student performance will have the SGA/VAM data included for the current year and the two years immediately preceding the current year. If less than the three most recent years of data are available, those years for which data are available will be used. For teachers who have both a state issued VAM score and a locally derived SGA score, the scores are applied proportionally to the 33.3% of the evaluation score representing student performance. [Rule 6A-5.030(2)(a)3., F.A.C.].

- For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., the VAM results will comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.]. If a teacher is assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results will be proportionally adjusted according periods within the instructional day. The performance of students (VAM/SGA) will remain at 33.3% of the final evaluation.

- For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.] will constitute 33.3% of their evaluation. These measures are identified in the section that follows.
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) will constitute 33.3% of their evaluation. These measures are identified in the section that follows. [Rule 6A-5.030(2)(a)6., F.A.C.].

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Student Performance Measures

Student Performance Measure:

All instructional personnel will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used.

The Evaluation Components will be calculated for instructional personnel as follows:

1. For the 2015-16 school year, the Instructional Practice Component (IPC) will comprise 66.7% of the final summative evaluation and the Student Growth and Achievement (SGA) will comprise 33.3% of the final summative evaluation. Where available, SGA/VAM calculations will be performed using up to the three (3) most recent SGA/VAM values, including two- and three-year aggregate calculations.

2. ESE teachers will be assessed as follows:

   a. ESE teachers serving a combination of students taking multiple type of assessments, i.e., Florida Standards Alternate Assessment (FSAA), or other state or district approved assessment, will have their student growth and achievement based on a percentage of students assigned to each of these categories. For the 2015-16 school year, proficiency on the FSAA will be defined as students scoring in the top two (2) tertiles.

b. Classroom teachers teaching K-2 students with significant cognitive disabilities will have their student growth and achievement calculated using Unique Learning System assessments for reading.

c. Classroom teachers teaching juniors through age 22 with significant cognitive disabilities will have their student growth and achievement calculated byy the percent of students who make .5 year's growth on iReady ELA and math. Weighting will be as follows: 50%ELA and 50% math.

3. PreK students will be assessed as follows:

a. Developmental PreK (ACE) teachers' student growth will be calculated using the Unique Learning System assessments.

b. The Voluntary PreK teachers' student growth will be measured using the Florida VPK Assessment.

4. Classroom teachers teaching grades K-2 will have their student growth and achievement determined by the percent of students making one (1) year's growth in iReady ELA and the percent making one (1) year's growth in iReady math as determined by student performance on the diagnostic assessments. For ELA and Math, weighting will be as follows: 50% ELA, 50% math.

5. Classroom teachers teaching grade 3 will have their student growth and achievement determined by the percent of students scoring Level 3 or higher on FSA ELA and the percent of students scoring Level 3 or higher on FSA math. Weighting will be as follows: 50% ELA, 50% math.

6. Classroom teachers, teaching grades 4 or above with three (3) years of VAM data whose students take FSA in the subject area(s) of ELA and math taught by them will have their VAM calculation determined by the three-year aggregate VAM classification released by the Florida Department of Education.

7. Classroom teachers teaching grades 4 or above without a three (3) year aggregate VAM calculation whose students take FSA in the subject area(s) of ELA and math taught by them will use the available aggregate score(s) for FSA ELA and math. Weighting will be as follows: 50% ELA, 50% math.

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

9. Classroom teachers who teach courses with district-developed End Of Course exams will have their student growth and achievement based on the percent of students scoring 70% or higher. Student growth and achievement will be based on the proration of the district-developed End Of Course exams for which the teacher is responsible.

10. Classroom teachers who teach courses with End of Course (EOC) exams will have their students' growth and achievement calculated based on the percent of students passing the EOC or PERT if recognized as a concordant score.

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

12. 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.

13. Music and PE teachers in elementary and non-classroom teachers assigned to specific schools or multiple schools 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 and PE teachers, guidance counselors, deans, staffing specialists, speech therapists, social workers, etc.)**

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

15. Science and math coaches will have their student growth and achievement calculated by using assessments assigned to the students they serve weighted seventy-five percent (75%) in math and twenty-five percent (25%) in science.

16. Classroom teachers whose students are in dual enrollment courses will have their student growth and achievement calculated based on the percentage of students scoring 70% or greater on the dual enrollment final exams.

17. Classroom teachers teaching band will have their student growth and achievement calculated based on FBA adjudications for grades 9-12 and district-developed End Of Course exams for grades 6-8 (see #9).

18. 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. For other CTE courses, student growth and

achievement will be based on the percent of students passing the district-developed End Of Course exams at 70% or higher.

19. 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.

20. Classroom teachers teaching intensive reading courses for grades 11-12 will have their student growth and achievement based on the percent of students passing the required statewide assessment for reading/ELA.

21. Classroom teachers at Okeechobee Achievement Academy in grades 6-12 will have their student growth and achievement based upon state assessments when applicable and the percentage of students showing 1 year's growth on iReady reading and math for students who have been in their classes a minimum of nine (9) weeks.

22. Student growth and achievement scores for classroom teachers teaching semester-long classes will be calculated based on student data from both semesters. If the classroom teacher teaches a year-long course, only students present in both FTE Survey periods will count for student growth and achievement.

23. VAM scores on the 4 point scale provided by FLDOE will be used as the student performance score. If teachers teach a combination of VAM and non-VAM courses, an aggregate score will be derived (proportionally dependent on the teacher course schedule) and the cut scores below will be applied to the aggregate score. Student growth and achievement will be calculated using the cut scores listed below unless instructed otherwise by the Florida State Board of Education (i.e. state determined cut scores).

> Unsatisfactory: 0-32
> Needs Improvement: 33-45
> Effective: 46-71
> Highly Effective: 72-100

a. For the 2015-16 school year only, any classroom teacher whose students are measured with an achievement assessment, as compared to a growth model (VAM) assessment, and whose class is comprised of at least 50% or more of students who score in the lowest quartile for any test or measure used for classroom placement or any classroom teacher whose class is comprised of 11th and 12th grade students of which 50% or more have not met either the FCAT reading, FSA ELA, or the concordant score

graduation requirement will have their student growth/achievement calculated using the following cut scores:

> Unsatisfactory: 0-29
> Needs Improvement: 30-42
> Effective: 43-68
> Highly Effective: 69-100

b. For the 2015-16 school year only, classroom teachers who teach courses with state-developed EOC exams and at least 50% of their students were previously unsuccessful on the EOC exam; or instructional personnel at Okeechobee Achievement Academy who serve students in ACE Pre-K, EBD, MSD, and HSD; or classroom teachers teaching 8th grade science or departmentalized 5th grade science 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

c. For the 2015-16 school year only, classroom teachers whose student growth and achievement score is calculated using either the science FCAT 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

d. When student growth and achievement is calculated using non-VAM assessment data, teachers must complete a district provided Excel spreadsheet by entering matched student names, all district-developed End Of Course exam scores, identify any special exception in which an additional set of cut scores may apply, and submit electronically to their principal in Excel format.

2. **Instructional Practice**

Directions:

- For all instructional personnel, the percentage of the evaluation that is based on the instructional practice will constitute 66.7% of the final summative score (s. 1012.34(3)(a)2., F.S.) The scoring method and cut scores for the evaluation instrument are embedded within the instrument located in section 3. [Rule 6A-5.030(2)(b)1., F.A.C.].
- Okeechobee County School District's evaluation framework for instructional personnel is based on contemporary research basis and effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].
- For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices, demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices, is located on the next page. [Rule 6A-5.030(2)(b)3., F.A.C.].
- The observation instruments include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.]. The crosswalk is located on the next page.
- For non-classroom instructional personnel, evaluation instrument include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].
- For all instructional personnel, Okeechobee County School District has developed procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.]. These procedures are located in section 4.

The framework for Okeechobee County's Instructional Practice Evaluation form was developed and researched by EMCS. The consultant, Jerry Copeland, shared research and indicators that had been developed based on teacher effectiveness research conducted by EMCS. Multiple districts were involved in the study that identified high impact teacher behaviors and skills.

The observation instrument and the rubric are on the next several pages. The documents are in the following order:

1) Observation/Evaluation Instrument—each domain has the calculation formula at the end of the domain indicators, the final calculations and the ranking protocols are at the end of the observation/evaluation instrument.

2) Chart including the observation procedures—length and frequency of observations, a description of each component, and timelines for feedback

3) Observation/Evaluation Rubric-observable behaviors that are related to each ranking of Unsatisfactory, Needs Improvement, Effective, or Highly Effective

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 MANAGEMENT	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/ D	E	HE	Indicate all that apply
1. Establishes and maintains a safe and organized physical environment.	❑	❑	❑	❑	
2. Manages materials and equipment effectively.	❑	❑	❑	❑	
3. Uses effective student behavior management techniques.	❑	❑	❑	❑	
4. Demonstrates that classroom routines are established and uses time effectively.	❑	❑	❑	❑	

DIRECT INSTRUCTION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/ D	E	HE	Indicate all that apply
5. Engages all students in the work of the lesson from start to finish.	❑	❑	❑	❑	
6. Ensures all students are working with content aligned to the appropriate standards for their subject and grade.	❑	❑	❑	❑	
7. Organizes instruction so that students are carrying the cognitive load in the classroom.	❑	❑	❑	❑	
8. Ensure that all students demonstrate that they are learning.	❑	❑	❑	❑	
9. Adjusts instruction for all students, including students with disabilities and students who have limited English proficiency.	❑	❑	❑	❑	
10. Uses a range of questioning and discussion techniques to promote higher level thinking aligned to curriculum standards.	❑	❑	❑	❑	
11. Monitors learning activities providing feedback and reinforcement to students.	❑	❑	❑	❑	

ASSESSMENT/EVALUATION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/ D	E	HE	Indicate all that apply
12. Checks for understanding throughout the lesson using informal deliberate methods (such as questioning or short tasks).	❑	❑	❑	❑	
13. Interprets data including but not limited to standardized and other test results for diagnosis, instructional planning, program evaluation, and effectiveness of teaching strategies.	❑	❑	❑	❑	
14. Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	❑	❑	❑	❑	

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

Unsatisfactory		X	0.0	=
Needs Improvement/Developing		X	2.88	=
Effective		X	5.73	=
Highly Effective		X	7.20	=
	Category Raw Score			

Domain 1 Rating

Unsatisfactory 0-24	Needs Improvement/ Developing 25-75	Effective 76-97	Highly Effective 98-108

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

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

INSTRUCTIONAL PERSONNEL

OBSERVATION AND DATA COLLECTION/ANALYSIS INSTRUMENT

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

DOMAIN 2: Planning and Preparation

PLANNING/PREPARATION	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/ D	E	HE	Indicate all that apply
16. Plans lessons that reflect the full intent of the standard(s) or parts thereof.	❑	❑	❑	❑	
17. Uses Multi-Tiered System of Support (MTSS/RtI)), Individual Education Plans (IEPs), Limited English Proficiency (LEP) plans and 504 plan goals as a basis for planning differentiated instruction.	❑	❑	❑	❑	
18. Plans tasks that are aligned to the full intent of the grade-level content standard(s).	❑	❑	❑	❑	
19. Develops lesson and unit plans that demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, instructional shifts, organizes strategies and activities in an appropriate sequence.	❑	❑	❑	❑	

Unsatisfactory		X	0.0	=	
Needs Improvement/Developing		X	2.51	=	
Effective		X	5.00	=	
Highly Effective		X	6.00	=	

Category Raw Score

Domain 2 Rating

Unsatisfactory 0-6	Needs Improvement/ Developing 7-16	Effective 17-22	Highly Effective 23-24

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

SCHOOL DISTRICT OF OKEECHOBEE COUNTY

INSTRUCTIONAL PERSONNEL

OBSERVATION AND DATA COLLECTION/ANALYSIS INSTRUMENT

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

DOMAIN 3: Reflecting on Teaching

PROFESSIONAL LEARNING	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
20. Engages in a continuing improvement of professional skills and knowledge.	☐	☐	☐	☐	
21. Identifies an indicator within Domain 1 annually to focus on for professional development and improvement.	☐	☐	☐	☐	

Unsatisfactory		X	0.0	=	
Needs Improvement/Developing		X	3.50	=	
Effective		X	6.50	=	
Highly Effective		X	8.00	=	

Category Raw Score

Domain 3 Rating

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

Unsatisfactory 0-5	Needs Improvement/ Developing 6-10	Effective 11-14	Highly Effective 15-16

SCHOOL DISTRICT OF OKEECHOBEE COUNTY
INSTRUCTIONAL PERSONNEL

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

DOMAIN 4: Collegiality and Professionalism

COLLABORATION	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/ D	E	HE	Indicate all that apply
22. Collaborates with peers and other professionals to enhance student learning.	☐	☐	☐	☐	
23. 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
24. 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.	☐	☐	☐	☐	
25. Complies with instructional and administrative policies, procedures and programs.	☐	☐	☐	☐	
26. Exercises appropriate professional judgment.	☐	☐	☐	☐	
27. Supports school improvement initiatives.	☐	☐	☐	☐	

Unsatisfactory		X	0.0	=	
Needs Improvement/Developing		X	2.0	=	
Effective		X	4.15	=	
Highly Effective		X	5.33	=	
		Category Raw Score			

Domain 4 Rating

Unsatisfactory 0-6	Needs Improvement/ Developing 7-20	Effective 21-28	Highly Effective 29-32

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

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

<u>Component</u>	**<u>Description</u>**	**<u>Timeline</u>**
Annual Planning Conference	- Setting expectations - Individual questions regarding procedures - Goal setting - Review of forms - Review of electronic data components of evaluation system - Identity status teacher - Identify areas of focus for enhancement - Teacher selects one (1) indicator in Domain 1 for Deliberate Practice	September 30
Formal Observation – mutually scheduled	30 minutes (elementary) or a class period (secondary), whichever is greater - 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	At a minimum: 1st year Teacher: - 3 formal observations: 1 in first 20 days of employment, 1 by end of 1st semester, and 1 during 2nd semester 2nd & 3rd year Teacher – 1 formal observations per semester - Regular Teachers - 1 formal observation per year - Refer to XII.G.g.
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 behavior	2nd & 3rd year Teacher – 1 informal observation per year - Regular Teachers – 2 informal observations per year - Refer to XII.G.g.
Walkthroughs – unannounced	- Minimum of 3 minutes in length - Used for annual evaluation - Written feedback - Observer gathers evidence regarding classroom instructional practices and behaviors	- All Teachers – no minimum - Refer to XII.G.g.

Teacher/Principal Interaction/Engagement	• Engagement which relates to deliberate practice and/or student growth which provides evidence of indicators and/or domains • Includes but not limited to: conversations, staff meetings, conferences, and the like	• Ongoing
Summative Conference	• Individual overview of performance • Finalizing the evaluation • Review of previously submitted artifacts and opportunity to present additional ones • Signing of forms	• Entry Level teachers: One (1) summative conference prior to the end of the 1st semester, and the 2nd summative conference 6-weeks prior to the end of the school year • Regular teacher: 6 weeks prior to the end of the school year

CLASSROOM MANAGEMENT			
1. Establishes and maintains a safe, and organized, physical environment			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Physical environment is unsafe for students and not all spaces are accessible to all students -Arrangement of furniture does not support learning -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 majority of the physical environment is usually safe, facilitates movement and is accessible to most students -Arrangement of furniture does not support learning for a minority of students -The physical environment is safe but the arrangement neither supports learning nor the purpose of the lesson	-Physical environment is safe, facilitate movement and all learning spaces are accessible to the majority of students -Furniture is arranged to facilitate learning -The physical environment is safe, and the arrangement supports student learning and the purpose of the lesson	-There is 100% access to all learning spaces for all students -Students assume responsibility for ensuring that the physical environment is safe, well-organized, facilitates movement -Teachers ensure furniture is arranged to support learning -The physical environment is safe, and the arrangement supports student learning the purpose of the lesson
2. Manages materials and equipment effectively			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Materials and equipment are disorganized, subjected to abusive use, or not secured -Instructional time is frequently lost due to disorganization of materials and equipment -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	-Materials and equipment are partially organized, but are often unavailable due to not being maintained, or left unsecured -Too much instructional time is lost due to disorganization or lack maintenance of materials and equipment -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	-Materials and equipment are organized, properly maintained, and secured -Little or no instructional time is lost due to transitions of materials and/or equipment -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	-Materials and equipment are always well-organized, properly maintained, and secured -Students take responsibility for ensuring organization and distribution -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 -Students are familiar and comfortable with using the available resources

3. Uses effective student behavior management techniques

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Rarely monitors student behavior -Utilizes very few effective behavior management techniques, resulting in frequent behavior problems and lack for students and teachers -Rarely or never responds to student misbehavior by following classroom routines and/or building discipline procedures -Student behavior does not change or may escalate -Very few or no students follow behavioral expectations and/or directions -Students often respond negatively to their peers' thinking, ideas, or answers	-Sporadically monitors student behavior -Does not consistently apply behavior management techniques, resulting in behavior problems -Responds to student misbehavior by following classroom routines and/or building discipline procedures, but with uneven student behavior results -Students are not always held accountable for their behavior -Most students follow behavioral expectations and/or directions -Most students are respectful of each other and their teachers -Students frequently do not listen to peers' thinking, ideas, or answers.	-Consistently monitors student behavior -Appropriate and effective behavior management techniques have been established and are utilized -Responds to student misbehavior by following classroom routines and building discipline procedures -Student misbehavior is rare -Students are respectful of each other and all teachers -Students actively listen and positively respond to their peers' thinking, ideas, or answers.	-Anticipates student behavior and prevents problems from arising - 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 -Students are respectful of each other and all staff -Students assume responsibility for their own and peer conduct -Students demonstrate a sense of ownership of learning expectations by holding each other accountable for staying on task throughout the lesson

4. Demonstrates that classroom routines and procedures are established

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Routines are absent, poorly executed or do not hold students accountable -Students do not execute transitions, routines and procedures in an	-Routines are present, but may not result in classroom management behavior -Students execute transitions, routines and procedures in an	-Routines have been taught, are evident, and result in effective behavior management. With prompts, students use these routines during the lesson	-Routines have been explicitly taught, are evident and result in effective behavior -Students independently use the routines during the lesson

| orderly manner | orderly and efficient manner only some of the time and/or require substantial direction from the teacher
-Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, but they may require some direction from the teacher | | -Students are held accountable for their work, take ownership for their learning and support the learning of others
-Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher. |

DIRECT INSTRUCTION			
5. Engages all students in the work of the lesson from start to finish			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions	-Some students complete instructional tasks, volunteer responses and/or ask appropriate questions -Students are idle while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions	-All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions -Teacher maintains instructional momentum and students are engaged in the work of the lesson from start to finish -Students who finish assigned work early engage in meaningful learning without interrupting other students' learning	-All descriptors for effective are met along with additional descriptions listed below -Meaningful tasks are planned to extend or support the learning for students for whom the planned task is not sufficient
6. Ensures all students are working with content aligned to the appropriate standards for their subject and grade			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-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 -Instructional materials rarely or never align with the purpose of the unit and lesson -Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text)	-The lesson is based on grade level standards and the learning target(s) align to the student. The lesson is occasionally linked to broader purpose or a transferable skill -Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text)	-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 -Most instructional materials and tasks align with the purpose of the unit and lesson -Materials and tasks frequently align with student's level of challenge -Students make connections between what they are learning and other content across disciplines	-The lesson is consistently linked to broader purposes or a transferable skill -Materials and tasks consistently align with student's level of challenge -Students independently connect lesson content to real-world situations -All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality and appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text)

7. Organizes instruction so that students are carrying the cognitive load in the classroom

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 rarely or never uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence -Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work -Very few or no students provide meaningful oral or written evidence to support their thinking -No students or very few students try hard to complete challenging academic work or answer questions -No instructional shifts are included in the lesson	-Teacher occasionally provides opportunities and strategies for students to take ownership of their learning. Locus of control is with teacher -Teacher occasionally uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence -Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work -Some students provide meaningful oral or written evidence to support their thinking -Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback -Some students try hard to complete challenging academic work and answer questions -An attempt to implement at least one instructional shift is made during the lesson	-Teacher provides opportunities and strategies for students to take ownership of their learning -Some locus of control is with students in ways that support students' learning -Teacher frequently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence -Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own -Most students provide meaningful oral or written evidence to support their thinking -Students respond to and build on their peers' thinking, ideas or answers -Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response -Most students consistently try hard to complete academic work and answer questions, even if the work is challenging	-Teacher consistently provides opportunities for students to take ownership of their learning. Most locus of control is with students in ways that support students' learning -Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence -Students expect to be self-reliant -Students synthesize diverse perspective or points of view during the lesson -Students independently show enthusiasm and interest in taking on advanced or more challenging content -All appropriate shifts are fully implemented into each lesson

		-At least one instructional shift is included in the lesson that is relevant to the lesson and is fully implemented.	

8. Ensures that all students demonstrate that they are learning			
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals -Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language -Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals -Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals -Fails to provide differentiated instruction for students with special needs -Displays little knowledge of student needs	-Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals -Students have few opportunities to express learning through academic writing and/or explanations using academic language -Some students demonstrate how well they understand lesson content and their progress toward leaning goals through their work and/or responses -Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals -Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals -Students have some opportunities to express learning through academic writing and/or explanations using academic language -Inconsistently accommodates students with special needs Infrequently seeks alternative accommodations -May miss opportunities to differentiate instruction	-Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down. -Students have extensive opportunities to express learning through academic writing and/or explanations using academic language -All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses -Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals -Makes appropriate accommodations for all students so that they can be engaged in the content of all lessons	-Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. -Students monitor their own progress, identify their own errors and seek additional opportunities for practice -Provides individualized supports and modifications for ELL and ESE students in order to maximize learning opportunities -Students assume responsibility for facilitating each other's learning

9. Adjusts instruction for all students, including students with disabilities and students who have limited English proficiency

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Teacher rarely or never uses strategies that differentiate for individual learning strengths and needs -Teacher rarely or never bases the teaching point(s) on students' learning needs – academic background, life experiences, culture and language	-Teacher occasionally uses strategies that differentiate for individual learning strengths and needs -Teacher bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experience, culture and language	-Teacher frequently uses strategies that differentiate for individual learning strengths and needs -Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for some groups of students	-Teacher consistently uses strategies that differentiate for individual learning and strengths and needs -Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for groups of students and individual students

10. Uses a range of questioning and discussion techniques to promote higher level thinking aligned to curriculum standards

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Fails to use a variety of questioning techniques appropriately -Fails to use higher order questions in the proper context -The majority of questions require single word response	-Uses a limited variety of question types and responses -Most questions require limited responses based on recall of knowledge -A few students respond to all questions and/or dominate discussion -Lack of wait time hinders some students from participating	-Consistently poses questions that require a variety of responses appropriate to the subject and class level -Effectively engages most students in discussions requiring reasoning and explanation supported by teacher intervention -Wait time is sufficient to allow all students to participate	-Selects questioning and discussion strategies that engage all students in asking and answering higher order questions related to appropriate standards without teacher intervention -Students assume responsibility for promoting in depth discussion and the use of higher order thinking -Teacher supports students through wait time and scaffolding and does not allow students to "opt out" when asked to participate.

11. Monitors learning activities providing feedback and reinforcement to students

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Sporadically monitors student learning -Provides poor quality or late feedback -Students receive only numerical or letter grades	-Understands the importance of feedback but fails to consistently provide high quality feedback in a timely manner -Written comments are mostly descriptive	-Provides students with timely and consistent feedback leading to improvement in learning -Grading practices focus on next steps for student learning	-Feedback is consistently provided in a timely manner and is of high quality -Students assume responsibility monitoring and analyzing their own progress

ASSESSMENT/EVALUATION

12. Checks for understanding throughout the lesson using informal deliberate methods (such as questioning or short tasks)

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Teacher rarely or never uses formative assessment data to make instructional adjustments, give feedback to students or modify lessons -Teacher rarely or never uses an observable system and/or routines for recording formative assessment data -Teacher rarely or never provides formative assessment opportunities during the lesson	-Teacher uses formative assessment data to modify future lessons -Teacher has an observable system and routines for recording formative assessment data and occasionally uses the system for instructional purposes -Teacher only provides formative assessment opportunities to determine students' understanding of directions and task	-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 frequently uses the system for instructional purposes -Teacher provides formative assessment opportunities that align with the learning target(s)	-Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students -Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes -Teacher provides a variety of strategies for formative assessment that align with the learning target(s)

13. Interprets data including but not limited to standardized and other test results for diagnosis, instructional planning, and program evaluation

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Does not check for understanding or for diagnostic information during the course of a lesson or unit of study	-Limited use of diagnostic measures to plan lessons -Occasionally checks students' knowledge and understanding prior to commencing instruction -Limited utilization of ongoing diagnostic strategies to inform lesson design during the course of study	-Uses diagnostic measures prior to instruction and adjusts lesson plans and instruction to meet student needs -Uses data from ongoing diagnostic measures to more clearly align lesson design for groups of students based on their needs	-Uses diagnostic measures prior to beginning instruction and adjusts lesson plans and strategies accordingly -Uses data from diagnostic measures to plan for ways to meet individual needs -Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly -Students assume responsibility for evaluating their progress -Uses multiple data sources to inform instruction

14. Provides students with recognition of their current status and their knowledge gain relative to the learning goal

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Permits students to move along in the instructional process without checking for understanding or referencing their learning -Students rarely or never use assessment data to assess their own learning	-Encourages students to do their best and check their work prior to grading -Students occasionally use assessment data to assess their own learning, determine learning goals and monitor progress over time	-Models the goal setting process by sharing goals, strategies and monitoring system with students -Asks students to develop individual goals and monitor their plans so they are knowledgeable about their progress -Generalized follow-up directed at the needs of the majority of the students -Students frequently use informal assessment data to assess their own learning goals and monitor progress over time	-Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students -Follow-up conversations with students and among students is specific and detailed -Students embrace goal setting and develop strategies and monitoring system for holding themselves accountable for continuous improvement -Students consistently use assessment data to assess their own learning, determine learning goals and monitor progress over time

TECHNOLOGY

15. 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 technologies in their

			learning process -Creates ways for students to become authentically engaged in the learning process through the use of technology

PLANNING/PREPARATION

16. Plans lessons that reflect the full intent of the standard(s) or parts thereof

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Has examined district and state content standards but the standards are not a part of the long range or daily planning process -Lesson plans are incongruent with state standards -Relies solely on textbook organization to plan and prepare for the lesson	-Has some understanding of the district and state content standards and sometimes addresses them in lesson plans -Learning outcomes are sometimes displayed so students can make the connection	-Utilizes district and state content standards to develop long range plans -Revisits long range plans as the year progresses -Plans lessons that address each state standard -Goals and objectives are aligned with the district and state content standards -Learning outcomes are clearly and specifically articulated so students understand the plan, the reason for the activities, and the method of assessment	-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 -Plans lessons that address all state standards and assists colleagues with planning and design -Selects goals and objectives based on content standards and needs of individual students -Clearly articulates how learning outcomes are aligned with goals, objectives, and content standards -Students assume responsibility for their ability to understand the learning goals

17. Uses Multi-Tiered Support System (MTSS/RTi) Plans, Individual Education Plans (IEP), Limited English Proficiency (LEP) Plans, and 504 Plans goals as a basis for planning differentiated instruction

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Does not differentiate instruction to meet the goals of the MTSS, IEP, LEP, or 504 Plans	-Identifies the needs of students (MTSS, IEP, LEP, or 504) but lesson plans only minimally address those needs	-Instructional plans explicitly address the needs and goals of students with MTSS, IEP, LEP, 504 plans, EP, and Acceleration -Differentiated instruction is addressed in lesson plans	-Individualizes instruction for students with MTSS, IEP, LEP, or 504 plans - Ensures that individual allowable accommodations and interventions are provided for eligible students -Students assume responsibility for maximizing the range of learning opportunities provided that are matched to their individual needs

18 Plans tasks that are aligned to the full intent of the grade-level content standard(s)

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Very few or no tasks are aligned to the grade-level content standards -Very few or no shifts are addressed in planned tasks	-Most tasks are aligned to the grade-level content standards -Some shifts are addressed in planned tasks	-All or almost all tasks are aligned to the grade-level content standards -Most shifts are addressed in planned tasks	-All tasks are planned to the full intent and depth of the grade-level content standards -All shifts are addressed in the planned tasks

19. Develops lesson and unit plans that demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, instructional shifts, and organizes strategies and activities in an appropriate sequence

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Has little knowledge of subject area -Uses inappropriate instructional strategies for the discipline -The lesson is rarely or never linked to previous and future lessons	-Plans identify some important concepts but do not reflect relationships between them -Some instructional strategies are appropriate to the discipline -The lesson is sometimes linked to previous and future lessons	-Identifies important concepts and their relationship to one another -Instructional strategies are appropriate for the content -The lesson is clearly linked to previous and future lessons -Lessons build on each other in a logical progression	-Plans reflect relationships between important concepts -Potential student areas of misunderstanding are addressed -Plans reflect current pedagogy -The lesson is clearly linked to previous and future lessons -Lessons build on each other in ways that enhance student learning - Students understand how the lesson relates to previous lesson

<div align="center">PROFESSIONAL LEARNING</div>

20. Engages in continuing improvement of professional skills and knowledge

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Attends collaborative meetings but rarely contributes -Sees little value in collaboration	-Attends collaborative meetings as required -Is beginning to see some value in spending time sharing personal reflections and student work with colleagues	-Collaborates with colleagues to review data and plan. -Regularly meets with colleagues to discuss lesson design and student work -Actively participates in Professional Learning Community meetings or the equivalent	-Collaborates with colleagues to review student work, design lessons or share curriculum information -Regularly meets, and often leads colleagues in the review of data for planning purposes -Often leads and shares pertinent information at Professional Learning Community meetings or the equivalent -Expresses willingness to model

			techniques and strategies for colleagues

21. Identifies an indicator within Domain 1 annually to focus on for professional development and improvement

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Fails to write goals as required	-Does not collaborate with others to write goals. -Does not monitor evidence of progress toward attainment of the goal until the end of the semester/year	-Meets with colleagues to get input, develop strategies and to write an improvement plan -Aligns learning opportunities to focus on selected goals	-Seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes -Routinely monitors strategies to assure that progress is being made toward goal attainment -Gathers data and shares findings with colleagues

COLLABORATION

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

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Rarely or never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practice or student learning -Maintains minimal student records -Rarely communicates student progress information to relevant individuals within the school community	-Collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning - Provides minimal contributions -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)	-Collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning -Contributes to collaborative work -Communicates student progress information to relevant individuals within the school community in a timely way	-Collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student and teacher learning -Occasionally leads collaborative work -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

23, 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
-Makes parents feel unwelcome at school -Rarely or never communicates in any manner with parents and guardians about student progress	-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	-Attempts communicating with all parents and guardians about goals of instruction and student progress and uses multiple tools to communicate in a timely and positive manner -Effectively engages in two-way forms of communication and is responsive to parent and guardian insights	-Communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner -Considers the language needs of parents and guardians

PROFESSIONAL RESPONSIBILITIES

24. Acts in a professional and ethical manner and adheres 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

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 generally friendly, ethical, and professional and supports learning for some students	-Teacher's professional role toward adults and students is friendly, ethical, and professional and supports learning for all students	-Teacher's professional role toward historically underserved students is friendly, ethical, and professional and supports learning -Teacher advocates for fair and equitable practices for all students

25. Complies with instructional and administrative policies, procedures and programs.

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Rarely complies with policies, procedure, and programs at the school and district level -Rarely maintains appropriate records, follows classroom management system or adheres to the Roadmap or curriculum map for their assigned course(s)	-Occasionally complies with policies, procedures, and programs at the school and district level -Occasionally maintains appropriate records, follows classroom management system or adheres to the Roadmap or curriculum map for their assigned course(s)	-Complies with policies, procedures, and programs at the school and district level -Complies with and maintains appropriate records, follows classroom management system or adheres to the Roadmap or curriculum map for their assigned course(s)	-Is a role model to colleagues in compliance with policies, procedures, and programs at the school and district level -Is a resource for other teachers in how to maintain appropriate records, follows classroom management system or adheres to the Roadmap or curriculum map for their assigned course(s)

26. Exercises appropriate professional judgment

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
-Acts in an unethical or ethically questionable manner -Uses poor judgment and cannot be trusted to be honest	-Sometimes uses questionable judgment and is less than completely honest and direct	-Is ethical and honest and uses good judgment	-Is ethical and honest and uses impeccable judgment

27. Supports school improvement 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 compromising an aligned curriculum

The following crosswalks demonstrate the district's evaluation frameworks as they relate to the Educator Accomplished Practices.

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Instructional Practice Crosswalk	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, 16,18
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	6, 10, 18, 19
c. Designs instruction for students to achieve mastery;	8, 16
d. Selects appropriate formative assessments to monitor learning;	12
e. Uses diagnostic student data to plan lessons; and,	13, 17
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	6, 8, 16, 19
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, 2, 4
b. Manages individual and class behaviors through a well-planned management system;	1, 3, 4
c. Conveys high expectations to all students;	6,7
d. Respects students' cultural linguistic and family background;	9, 23
e. Models clear, acceptable oral and written communication skills;	25
f. Maintains a climate of openness, inquiry, fairness and support;	3, 8, 23
g. Integrates current information and communication technologies;	15, 17
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	17
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	15
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;	5, 6, 7, 8
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	6, 7
c. Identify gaps in students' subject matter knowledge;	6, 7, 8, 9, 10
d. Modify instruction to respond to preconceptions or misconceptions;	9, 11
e. Relate and integrate the subject matter with other disciplines and life experiences;	19
f. Employ higher-order questioning techniques;	10

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	7, 8, 9, 15
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	9
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	10, 11, 23
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	10, 11, 12, 13, 14, 23
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;	11, 12 ,14
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	12
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	12, 13
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	8, 17
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	23
f. Applies technology to organize and integrate assessment information.	
5. Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	20, 21
b. Examines and uses data-informed research to improve instruction and student achievement;	
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;	13,19
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	22, 23
e. Engages in targeted professional growth opportunities and reflective practices; and,	21
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	20, 21
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator 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	24,25, 26, 27

expected obligations to students, the public and the education profession.	

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Student Services Crosswalk	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;	D-2, B-2
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	B-3
c. Designs instruction for students to achieve mastery;	C-5, B-3
d. Selects appropriate formative assessments to monitor learning;	A-3
e. Uses diagnostic student data to plan lessons; and,	A-3
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	D-2
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;	E-4
b. Manages individual and class behaviors through a well-planned management system;	D-3
c. Conveys high expectations to all students;	B-4, C-5
d. Respects students' cultural linguistic and family background;	D-4
e. Models clear, acceptable oral and written communication skills;	6
f. Maintains a climate of openness, inquiry, fairness and support;	6
g. Integrates current information and communication technologies;	B-3
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	C-1
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	B-2, B-3
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;	C-5
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	C-5
c. Identify gaps in students' subject matter knowledge;	C-5
d. Modify instruction to respond to preconceptions or misconceptions;	C-4
e. Relate and integrate the subject matter with other disciplines and life experiences;	C-5

f. Employ higher-order questioning techniques;	C-5
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	C-4
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	C-1, C-3
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	C-6
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	C-2
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;	A-1
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	A-3, B-3, B-4
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	A-2
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	C-4
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	A-4
f. Applies technology to organize and integrate assessment information.	B-2
5. Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	D-2
b. Examines and uses data-informed research to improve instruction and student achievement;	B-3
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;	A-2,A-3, B-1,C-1, C-2
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	B-5, B-4,B-5,D-1, D-4
e. Engages in targeted professional growth opportunities and reflective practices; and,	E-1, E-2
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	E-3
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator 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.	D-5, E-4, E-5

3. <u>Other Indicators of Performance</u>

- Okeechobee County School district has identified the additional performance indicators pursuant to s. 1012.34(3)(a)4., F.S. indicator number 21on the Instructional Personnel evaluation and as indicator 5-e on the Student Services evaluation, both of which requires a teacher to choose an indicator related to instructional practices for which he/she plans to seek out professional development, apply learning to the classroom, and demonstrate a positive impact on student learning.
- The percentage of the final evaluation that is based on the additional performance indicators for the Instructional Personnel evaluation is 3.7% and for the Student Services evaluation it is 4%.
- The scoring method for both evaluation instruments is dependent on the rubric. The evaluator must identify a rating that best matches the observation he/she conducted. Each Domain is totaled and weighted according to the research of the designer of the evaluation system. The domains are then added together and multiplied by a factor that will provide the 66.7% for the observation portion of the evaluation instrument and 33.3% for the SGA/VAM portion of the evaluation.[Rule 6A-5.030(2)(d), F.A.C.].
- The Instructional Practice Evaluation instrument was built on the frameworks of the Copeland research into effective instructional practices. This research was conducted across multiple districts to determine effectiveness of teacher behaviors.
- The observation document is the same as the summative document. The indicators observed are marked during each observation. The process, including the time and frequency of observations is addressed in the following chart.
- The DPP, indicator 21, is worth a maximum of 8 points out of the 180 total possible on the IPC. The value of indicator is based on the multiplier included in the observation document   according   to   the   rating   received   on   the   DPP.

The deliberate practice instrument is used to list the one (or more) indicators that a teacher has identified as an area to seek out professional development, apply the learning that takes place during the PD, and the impact that the application of learning will have on student achievement.

<u>Okeechobee County Deliberate Practice Guidelines</u>

Deliberate Practice is a way for professionals to grow their expertise through a series of planned action steps, reflections, and collaboration.

Florida Statute 1012.98(4)- *Each school principal may establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned, define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity,*

and include an evaluation component that determines the effectiveness of the professional development plan.

Okeechobee Contract Language- p. 50 Annual Planning Conference must be completed by September 30. This conference should include the following:

1. Setting Expectations
2. Individual questions regarding procedures
3. Goal setting
4. Review of forms
5. Review of electronic data components of evaluation system
6. Identity status teacher
7. Identify areas of focus for enhancement
8. **Teacher selects one (1) indicator in Domain 1 for Deliberate Practice**

Okeechobee Evaluation Rubric for Indicator #21-

Identifies an indicator within Domain 1 annually to focus on for professional development and improvement			
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
-Fails to write goals as required	-Does not collaborate with others to write goals. -Does not monitor evidence of progress toward attainment of the goal until the end of the semester/year	-Meets with colleagues to get input, develop strategies and to write an improvement plan -Aligns learning opportunities to focus on selected goals	-Seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes -Routinely monitors strategies to assure that progress is being made toward goal attainment -Gathers data and shares findings with colleagues

Step 1: Set Goals: September 30th

Meet with each teacher individually to set **two** goals for the school year.

Goal One should be aligned to Domain 1 of the evaluation instrument and must be measurable and aligned to student achievement. Goal Two can be a teacher identified need for professional growth that impacts student achievement. **This meeting must be done by September 30.**

- Measurement of goals must be completed by March to allow principal to mark indicator #21 of the evaluation as *Unsatisfactory, Needs Improvement/Developing/Effective or Highly Effective*. (see language above)

- Teacher and principal must be cognizant of the professional development needed to meet goal. Keep in mind district initiatives with standards-based planning, instructional toolkits, engagement, accountable talk, etc. School assigned professional development can be used as well.
- Example- ***By the end of the year, I will increase the number of students engaged in my instructional tasks from 5 students to 20. I expect students to volunteer responses and ask appropriate questions to support their own learning. (Evidence from this could be videos, observation scripts/data etc.)***

Step 2: Focused Practice: On-going

Teacher must be involved in professional development opportunities to grow towards the set goal. For example, if Goal 1 was listed as above, what professional development would he/she need to be able to improve this area? Focused practice involves teachers reading and participating in learning that will move them closer to their goal. **This is on-going until January when principals will have mid-year meetings.**

Step 3: Focused Feedback: On-Going

Administration and reading coach must be involved in providing feedback on teachers' DPP goals. Observations and feedback should center around the goals identified on the DPP. **This should be on-going until March when final measures should be taking place.**

Step 4: Monitoring Progress: January

January should be the mid-year meeting wherein principal meets with teacher on the goals identified from September. This meeting is meant to monitor the progress of the goal. Is it being reached? Is the teacher involved in relevant PD to grow in the identified area? What does walk-through/informal observation data show in this regard? Does student data reflect growth as a result of the new learning?

Step 5: Goal Reflection: March

To mark this indicator for evaluation purposes, principals should have teachers collect final quantitative data by March to allow for a final meeting noting if goals were met. This final meeting should allow for the teachers' reflection of the work and progress that was made throughout the year. Data and reflections can be attached to the final sheet as supporting evidence of working towards/attaining the goal. Teachers should turn in the final sheet and be told of their rating on indicator #21 as a result of this final meeting.

Step 6: Documentation turned into Professional Development Office- June 30th

Each school is responsible for turning in DPP sheet and attached supporting evidence to the professional development office by June 30th. A Faculty roster must be attached noting all teachers have submitted this paperwork.

Okeechobee County Deliberate Practice Plan
2015-2016

Purpose: In *deliberate practice, teachers identify one thin slice of teaching to focus their efforts to improve. Deliberate practice requires establishing a baseline for performance in a focus area (thin slice) and engaging in focused practice, feedback and monitoring of progress within a time-bound goal for improvement. This focus area can be identified through the Domain 1 of the Evaluation Instrument and through a teacher's self-determined need for growth. Teachers may use reflective videos and/or student surveys to support growth. Goals should be measureable (available in March) and the strategy and outcome should be tied to student achievement. Two DPP goals will be stated in the table below. Goals will be as follows:*

Goal 1: Based on the mutual (teacher/principal) identification of a need within Domain 1 of the *Observation/Evaluation Instrument*.

Goal 2: Based on a self-identified "area of growth" that will have a significant impact on student learning. This "area of growth" must be supported with professional development the teacher can attend or participate in throughout the year as well as a have a measurable impact on student achievement.

_____   _____   _____

 Teacher   **School**   **Grade Level/Subject Area**
Date Developed

Goal Type	Goal 1: Domain 1 Indicator	Goal 2: Teacher Self- Identified "Area of Growth"
Domain Component:		
Goal Statement: "By March, I will.."		
Action Steps: "What I will do to meet my goal…."		
Evidence of Goal Success: Observation data, SGA, Surveys. (p lease attach)		

Setting Goals and Monitoring Progress:		
Please initial:	*Teacher*	*Principal*
September		
January		

Were Goals Met?		
Please initial:	*Yes*	*No*
Goal #1		
Goal #2		

_____

Teacher Signature and Date

_____

Principal Signature and Date

4. Summative Evaluation Score

Directions:

- The summative evaluation forms for instructional personnel are in Section 2 and include the scoring method, performance indicators, and the standards used to determine the summative evaluation rating. The observation and evaluation instruments are the same instrument. The Student Services Summative Evaluation form and rubric are inserted immediately following this page.
- The scoring method, including how it is calculated and combined is included on the Summative page of each evaluation form.
- The performance standards/rubric used to determine the summative evaluation rating follows each evaluation form. Okeechobee County School District uses four performance levels as provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.]. Those levels are: Unsatisfactory, Needs Improvement/Developing, Effective, and Highly Effective.

SCHOOL DISTRICT OF OKEECHOBEE COUNTY

INSTRUCTIONAL PERSONNEL

OBSERVATION AND DATA COLLECTION/ANALYSIS INSTRUMENT

SUMMATIVE INSTRUMENT

Name	Position
School/Dept.	School Year

Instructional Practices Domains	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Classroom Strategies and Behaviors				
Planning and Preparing				
Reflecting on Teaching				
Collegiality and Professionalism				
Total				

Instructional Practices Score	Unsatisfactory 0-41	Needs Improvement/ Developing 42-124	Effective 125-161	Highly Effective 162-180
Instructional Practice Rating				

Comments of the Evaluator _____

_____

Comments of the Evaluatee _____

_____

Information from parents was collected and analyzed in the preparation of this report.   ❑Yes ❑No

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 observation. I understand that I may submit a written response to the observation within ten working days of the date of my signature.

Contract Year:	❑ AC 1	❑ AC 2	❑ AC 3	❑ AC 4+	❑ CC/PSC	Semester	❑ 1	❑ 2
Contract Recommendation:		❑ Annual 2	❑ Annual 3	❑ Annual 4+	❑ Holds CC/PSC	❑ Not recommended for reappointment		

STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)				Observation Code
Performance Responsibilities	U	NI/ D	E	HE	Indicate all that apply
Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.	❑	❑	❑	❑	

Student Growth and Achievement Score	Unsatisfactory 15	Needs Improvement/ Developing 50	Effective 96	Highly Effective 120
Student Growth Rating				

	Points Earned	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Instructional Practice					
Student Growth and Achievement					

The IPC will be weighted at 66.7% (use a multiplier of 1.111 to convert the raw score) and the Student Growth section will be weighted 33.3% (use a multiplier of 0.8333 to convert the raw score).

FINAL RATING

Unsatisfactory 0 – 59	Needs Improvement/Developing 60-199	Effective 200-264	Highly Effective 265-300

Comments of the Evaluator

Comments of the Evaluatee

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 observation. I understand that I may submit a written response to the observation within ten working days of the date of my signature.

Okeechobee County School District
Student Services Personnel Summative

Name:	School/Dept.:
Position:	Evaluator:

Scoring Key:
HE (*Highly Effective*) =4   **E** (*Effective*) =3   **NI/D** (*Needs Improvement/Developing*) =2   **U** (*Unsatisfactory*)=1

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.	☐	☐	☐	☐
Evidence:				
A-2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.	☐	☐	☐	☐
Evidence:				
A-3. Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement.	☐	☐	☐	☐
Evidence:				
A-4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.	☐	☐	☐	☐
Evidence:				
TOTAL: Add the practice rating scores in Domain A, divide by 4 then multiply by 10=				
Domain A Comments:				

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 .				
Evidence:				
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.	☐	☐	☐	☐
Evidence:				
B-3. Applies evidence-based research and best practices to improve instruction/interventions.	☐	☐	☐	☐
Evidence:				
B-4. Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	☐	☐	☐	☐
Evidence:				
B-5. Engages parents and community partners in the planning and design of instruction/interventions.	☐	☐	☐	☐
Evidence:				
TOTAL: Add the practice rating scores in Domain B, divide by 5 then multiply by 10=				
Domain B Comments:				

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.	☐	☐	☐	☐
Evidence:				
C-2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	☐	☐	☐	☐
Evidence:				
C-3. Implements evidence-based practices within a multi-tiered framework	☐	☐	☐	☐
Evidence:				

C-4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	☐	☐	☐	☐
Evidence:				
C-5. Promotes student outcomes related to career and college readiness	☐	☐	☐	☐
Evidence:				
C-6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	☐	☐	☐	☐
Evidence:				
TOTAL: Add the practice rating scores in Domain C, divide by 6 then multiply by 10=				
Domain C Comments:				

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.	☐	☐	☐	☐
Evidence:				
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.	☐	☐	☐	☐
Evidence:				
D-3. Promotes safe school environments.	☐	☐	☐	☐
Evidence:				
D-4. Integrates relevant cultural issues and contexts that impact family-school partnerships.	☐	☐	☐	☐
Evidence:				
D-5. Provides a continuum of crisis intervention services.	☐	☐	☐	☐
Evidence:				
TOTAL: Add the practice rating scores in Domain D, divide by 5 then multiply by 10=				

Domain D Comments:

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.	☐	☐	☐	☐
Evidence:				
E-2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	☐	☐	☐	☐
Evidence:				
E-3. Implements knowledge and skills learned in professional development.	☐	☐	☐	☐
Evidence:				
E-4. Demonstrates effective recordkeeping and communications skills.	☐	☐	☐	☐
Evidence:				
E-5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	☐	☐	☐	☐
Evidence:				
TOTAL: Add the practice rating scores in Domain E, divide by 5 then multiply by 10=				
Domain E Comments:				

Performance Evaluation Total Score

Domain A Score	
Domain B Score	
Domain C Score	
Domain D Score	
Domain E Score	
TOTAL	

Total Score Range	Performance Level Rating
180 – 200	Highly Effective
120 – 179	Effective
40 – 119	Needs Improvement/ Developing
0 – 39	Unsatisfactory

Overall Rating for Performance Evaluation:

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

Student Services Personnel Summative Score:

Performance Evaluation Score		/200
Student Growth Score		
HE=135 E=108 NI=57 U=17		/135
IPC Score____ x 1.111 + SGA/VAM score _____ x 0.833= Final Summative	Score	
Summative Score		/335

Summative Rating for Student Services:

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

Summative Score range	Performance Level Rating
302 – 335	Highly Effective
200 – 301	Effective
67 – 199	Needs Improvement/ Developing
0-66	Unsatisfactory

The IPC will be weighted at 66.7% (use a multiplier of 1.111 to convert the raw score) and the section G of Student Growth will be weighted 33.3% (use a multiplier of 0.833 to convert the raw score).

This evaluation has been discussed with me. ☐ Yes   ☐ No
_____ _____   _____ _____   Signature of Evaluator   Date   Signature of Student Services Date   Personnel   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 Year	AC 1	AC 2	AC 3	AC 4+	CC/PSC	**Semester**	1	2

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 the 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	Provides feedback on student performance and other assessment data to	Practice is emerging but requires	Does not provide feedback on student performance and other

student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	supervision, support and/or training to be effective independently.	assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.

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, systems).	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).

Domain B: Instruction/Intervention Planning and Design			
Highly Effective	**Effective**	**NI/Developing**	**Unsatisfactory**
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.

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 within a multi-tiered framework.			
Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district0 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	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively

| | | effective | 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.

Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and 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.

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	Identifies relevant cultural issues and contexts that impact family-school	Practice is emerging but requires supervision, support and/or training to be	Does not OR ineffectively demonstrates knowledge of cultural

training and information dissemination to examine the broader context of cultural issues that impact family-school partnerships.	partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	independently effective.	influences on students, teachers, communication styles, techniques and practices.

Domain D: Learning Environment			
Highly Effective	**Effective**	**NI/Developing**	**Unsatisfactory**
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.

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	Participates in	Practice is emerging	Does not participate

professional learning communities' review of practices and responds to feedback from supervisor and/or coworkers.	professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	but requires supervision, support and/or training to be independently effective.	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.

Overview of Okeechobee County Instructional Evaluation System (OCIES):
The OCIES will be comprised of two components; the score on the Instructional Practice Components (IPC) and the score on the State of Florida's value added tables of student learning growth or other student learning growth data approved by the State and specified below. Also specified below is the percentage that each will contribute to a teacher's total evaluation score. Each teacher will receive an overall rating of Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory based upon the total number of points accrued on the two measures.

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5. Additional Requirements

Okeechobee County School District provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]. During survey two and three FTE verification will be used for roster verification. Teachers shall verify students assigned to their classroom prior to data submission by the District to the FLDOE. This verification shall occur at a minimum of twice annually corresponding to the October and February FTE survey counts.

Teachers will review the student roster and verify its accuracy by signing and dating the list. A copy of this signed list shall be provided to the teacher. A schedule will be provided to teachers allowing the verification of student rosters to occur during non-academic instructional time. One of the planning periods reserved for administrative use will be forfeited for teachers to use as personal planning time during the months of roster verification. Teachers will be notified of the due date for submission of verified rosters within two (2) days of receipt of notification from the FLDOE to the District that the roster verification process has begun. Training will be provided each year, within the work day, for the student roster verification process. This training will include written directions for roster verification that are clear and easily understood as well as contact information for assistance in the verification process. A teacher may request a change to the roster through the addition/deletion district process if the change is due to a data entry error from the corresponding FTE survey count.

The evaluator is the individual who is responsible for supervising the employee, however, evaluations will be based on observations made by the principal or assigned evaluator and shall encompass deliberate practice and teaching strategies, duties and responsibilities of the teacher as outlined in the OCIES. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Other evaluators may include Assistant Principals, district administrative staff, other school administrators or other trained observers identified by the immediate supervisor of the individual [Rule 6A-5.030(2)(f)2., F.A.C.].

During pre-planning, teachers are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation as well as all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].

The evaluating administrator must submit a written or electronic observation report with comments to the teacher no later than seven (7) work days after the observation takes place. Timely feedback shall be provided to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].

Pursuant to Rule 6A-5.030(2)(f)5., F.A.C., teachers will identify one indicator from Domain 1 for inclusion on the Deliberate Practice Plan. In deliberate practice, teachers identify one thin slice of teaching to focus their efforts to improve. Deliberate practice requires establishing a baseline for performance in a focus area and engaging in focused practice, feedback and monitoring of progress within a time-bound goal for improvement.

Okeechobee County School District will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.]. When it is determined that an instructional employee's final summative performance is unsatisfactory or needs improvement, the evaluating administrator shall hold a conference with the employee within ten (10) work days following the determination and shall make specific, comprehensive suggestions, in writing, as to how the performance of the employee can be improved.

Such plan shall include:

- a. A form indicating the plan of improvement and results.
- b. A reasonable time frame for implementing changes. This language may not be construed so as to require the renewal of an annual contract.
- c. Specific criteria that will indicate improved performance.
- d. All forms and conference notes shall be signed by the administrator and teacher.
- e. The teacher will have the right to representation at the initial and final TIP conference.

Any PSC or CC teacher will have his or her contract held in abeyance until the student growth portion is completed on the OCIES except as otherwise provided by law.

All instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.]. Instructional personnel who have been employed more than one year will receive on summative evaluation no less than 6 weeks prior to the end of the school year.

All classroom teachers are observed a minimum of three times and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.]. Teachers who have worked in the district more than three years will receive one formal observation, two informal observations, and one summative evaluation.

Newly hired instructional personnel are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.]. For all entry level instructional personnel (year 1) one summative evaluation will be given prior to the end of the first semester and the second summative evaluation will be given a minimum of 6 weeks prior to the end of the school year. Three formal observations will take place, one within the first 20 days of

employment, one prior to the end of the first semester and the third at any time during the second semester.

Teachers who are in their 2nd or 3rd year of teaching, will be evaluated with a formal observation each semester with one informal observation being added at any time during the school year.

Parent input is gathered through an annual climate survey. Information from these surveys is considered by the supervising administrator and a determination is made as to whether such input is appropriate and to be included in the consideration of a final rating on the summative evaluation document. [Rule 6A-5.030(2)(f)9., F.A.C.].

Special evaluation procedures and criteria are provided for classroom teachers whose class is comprised of at least 50% or more of students who score in the lowest quartile for any test or measure used for classroom placement or any classroom teacher whose class is comprised of 11th and 12th grade students of which 50% or more have not met FCAT reading or the concordant score graduation requirement. Additionally, classroom teachers who teach courses with state-developed EOC exams and at least 50% of their students were previously unsuccessful on the EOC exam; or instructional personnel at Okeechobee Achievement Academy who serve students in EBD, MSD, and HSD; or classroom teachers teaching 8th grade science or departmentalized 5th grade science will have adjusted cut scores as a special evaluation procedure. Classroom teachers other than 8th grade science or departmentalized 5th grade science teachers whose student growth and achievement score is calculated using either the science FCAT or classroom teachers who teach courses with an End Of Course (EOC) exam in which a passing score has been established by the state with use an adjusted set of cut scores. [Rule 6A-5.030(2)(f)10., F.A.C.].

Peer assistance is provided to teachers who are new to Okeechobee County, or to assist personnel who are placed on performance probation, or who request assistance. The program pairs a successful, experienced teacher with the teacher in need of assistance. This peer teacher participates in a training program along with the new teachers. [Rule 6A-5.030(2)(f)11., F.A.C.].

6. <u>District Evaluation Procedures</u>

The Okeechobee County School District has established evaluation policies and procedures that comply with the following statutory requirements:

In accordance with s. 1012.34(3)(c), F.S., Okeechobee County School District's evaluation procedures state that the evaluator must:
- ➢ submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract. This summative evaluation is submitted to the District for the Superintendent's review no later than six weeks prior to the end of the school year. [Rule 6A-5.030(2)(g)1., F.A.C.].
- ➢ submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
- ➢ discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
- ➢ 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 [Rule 6A-5.030(2)(g)4., F.A.C.].

Okeechobee County School District has developed evaluation procedures for notification of unsatisfactory performance that comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.]. When it is determined that an instructional employee's final summative performance is unsatisfactory or needs improvement, the evaluating administrator shall hold a conference with the employee within ten (10) work days following the determination and shall make specific, comprehensive suggestions, in writing, as to how the performance of the employee can be improved.

Okeechobee County School District has procedures in place that comply with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who hold a Professional Service or Continuing Contract are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

7. District Self-Monitoring

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district self-monitoring shall determine the following:

Okeechobee County School District evaluators are monitored to insure their understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability [Rule 6A-5.030(2)(j)1., F.A.C.]. Annually the District contracts with an outside vendor to calibrate the administrators who observe instructional personnel on the use of the evaluation instrument, rubric, and to verify inter-rater reliability.

Evaluators are required provide necessary and timely feedback to employees being evaluated. Feedback from observations is required to be provided to the employee within seven (7) days and any indicator that is marked unsatisfactory or needs improvement must have accompanying suggestions for improvement. [Rule 6A-5.030(2)(j)2., F.A.C.]

Evaluators follow district policies and procedures in the implementation of evaluation system(s) [Rule 6A-5.030(2)(j)3., F.A.C.]. Evaluation data is reviewed by District staff to insure that timelines are followed and all policies and procedures are implemented by the administrators observing instructional staff.

Evaluation data is used to identify individual professional development through Indicator 21 on the Instructional Evaluation document. [Rule 6A-5.030(2)(j)4., F.A.C.]

Evaluation data for instructional personnel is used to inform school and district improvement plans, professional development offerings, and implementation of support programs as necessary. [Rule 6A-5.030(2)(j)5., F.A.C.].

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:
- ☐ The percentage of the evaluation that is based on the performance of students criterion.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:
- ☐ The student performance measure(s).
- ☐ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:
- ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☐ If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:
- ☐ Documented that VAM results comprise at least one-third of the evaluation.
- ☐ For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:
- ☐ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- ☐ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:
- ☐ The percentage of the evaluation system that is based on the instructional practice criterion.
- ☐ At least one-third of the evaluation is based on instructional practice.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:
- ☐ A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:
- ☐ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:
- ☐ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:
- ☐ Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

- ☐ Described the additional performance indicators, if any.
- ☐ The percentage of the final evaluation that is based upon the additional indicators.
- ☐ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- ☐ Summative evaluation form(s).
- ☐ Scoring method, including how it is calculated and combined.
- ☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

- ☐ Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- ☐ Documented that the evaluator is the individual who is responsible for supervising the employee.
- ☐ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:
- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:
- ☐ Processes for providing timely feedback to the individual being evaluated.
- ☐ Description of how results from the evaluation system will be used for professional development.
- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ☐ All instructional personnel must be evaluated at least once a year.
- ☐ All classroom teachers must be observed and evaluated at least once a year.
- ☐ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:
- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ☐ Description of the district's criteria for inclusion of parental input.
- ☐ Description of manner of inclusion of parental input.
- ☐ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- ☐ Description of the district's peer assistance process, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - ➢ That the evaluator must submit a written report of the evaluation to the

district school superintendent for the purpose of reviewing the employee's contract.

 ➙ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.

 ➙ That the evaluator must discuss the written evaluation report with the employee.

 ➙ That 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.

☐ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.

☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

☐ 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).

☐ The use of evaluation data to identify individual professional development.

☐ The use of evaluation data to inform school and district improvement plans.