



2015-2016

Instructional Evaluation System Template



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1. Performance of Students

Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
- For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].
- For all instructional personnel, confirmation of including 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, specify the years that will be used [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., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].
- 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.].
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].

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<u>Student Performance Measure:</u>						
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, the most current year's data will be used.						
Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Percentage Associated with Final Summative Evaluation
		Percent of students meeting target				
Pre-Kindergarten (PK)	Battelle assessment	≥ 75%	51-74%	26-50%	1-25%	1/3

	growth from 1 st to last assessment before entering Kindergarten					
Kindergarten (K)	End of the year Local ELA and Math assessment	≥ 75%	51-74%	26-50%	1-25%	1/3
First Grade (1)	End of the year Local ELA and Math assessment	≥ 75%	51-74%	26-50%	1-25%	1/3
Second Grade (2)	End of the year Local ELA and Math assessment	≥ 75%	51-74%	26-50%	1-25%	1/3
Third Grade (3)	End of the year Local ELA and Math assessment	≥ 75%	51-74%	26-50%	1-25%	1/3
Fourth Grade (4)	VAM FSA ELA and Mathematics					1/3
Fifth Grade (5)	VAM FSA ELA and Mathematics					1/3
Other (K-5), including non-classroom instructional personnel	Combined school wide or district wide aggregate of VAM for statewide, standardized assessments in ELA and math. School and district wide aggregates will only be used for instructional personnel who provide services that impact all students in a school or district, respectively. Other teachers of courses not assessed with a statewide assessment will use the local end of the year assessment such as a final exam, second semester exam or student performance based on the course they are taking.	≥ 75%	51-74%	26-50%	1-25%	1/3
Math Courses (6-8)	VAM FSA Mathematics					1/3
Science Courses (8)	FCAT Science proficiency	≥ 75%	51-74%	26-50%	1-25%	1/3
English/Language Arts/Reading	VAM FSA ELA					1/3

Courses (6-8)						
Other (6-8), including non-classroom instructional personnel	Combined school wide or district wide aggregate of VAM for statewide, standardized assessments in ELA and math. School and district wide aggregates will only be used for instructional personnel who provide services that impact all students in a school or district, respectively. Other teachers of courses not assessed with a statewide assessment will use the local end of the year assessment such as a final exam, second semester exam or student performance based on the course they are taking.	≥ 75%	51-74%	26-50%	1-25%	1/3
Civics	FSA EOC	≥ 75%	51-74%	26-50%	1-25%	1/3
English 1	9 th FSA ELA VAM					1/3
English 2	10 th FSA ELA VAM					1/3
English 3	2 nd Semester Exam	≥ 75%	51-74%	26-50%	1-25%	1/3
English 4	2 nd Semester Exam	≥ 75%	51-74%	26-50%	1-25%	1/3
AP English Comp	AP assessment	≥ 75%	51-74%	26-50%	1-25%	1/3
Algebra 1; Algebra 1 Honors; Algebra 1B	FSA EOC					1/3
Pre-AICE Mathematics 1	NA					
IB Middle Years Program – Algebra 1 Honors	NA					
Geometry; Geometry Honors	FSA EOC	≥ 75%	51-74%	26-50%	1-25%	1/3
IB Middle Years	NA					

Geometry Honors						
Pre-AICE Mathematics 2	NA					
Biology 1; Biology 1 Honors; Biology Technology; Biology 1 Pre-IB; Integrated Science 3; Integrated Science 3 Honors	FSA EOC	≥ 75%	51-74%	26-50%	1-25%	1/3
Pre-AICE Biology	NA					
IB Middle Years Program Biology Honors	NA					
United States History	FSA EOC	≥ 75%	51-74%	26-50%	1-25%	1/3
ROTC	2 nd semester exam	≥ 75%	51-74%	26-50%	1-25%	
Other (9-12), including non-classroom instructional personnel	Combined school wide or district wide aggregate of VAM for statewide, standardized assessments in ELA and math. School and district wide aggregates will only be used for instructional personnel who provide services that impact all students in a school or district, respectively. Other teachers of courses not assessed with a statewide assessment will use the local end of the year assessment such as a final exam, second semester exam or student performance based on the course they are taking.	≥ 75%	51-74%	26-50%	1-25%	
District Non-	Combined school	≥ 75%	51-74%	26-50%	1-25%	1/3

Classroom Instructional Personnel	wide or district wide aggregate of VAM for statewide, standardized assessments in ELA and math. School and district wide aggregates will only be used for instructional personnel who provide services that impact all students in a school or district respectively.					
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VAM Score Conversion	Categorical Score	= Points
4	Highly Effective	109
3	Effective	83
2	Needs Improvement/Developing	54
1	Unsatisfactory	27

Student Performance Measure Scores	
HE	84-109
E	55-83
NI	28-54
U	0-27

Holmes County will accept the state determined VAM score of each teacher. This score will be a 1-4 score, indicated by U to HE.

Holmes County will allow the site based principal to determine the student performance measure for the newly hired for the first evaluation and use non-VAM calculation for scoring.

- For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].
- The student performance measure to be used for the mid-year evaluation of newly hired teachers will be the mid-year local assessment for each course the teacher teaches. The student performance targets will be the same as stated in the chart above.

Holmes District School Board uses VAM-easy software to calculate the state VAM record and convert it into our adopted scale for the performance measure. Student Growth points for the state VAM records are computed as follows:

1st we assign each VAM record from the state a Classification of highly Effective, Effective, Needs Improvement, or Unsatisfactory based on if that group of students represented in the record meet, or failed to meet, the projected VAM scores, and was this score either above or below the Standard Error.

2nd we “weigh” each record based upon the percentage of overall students for a teacher that the record represents. This is explained below.

3rd we compute and award the correct number of points using each districts point scale so that no computations are required by district staff.

How to Compute State Value Added Growth and Achievement Points for Teachers

In order to compute the Growth and Achievements Points for teachers with more than one value added record you must determine the percentage of the students in each grade level and multiply that percentage by the points awarded the Teacher for each Classification. In the following examples we are awarding Growth and Achievement Points according to the following scale: Unsatisfactory = 1 point, Needs Improvement = 2 points, Effective = 3 points and Highly Effective = 4 points.

Example #1: Teacher (A) has four Value Added Classifications. One for each of the four grade levels she teaches. She teaches a total of 72 students. In the following example the Total Growth and Achievement Points Awarded would be 1.999 points.

Grade	# Students	Classification	Computation	Points Awarded
10	11	Needs Improvement (2points)	$(11/72) * 2$	0.305
9	11	Highly Effective (4 points)	$(11/72) * 4$	0.611
8	36	Unsatisfactory (1 points)	$(36/72) * 1$	0.500
6	14	Effective (3 points)	$(14/72) * 3$	0.583
Total Points Awarded				1.999

Example #2: Teacher (B) has two Value Added Classifications. One for each of the two grade level she teaches. She teaches a total of 65 students. In the following example the Total Growth and Achievement Points Awarded would be 2.568 points.

Grade	# Students	Classification	Computation	Points Awarded
9	37	Effective (3 points)	$(37/65) * 3$	1.707
8	28	Needs Improvement (2 points)	$(28/65) * 2$	0.861
Total Points Awarded				2.568

Example #3: Teacher (C) has only one Value Added Classification. Therefore, no computation is needed. In the following example the Total Growth and Achievement Points Awarded would be 3 points

Grade	# Students	Classification	Computation	Points Awarded
5	27	Effective (3 points)	----- -	3
Total Points Awarded				3

A minimum of two formal observations and evaluations are required for teachers in year 1 in the district. A minimum of 1 formal observation and evaluation is required for teachers with more than 1 year experience in the district. The length of the formal observation may vary from 20 minutes to one full class period. The instructional practice score will be 2/3 of the overall evaluation, based on the formal and informal observations. The performance measure will be 1/3 of the overall evaluation. The student performance measure will be the state FSA with a state VAM or a 2nd semester exam or a local end of the year assessment with a district VAM, depending on the teaching assignment of the newly hired classroom teacher.

- For all instructional personnel, confirmation of including 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, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].

All classroom and non-classroom teachers will be included in the teacher evaluation system using the student academic performance measure for students that are assigned to those teachers, as 1/3 of their evaluation if at least 3 years of data is available. The most recent data available will be used if there are more than three years available. If less than three years are available then the current year's data for the evaluation will be used.

2. Instructional Practice

Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].
- Description of the district evaluation framework for instructional personnel and the contemporary research basis in 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 [Rule 6A-5.030(2)(b)3., F.A.C.].
- For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].
- For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].
- For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].

The Holmes District Instructional Evaluation System is based on an adaptation of Danielson's framework for teaching. The framework includes four domains for professional practice:

Domain A Planning and Preparation

Domain B Classroom Environment

Domain C Direct Instruction

Domain D Professional Responsibilities

Each domain includes a set of research-based components for instruction.

“The framework for teaching has proved extremely valuable to educators across the United States and in other countries as they work to strengthen the profession. It contributes to the concept of teaching as a profession and is a resource to all those who aim to prepare teachers for their work, to hire teachers for their schools, to mentor beginning teachers, and to improve their own practice. Its principal contribution to all those efforts is to provide a common language and to enable educators to develop a shared understanding of important aspects of practice.”

Performance Assessment Procedures

This section is intended to provide a brief description of the appraisal system and supporting procedures that involve a series of major steps.

1. Orientation/Training

All appropriate personnel, including the School Board, shall be fully informed of the Performance Assessment System procedures. The orientation will be provided upon appointment of staff or whenever a change or modification is made to the system.

All individuals with evaluation responsibilities will understand the proper use of the evaluation criteria and procedures. The supervisor(s) as defined as superintendent, district-level administrator, principal, assistant principal, administrative assistant, and administrative teacher-on-special assignment that have received training are eligible to contribute to the evaluation process, but the supervisor as defined as superintendent, principal or district-level administrator shall complete the summative review.

In-service training will be provided in the following areas of personnel performance appraisal:

- Knowledge and understanding of the district evaluation system.
- The relationship between performance appraisal and the priorities of the school and district.
- Legal requirements such as due process rights, policies, rules, laws, negotiated agreements, and case law.
- Techniques to orient personnel about appraisal criteria and procedures, the district's educational plan, and related objectives.
- Observation skills necessary for identifying specific behaviors.
- Use appropriate data collection tools.
- Data analysis skills.
- Written documentation.

- Conferencing, coaching and feedback skills.
- Performance growth and development process, appraisal of progress, and follow-up.
- Adult and career stages of development.

2. Planning Session

This system has been designed as a developmental and growth process. A critical ingredient is that the system remains nonthreatening and employee participatory. Each employee will participate with his/her supervisor in a performance assessment planning session to plan the annual sequence of activities for performance appraisal for that position. During the session, the objectives and essential functions focus for both personal and organizational development will be established or reviewed. Documents that will influence the discussion may include:

- The District mission
- The School Improvement Plan
- Quality Enhancement Services Plan
- Work site situational context
- School district and school site goals
- Employees' career goals and long term development plan
- Job descriptions which reflect the duties required of the position
- Competencies as appropriate
- Procedures for effective evaluation
- Assessment forms

The supervisor will schedule interim performance evaluation(s), two per year for teachers in their first year in the district. The number of additional evaluation(s) may depend on several factors including

- The nature of job context focus areas;
- Previous performance experiences of the employees;
- The employee's need and desire for constructive feedback through the mentoring and coaching components.

3. Interim Reviews

The supervisor will conduct interim performance review(s). The schedule of progress in relation to performance expectations will be discussed. Positive achievements and goals accomplished will be recognized and documented. Specific deficiencies, if any, will be noted and a professional development assistance program established as necessary.

4. Rating Scale Definitions

The district expects its employees to provide competent and professional work that should improve over time. The employee and supervisor should discuss the level of performance that is expected for each dimension in the planning session. In determining the expected performance levels, the requirements of the position and the employee experience are to be considered.

Highly Effective*

Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. Specific comments and examples of high quality work must be included in the assessment

Effective*

Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee.

Needs Improvement/Developing*

Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

Unsatisfactory*

Indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

***See additional rubrics by domain category indicators as follows:**

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DOMAIN A: PLANNING/PREPARATION

- A.1 Create long-range plans based on a review of state content standards, student-needs, and district/school instructional priorities.
- A.2 Define learning goals with objectives for the unit and daily plans.
- A.3 Lesson plans demonstrate knowledge of the content, relationships between important concepts, instructional strategies, and organizes activities in an appropriate sequence.
- A.4 Lesson plans are revised and/or differentiated based on student needs.
- A.5 Plan and prepare lessons that require students to engage in rigorous activities and content aligned with state standards.
- A.6 Uses data prior to planning instruction.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
A.1 Create long-range plans based on a review of state content standards, student-needs, and district/school instructional priorities.				
Design	<ul style="list-style-type: none"> - Analyzes student needs to develop long range plans. -Monitors and adjusts lesson plans throughout the semester/year based on data and progress monitoring. - Shares findings and conclusions with colleagues. 	<ul style="list-style-type: none"> - Utilizes state standards consistently throughout the year. - Collaborate with colleagues on strategies that are effective. 	<ul style="list-style-type: none"> -Has some understanding of the district priorities and state content standards and sometimes addresses them in lesson plans. -Lesson plans address state standards. 	<ul style="list-style-type: none"> -District priorities and State content standards are not a part of the long range or daily planning process. -Lesson plans are incongruent with the state standards.

A.2 Define learning goals with objectives for the unit and daily plans.

Pedagogy	- Goals and objectives are based on content standards and needs of students. -Rubrics are utilized in lesson planning.	- Goals and objectives are aligned with the state curriculum standards. -Learning outcomes are clearly stated in lesson plans.	- Works with colleagues to plan lessons that align with district and state content standards. -Learning outcomes are sometimes included in lesson plans.	-Relies on textbook to plan and prepare for the lesson.
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Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<p>A.3 Lesson plans demonstrate knowledge of the content, relationships between important concepts, instructional strategies, and organizes activities in an appropriate sequence.</p>				
<p>Planning</p>	<p>-Sequences a variety of strategies and activities to create lessons that are rigorous, relevant, and meets the needs of diverse learners. -Learning outcomes, goals and objectives are clearly connected to content standards. -Students use essential questions and outcomes to direct their individual learning goals.</p>	<p>-Instruction aligned to standards with differentiation based on student needs. -Lesson plans consistently have rigor and content relevance. -Lesson plans link instruction to lesson outcomes.</p>	<p>- Lesson plans lack:</p> <ul style="list-style-type: none"> • strategies to engage students • relationships between concepts • appropriate sequencing 	<p>- Lesson objectives, outcomes, nor strategies are stated in lesson plans.</p>

A.4 Lesson plans are revised and/or differentiated based on student's needs.

<p>Student Needs</p>	<ul style="list-style-type: none"> - Lesson plans meet the needs of diverse learners. - Adapts and/or modifies materials and resources to meet the objectives and learning needs of all students. -Reviews and analyzes a variety of data to adjust instruction for the class and individual students. 	<ul style="list-style-type: none"> -Lesson plans are differentiated based on student needs. - Adapts and/or modifies materials and resources to meet the objectives and learning needs of most students. -Reviews available data including item analysis to adjust instruction for the class. 	<ul style="list-style-type: none"> -Lesson plans lack strategies of differentiation for student needs. - Adapts and/or modifies materials and resources to meet the objectives and learning needs of some students. 	<ul style="list-style-type: none"> -Lesson plans are written and followed with little attention to student needs or outcomes. - Does not adapt and/or modify materials or resources to meet the objectives and learning needs of students.
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A.5 Plan and prepare lesson plans that require students to engage in rigorous activities and content aligned with state standards.

Quality	-Lesson plans are rigorous and demanding in content and engagement. -Lesson plans make connections to prior lessons, student interests, real world situations or other content areas.	- Lesson plans require the use of higher level thinking skills. -Lesson plans include connections to prior learning.	- Lesson plans rely on textbooks or previous plans. -Lesson plans occasionally include higher level thinking skills.	- Lesson plans only address lower levels of thinking and lack rigor.
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory

A.6 Uses data prior to planning instruction.

Assessments	-Confers with colleagues to gather data on individual student needs and progress and plans	-Uses data from ongoing formative and summative assessments to align lesson plans for the needs of students.	-Utilizes summative assessment data in lesson planning.	-Does not check for prior understanding before creating lesson plans.
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accordingly.
 –Revises lesson plans based on data for individual student needs.

DOMAIN B: CLASSROOM MANAGEMENT

- B.1 Establish and maintain a positive, organized, and safe learning environment in which students are actively engaged from bell to bell.
- B.2 Maintain academic focus by using a variety of motivational techniques.
- B.3 Establish, communicate, and use behavior management techniques which are appropriate and effective.
- B.4 Establish and communicate routines and procedures and work with students on consistently following them.
- B.5 Maintain instructional momentum with smooth and efficient transitions from one activity to another.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
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B.1 Establish and maintain a positive, organized, and safe learning environment in which students are actively engaged from bell to bell.

Learning Environment	–Facilitate students to collaborate and maintain a positive, respectful and non-threatening learning environment bell to bell.	–Maintains a positive, respectful and non-threatening learning environment where students are engaged from bell to bell.	– Factors necessary for a positive learning environment are not consistently implemented. –Students often not engaged from bell to bell.	–Interactions are often disrespectful, uncaring and negative. –Students not engaged from bell to bell.
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B.2 Maintain academic focus by using a variety of motivational techniques.

Techniques	<ul style="list-style-type: none"> –Maintains academic focus through a variety of motivational techniques. –Students are actively engaged in the learning process and take responsibility for their learning. 	<ul style="list-style-type: none"> –Maintains academic focus through a motivational technique. –Students are actively engaged in the learning process. 	<ul style="list-style-type: none"> –Does not consistently maintain academic focus. –Not all students are engaged in the learning process. 	<ul style="list-style-type: none"> –Lacks academic focus. –Students are frequently off-task and not engaged in the learning process.
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
B.3 Establish, communicate, and use behavior management techniques which are appropriate and effective.				
Behavior Management	<ul style="list-style-type: none"> –Anticipates student behavior and prevents problems. –A wide variety of effective behavior management techniques have been established and utilized. 	<ul style="list-style-type: none"> –Consistently monitors student behavior. –Effective behavior management techniques have been established and utilized. 	<ul style="list-style-type: none"> –Sporadically monitors student behavior. –Behavior management techniques are not consistently applied, resulting in behavior problems. 	<ul style="list-style-type: none"> –Rarely monitors student behavior. –Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.

B.4 Establish and communicate routines and procedures and work with students on consistently following them.

<p>Routines</p>	<ul style="list-style-type: none"> -Maximizes instructional time and minimizes interruptions by instilling classroom routines that are followed effortlessly by all students. -Students assist with managing, distributing, and collecting materials and equipment without prompting. 	<ul style="list-style-type: none"> -Establishes and posts routines but students require prompting to follow them. -Teacher manages the distribution and collection of materials and equipment with or without student assistance. 	<ul style="list-style-type: none"> -Establishes routines but they are not followed by all students or maintained by the teacher, resulting in the loss of instructional time. -Developing routines and procedures for managing, distributing, and collecting materials and equipment. 	<ul style="list-style-type: none"> -Has not established routines and instructional time is lost for routine tasks and interruptions. -Has not established procedures for managing, distributing, and collecting materials and equipment.
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B.5 Maintain instructional momentum with smooth and efficient transitions from one activity to another.

<p>Transitions</p>	<ul style="list-style-type: none"> -Transitions are smooth with students assuming responsibility; no instructional time is lost. 	<ul style="list-style-type: none"> -Transitions are smooth; little instructional time is lost. 	<ul style="list-style-type: none"> -Smooth transitions do not always occur, resulting in a loss of instructional time. 	<ul style="list-style-type: none"> -Transitions result in lost instructional time and behavior problems.
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DOMAIN C: DIRECT INSTRUCTION

- C.1 Demonstrate knowledge and understanding of curriculum content.
- C.2 Communicate high expectations for learning for all students.
- C.3 Provide clearly stated learning goals with expected outcomes accompanied by scales or rubrics that describe levels of performance relative to the learning goal.
- C.4 Monitor learning activities, provide feedback, and adjust instruction to meet student needs.
- C.5 Use a variety of instructional strategies and/or modifications/accommodations for all students including those with special needs or diverse backgrounds.
- C.6 Organize the class and use appropriate strategies to enhance critical and creative thinking through problem solving and complex tasks for all students.
- C.7 Engage students in activities that link prior knowledge to new content, other subject areas, and/or careers for relevant learning experiences.
- C.8 Conducts progress monitoring through use of a variety of formative assessments to check comprehension and adjusts instruction based on these assessments.
- C.9 Require student goal setting and assist in developing and monitoring their plan for academic improvement.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
C.1 Demonstrate knowledge and understanding of curriculum content.				
Knowledge of Content	<ul style="list-style-type: none"> –Displays extensive content knowledge with evidence of current information in the content area. –Fully explains concepts and connects content to other areas, student experiences and interests or to current events. –Sparks student excitement and interest in the content. 	<ul style="list-style-type: none"> –Demonstrates content knowledge and delivers content that is factually correct. –Content is clear and well-organized and key points or main ideas are emphasized. –Connects the content to other disciplines. 	<ul style="list-style-type: none"> - Makes content errors with correction. –Content is factually correct but explanations lack clarity and content is not well organized. –Does not make connections to other disciplines. 	<ul style="list-style-type: none"> - Consistently makes content errors without correction. – Explanations are unclear and fail to build student understanding of key concepts. –Does not emphasize key points or make connections to other areas or disciplines. –Students are confused but instruction continues as planned.
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
C.2 Communicate high expectations for learning for all students.				
Expectations	<ul style="list-style-type: none"> –Consistently demonstrates high expectations for learning and achievement for individual students by clear communications and monitoring student growth. - Students value academic success as evidenced by the quality and pride in their 	<ul style="list-style-type: none"> –Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth. 	<ul style="list-style-type: none"> –Inconsistently communicates high expectations for learning and achievement. 	<ul style="list-style-type: none"> –Does not communicate high expectations for learning and achievement.

	work.			
C.3 Provide clearly stated learning goals with expected outcomes accompanied by scales or rubrics that describe levels of performance relative to the learning goal.				
Goal Focus	<ul style="list-style-type: none"> - Posts and discusses essential questions, goals, rubrics or exemplars. - Outcomes are correlated with state standards. 	<ul style="list-style-type: none"> -Student goals, objectives, essential questions, or outcomes are stated and displayed and are correlated with state standards. 	<ul style="list-style-type: none"> -Stated or displayed learning objectives of each lesson are not always correlated with state standards. 	<ul style="list-style-type: none"> -Does not state or display student goals, objectives, outcomes, or essential questions.
C.4 Monitor learning activities, provide feedback, and adjust instruction to meet student needs.				
Monitoring and Feedback	<ul style="list-style-type: none"> - Utilizes and/or administers two or more formative assessments to assess student understanding and mastery of content. -Feedback is consistently provided in a timely manner and is of high quality. -Makes ongoing adjustments in teaching strategies based upon individual student learning. 	<ul style="list-style-type: none"> -Provides learners timely and consistent feedback. -Monitors classroom performance and adjusts teaching strategies. -Corrects and provides specific academic praise. -Re-teaches as appropriate. 	<ul style="list-style-type: none"> -Understands the importance of feedback but fails to consistently provide high quality feedback in a timely manner. 	<ul style="list-style-type: none"> -Does not monitor student learning. - Fails to provide quality feedback.
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
C.5 Use a variety of instructional strategies and/or modifications/accommodations for all students including those with special needs or diverse backgrounds.				
Individual Student	<ul style="list-style-type: none"> - Meets the learning needs 	<ul style="list-style-type: none"> -Differentiates and 	<ul style="list-style-type: none"> -Attempts to 	<ul style="list-style-type: none"> -Fails to provide

Needs	and accommodates the learning styles of all students by differentiating and scaffolding so that they can be engaged in the content.	scaffolds instruction to accommodate most students' learning needs.	accommodate students with special needs and diverse backgrounds, but meets with little success. –Misses opportunities to differentiate instruction.	differentiated instruction for students with special needs and diverse backgrounds. –Displays little knowledge of student needs.
C.6 Organize the class and use appropriate strategies to enhance critical and creative thinking through problem solving and complex tasks for all students.				
Instructional Strategies	<ul style="list-style-type: none"> –Implements multiple teaching strategies, materials and groupings to involve and motivate all students. –Incorporates activities designed to foster higher level thinking and problem solving. –All students are involved in relevant work in which they are active learners and problem solvers. –Technology use is seamless in lesson design, delivery and student and teacher use. 	<ul style="list-style-type: none"> –Implements three or more teaching strategies, materials and classroom groupings to foster student learning. –Incorporates activities (including technology) designed to foster higher level thinking and problem solving. –Most students are involved in relevant work in which they are active learners and problem solvers. 	<ul style="list-style-type: none"> –Uses one or two teaching strategies, materials and groupings. –Lessons do not actively involve all students in learning activities or incorporate higher level thinking. 	<ul style="list-style-type: none"> –Teaching strategies or types of materials fail to reach most students. –Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
C.7 Engage students in activities that link prior knowledge to new content, other subject areas, and/or careers for relevant learning experiences.				
Prior Knowledge	- Fully explains concepts and connects prior knowledge to other subject areas, careers, disciplines, or prior knowledge.	- Connects prior knowledge to other subject areas, careers, or disciplines.	-Attempts to make some connections between prior knowledge, subject areas, careers, or disciplines.	-Does not make connections to other content areas, careers, disciplines, or prior knowledge.
C.8 Conducts progress monitoring through use of a variety of formative assessments to check comprehension and adjusts instruction based on these assessments.				

Progress Monitoring	- Utilizes and/or administers two or more formative assessments to assess student understanding and mastery of content.	- Frequently checks for understanding and re-teaches as appropriate. - Utilizes and/or administers a formative assessment to assess student understanding and mastery of content.	- Administers required progress monitoring assessments. - Fails to adjust instruction based on progress monitoring or formative assessment. - Asks students if they understand during the lesson, but often does not follow up. - Fails to consistently use formative assessments to assess student understanding and mastery.	- Fails to utilize formative assessments/comprehension checks for progress monitoring.
Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
C.9 Require student goal setting and assist in developing and monitoring their plan for academic improvement.				
Student Goal Setting	- Models appropriate goal setting. - Students participate in goal setting and develop strategies for analyzing their progress. - Creates opportunities for learners to monitor and analyze their own progress.	- Models the goal setting process by sharing examples of goals, strategies, and monitoring systems with students. - Asks students to set attainable individual goals and an action plan to monitor their plans so they are knowledgeable about their progress.	- Does not consistently assist students with goal setting using exemplars, anchor papers, and individual data. - Does not assist students in monitoring their own progress and assuming responsibility for their own learning. - Goals established are	- Permits students to move along in the instructional process regardless. - Does not assist students in goal setting.

			not attainable.	
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DOMAIN D: PROFESSIONAL RESPONSIBILITIES

- D.1 Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
- D.2 Perform assigned duties in an accurate and timely manner.
- D.3 Maintain confidentiality of student records.
- D.4 Support school initiatives by active participation in school activities, services, and programs.
- D.5 Certify in assigned content area.
- D.6 Comply and assist in enforcement of school rules, administrative regulations, and Board policies.
- D.7 Establish testing environment and administer tests in accordance with directions provided to ensure test security.
- D.8 Communicate effectively, orally and in writing, with students, parents, and community.
- D.9 Collaborates in a timely manner with students, parents, school staff, and other appropriate persons to meet students’ needs and maintain positive relationships.
- D.10 Work with other teachers in curriculum development, special activities, and sharing ideas and resources.
- D.11 Communicates in understandable terms individual student progress to the students, parents, and colleagues who need access to the information.
- D.12 Engage in continuing improvement of instructional practices, learning theories, curriculum standards, and subject area content through professional learning.
- D.13 Collaborate and assist others in acquiring new knowledge and understanding.
- D.14 Conduct a personal assessment annually to determine professional development needs.
- D.15 Attend trainings where new technologies and new uses for technology are explored and implement those into the classroom.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
D.1 Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional				

Conduct of the Education Profession in Florida.				
Ethical Behavior	<ul style="list-style-type: none"> -Is able to recognize challenging situations that conflict with professional values. -Takes appropriate action and communicates to correct difficult situations. -Consistently demonstrates exemplary attitude and conduct. -Is always ethical and honest and uses good judgment. 	<ul style="list-style-type: none"> -Demonstrates honesty, even in difficult situations. -Demonstrates adherence to professional values. -Dresses and communicates professionally. -Acknowledges errors. -Is ethical and honest and uses good judgment. 	<ul style="list-style-type: none"> -Understands the importance of integrity, honesty, personal responsibility, and professional conduct. -Sometimes uses questionable judgment. 	<ul style="list-style-type: none"> -Does not adhere to The Code of Ethics and the Principles of Professional Conduct. -Acts in an unethical or ethically questionable manner and uses poor judgment.
D.2 Perform assigned duties in an accurate and timely manner.				
Reliability	<ul style="list-style-type: none"> -Carries out all assignments. -Keeps records accurately. -Is never late for duties or assignments. 	<ul style="list-style-type: none"> -Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records. -Completes assignments promptly and meets deadlines. 	<ul style="list-style-type: none"> -Is late, misses deadlines, duties, or meetings and makes errors in records (attendance, grades, etc.). 	<ul style="list-style-type: none"> -Fails to complete assignments or keep records in a timely fashion as required.
D.3 Maintain confidentiality of student records.				
Confidentiality	<ul style="list-style-type: none"> -Always observes appropriate boundaries and respects confidentially. 	<ul style="list-style-type: none"> -Maintains appropriate boundaries and student confidentially. 	<ul style="list-style-type: none"> -Sometimes violates boundaries and occasionally discloses student information. 	<ul style="list-style-type: none"> -Violates appropriate boundaries and discloses student information.
Area of	Highly Effective	Effective	Needs Improvement/	Unsatisfactory

Performance			Developing	
D.4 Support school initiatives by active participation in school activities, services, and programs.				
Contributions	–Serves as a leader in at least one aspect of the school, committees, and/or teacher teams.	–Is a positive team member and serves on committees and attends school activities. –Contributes ideas to accomplish the overall mission of the school.	–Rarely serves on committees or attends school activities. –Rarely contributes ideas to improve the school or support its mission.	–Declines invitations to serve on committees or attend school activities. –Never contributes ideas to improve the school or support its mission. –Actions are inconsistent with the School Improvement Plan or school mission.
D.5 Certify in assigned content area.				
Certification	-Confident and competent in assigned content area/s and continues to seek ways to expand knowledge level.	- State certified in assigned content area.	–Is taking course work to become certified in content area.	–Has little knowledge of subject area and is not working toward certification.
D.6 Comply and assist in enforcement of school rules, administrative regulations, and Board policies.				
Compliance	- School rules, administrative regulations, and Board policies are followed and enforced on a daily basis.	- Administrative regulations, school rules, and Board policies are followed and enforced.	–Administrative regulations, school rules, and Board policies are not consistently followed or enforced.	–School and district rules and policies are not followed or enforced.
D.7 Establish testing environment and administer tests in accordance with directions provided to ensure test security.				
Protocol	-Motivates all students to do well on tests. -Fully adheres to all	- Fully adheres to all testing protocols. -Talks with students about	- Adheres to testing protocol.	– Does not adhere to testing protocol.

	testing protocols.	testing and the significance to the learning process.		
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
D.8 Communicate effectively, orally and in writing, with students, parents, and community.				
Students and Families	<ul style="list-style-type: none"> -Deals immediately and successfully with parent concerns. -Written and oral communications are exemplary. 	<ul style="list-style-type: none"> -Communicates in a timely and consistent manner with parents for the benefit of students. -Written and oral communication is always informative and expressed in standard English. 	<ul style="list-style-type: none"> -Communications to parents are sporadic and inconsistent. -Written and oral communications contain occasional errors. 	<ul style="list-style-type: none"> -Written and oral communications frequently contain errors and is inconsistent.
D.9 Collaborates in a timely manner with students, parents, school staff, and other appropriate persons to meet students' needs and maintain positive relationships.				
Relationships	<ul style="list-style-type: none"> -Initiates and maintains a positive relationship with all stakeholders. 	<ul style="list-style-type: none"> -Returns parent phone calls and emails promptly and makes parents feel welcome in the school. 	<ul style="list-style-type: none"> -Is slow to respond to parent concerns and does not try to make them feel welcome at school. 	<ul style="list-style-type: none"> -Makes parents feel unwelcome at school.
D.10 Work with other teachers in curriculum development, special activities, and sharing ideas and resources.				
Leadership	<ul style="list-style-type: none"> - Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance. -Meets with colleagues to address concerns, look for 	<ul style="list-style-type: none"> -Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance. -Participates actively in meetings. 	<ul style="list-style-type: none"> -Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so. -Attends but does not 	<ul style="list-style-type: none"> -Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance. -Is absent often during

	trends and celebrate successes. -Continually provides leadership in meetings. - Initiates the sharing of ideas and resources in meetings.	-Positively participates in the sharing of ideas and resources during meetings.	participate in meetings and planning sessions. -Rarely shares ideas or resources during meetings.	meetings and planning sessions. -Provides almost no ideas or resources during meetings.
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
D.11 Communicates in understandable terms individual student progress to the students, parents, and colleagues who need access to the information.				
Communication	- Clearly articulates academic progress to individual students, parents, and appropriate colleagues. -Communicates with stakeholders on a regular and timely basis and in a variety of formats.	-Articulates academic progress to individual students, their parents, and appropriate colleagues. - Consistently makes entries in FOCUS. - Attends parent conferences with student data and exemplars	-Provides academic data to students and asks them to take it home to their parents. -Meets with colleagues as required by administration, but does not consistently inform colleagues of student progress. - Fails to review portfolios of student work with students.	-Grades and test scores are posted but it is the students' responsibility to review them and tell their parents about their academic progress. - Does not require parent signature on progress reports. - Attends PLC's, but rarely discusses student work.
D.12 Engage in continuing improvement of instructional practices, learning theories, curriculum standards, and subject area content through professional learning.				
Continuing Improvement	-Provides leadership and professional development (mentoring, grade level chair, department chair, SIP Chair, Literacy	- Attends professional development activities as required on individual professional development plan and implements	-Attends professional development activities as required on individual professional development plan but does not	-Does not attend professional development meetings as required.

	<p>leadership, etc...)</p> <ul style="list-style-type: none"> - Provides professional development for colleagues. -Represents the faculty at meetings and/or training sessions and disseminating information to the faculty about professional learning. -Serves on committees and shares information with others and provides leadership through mentoring. 	<p>strategies (follow-up, best practices).</p> <ul style="list-style-type: none"> -Serves on committees and shares information with others. - Works with colleagues to plan and present professional learning. 	<p>implement strategies (follow-up, best practices).</p>	
Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
D.13 Collaborate and assist others in acquiring new knowledge and understanding.				
Collaboration	<ul style="list-style-type: none"> -Meets with colleagues weekly 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. -Opens classroom doors and models effective 	<ul style="list-style-type: none"> -Meets with colleagues monthly to review data, lesson plans, and student work. -Actively participates at Professional Learning Community meetings as evidenced by artifacts. - Implements professional learning and evaluates effectiveness of learning strategies. -Attends PD for assigned area and applies new learning to instruction. 	<ul style="list-style-type: none"> -Attends collaborative meetings as required. -Is beginning to see some value in spending time sharing personal reflections and student work with colleagues. 	<ul style="list-style-type: none"> -Attends collaborative meetings but rarely contributes. -Sees little value in professional learning and collaboration/PLC's.

	<p>techniques and strategies for colleagues.</p> <ul style="list-style-type: none"> - Continues to seek out ways to expand knowledge level. -Selects goals and objectives based on content standards and needs of students- 			
D.14 Conduct a personal assessment annually to determine professional development needs.				
Self Assessment	<ul style="list-style-type: none"> -Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes. - Monitors strategies as indicated in the PLP to ensure progress is made toward goal attainment. -Gathers data and talks with colleagues about findings. 	<ul style="list-style-type: none"> -Conducts a self assessment and meets with administrators, teachers, mentors, and/or instructional coaches to get input and develop strategies. -Aligns learning opportunities to focus on selected goals. 	<ul style="list-style-type: none"> -Recognizes the need to conduct a professional learning self assessment. -Writes personal goals that focus on improving teaching. -Looks for evidence of goal attainment at the end of the semester/year. 	<ul style="list-style-type: none"> -Fails to conduct a self assessment or to write goals as required.
Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
D.15 Attend trainings where new technologies and new uses for technology are explored and implement those into the classroom.				
Technology	<ul style="list-style-type: none"> -Is on the cutting edge of technology exploration and implementation. -Regularly seeks out new technologies and shares information with stakeholders. 	<ul style="list-style-type: none"> - Attends trainings where new technologies and new uses for technology are explored. -Often tries new ideas in the classroom. 	<ul style="list-style-type: none"> -Understands the need to learn more about technology and its use in the school setting and will cooperate when asked. -Does not implement 	<ul style="list-style-type: none"> -Is overwhelmed at the fast pace with which technology is changing. -Does not attend technology training.

			technology strategies learned in training.	
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Name:	Instructional	Employee ID#:
Position:	Assignment:	
Evaluator:	Date:	

Domain A: Planning/Preparation	Rating Scores			
	HE	E	NI	U
A.1 Create long-range plans based on a review of state content standards, student needs, and district/school instructional priorities.	<input type="checkbox"/> 7	<input type="checkbox"/> 6.3	<input type="checkbox"/> 5.5	<input type="checkbox"/> 3.5
<i>Evidence:</i>				
A.2 Define learning goals with objectives for the unit and daily plans.	<input type="checkbox"/> 7	<input type="checkbox"/> 6.3	<input type="checkbox"/> 5.5	<input type="checkbox"/> 3.5
<i>Evidence:</i>				
A.3 Lesson plans demonstrate knowledge of the content, relationships between important concepts, instructional strategies, and organizes activities in an appropriate sequence.	<input type="checkbox"/> 7	<input type="checkbox"/> 6.3	<input type="checkbox"/> 5.5	<input type="checkbox"/> 3.5
<i>Evidence:</i>				
A.4 Lesson plans are revised and/or differentiated based on student needs.	<input type="checkbox"/> 7	<input type="checkbox"/> 6.3	<input type="checkbox"/> 5.5	<input type="checkbox"/> 3.5
<i>Evidence:</i>				
A.5 Plan and prepare lessons that require students to engage in rigorous activities and content aligned with state standards.	<input type="checkbox"/> 7	<input type="checkbox"/> 6.3	<input type="checkbox"/> 5.5	<input type="checkbox"/> 3.5
<i>Evidence:</i>				
A.6 Uses data prior to planning instruction	<input type="checkbox"/> 7	<input type="checkbox"/> 6.3	<input type="checkbox"/> 5.5	<input type="checkbox"/> 3.5
<i>Evidence:</i>				
<hr/> <hr/> <hr/>				
<i>Domain A Section Comments:</i>				

Domain B: Classroom Management	Rating Scores			
	HE	E	NI	U
B.1 Establish and maintain a positive, organized, and safe learning environment in which students are actively engaged from bell to bell.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
B.2 Maintain academic focus by using a variety of motivational techniques	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
B.3 Establish, communicate, and use behavior management techniques which are appropriate and effective	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 4.2

<i>Evidence:</i>				
B.4 Establish and communicate routines and procedures and work with students on consistently following them	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
B.5 Maintain instructional momentum with smooth and efficient transitions from one activity to another.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
<i>Domain B Section Comments:</i>				

Domain C: Direct Instruction	Rating Scores			
	HE	E	NI	U
C.1 Demonstrate knowledge and understanding of curriculum content.	<input type="checkbox"/> 8.2	<input type="checkbox"/> 7.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
C.2 Communicate high expectations for learning for all students.	<input type="checkbox"/> 8.2	<input type="checkbox"/> 7.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
C.3 Provide clearly stated learning goals with expected outcomes accompanied by scales or rubrics that describe levels of performance relative to the learning goal.	<input type="checkbox"/> 8.2	<input type="checkbox"/> 7.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
C.4 Monitor learning activities, provide feedback, and adjust instruction to meet student needs.	<input type="checkbox"/> 8.2	<input type="checkbox"/> 7.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
C.5 Use a variety of instructional strategies and/or modifications/accommodations for all students including those with special needs or diverse backgrounds.	<input type="checkbox"/> 8.2	<input type="checkbox"/> 7.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
C.6 Organize the class and use appropriate strategies to enhance critical and creative thinking through problem solving and complex tasks for all students.	<input type="checkbox"/> 8.2	<input type="checkbox"/> 7.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
C.7 Engage students in activities that link prior knowledge to new content, other subject areas, and/or careers for relevant learning experiences.	<input type="checkbox"/> 8.2	<input type="checkbox"/> 7.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
C.8 Conducts progress monitoring through use of a variety of formative assessments to check comprehension and adjusts instruction based on these assessments.	<input type="checkbox"/> 8.2	<input type="checkbox"/> 7.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
C.9 Require student goal setting and assist in developing and monitoring their plan for academic improvement.	<input type="checkbox"/> 8.2	<input type="checkbox"/> 7.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 4.2

<i>Evidence:</i>
<i>Domain C Section Comments:</i>

Domain D: Professional Responsibilities	Rating Scores			
	HE	E	NI	U
D.1 Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.2 Perform assigned duties in an accurate and timely manner.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.3 Maintain confidentiality of student records	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.4 Support school initiatives by active participation in school activities, services, and programs.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.5 Certified in assigned content area.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.6 Comply and assist in enforcement of school rules, administrative regulations, and Board policies.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.7 Establish testing environment and administer tests in accordance with directions provided to ensure test security.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.8 Communicate effectively, orally and in writing, with students, parents, and community.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.9 Collaborates in a timely manner with students, parents, school staff, and other appropriate persons to meet students' needs and maintain positive relationships.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.10 Work with other teachers in curriculum development, special activities, and sharing ideas and resources.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.11 Communicates in understandable terms individual student progress to the students, parents, and colleagues who need access to the information.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8

<i>Evidence:</i>				
D.12 Engage in continuing improvement of instructional practices, learning theories, curriculum standards, and subject area content through professional learning.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.13 Collaborate and assist others in acquiring new knowledge and understanding.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.14 Conduct a personal assessment annually to determine professional development needs.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.15 Attend trainings where new technologies and new uses for technology are explored and implement those into the classroom.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
<i>Domain D Section Comments:</i>				

After rating each domain, determine the number of points received by each and add them together.

Domain	Rating	Max Points	Points Earned
Domain A: Planning/Preparation		42	
Domain B: Classroom Management		42	
Domain C: Direct Instruction		74	
Domain D: Professional Responsibilities		53	
Sum Instructional Domain Points			
Performance Measure Points			
Sum of Total Points and Overall Rating			

OVERALL RATING for the EVALUATION RUBRIC:

Highly Effective
 Effective
 Needs Improvement
 Unsatisfactory

Total Score (range)*	Performance Level Rating
192-211	Highly Effective
166-191	Effective
108-165	Needs Improvement
< 108	Unsatisfactory

The following optional chart is provided for your convenience to display the crosswalk of the district’s evaluation framework to the Educator Accomplished Practices. Other methods to display information are acceptable, as long as each standard and descriptor is addressed.

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	A.1, A.2, A.5
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	A.3
c. Designs instruction for students to achieve mastery;	A.4
d. Selects appropriate formative assessments to monitor learning;	A.6
e. Uses diagnostic student data to plan lessons; and,	A.4
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	A.5
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;	B.1, B.5
b. Manages individual and class behaviors through a well-planned management system;	B.3
c. Conveys high expectations to all students;	B.1, B.4
d. Respects students’ cultural linguistic and family background;	B.3
e. Models clear, acceptable oral and written communication skills;	B.3
f. Maintains a climate of openness, inquiry, fairness and support;	B.3
g. Integrates current information and communication technologies;	B.3
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	B.3, B.5
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	B.2
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.2, C.7
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.8
d. Modify instruction to respond to preconceptions or misconceptions;	C.8
e. Relate and integrate the subject matter with other disciplines and life experiences;	C.7
f. Employ higher-order questioning techniques;	C.6

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	C.1, C.2
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	C.8
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	C.3, C.4, C.9
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	C.9
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;	C.9
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	C.8
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	C.8
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	C.5
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	C.9
f. Applies technology to organize and integrate assessment information.	C.6
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	D.12
b. Examines and uses data-informed research to improve instruction and student achievement;	D.10
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;	D.13
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	D.8, D.9, D.11
e. Engages in targeted professional growth opportunities and reflective practices; and,	D.13
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	D.13
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.1, D.2, D.3, D.4, D.6, D.7

Florida’s Student Services Personnel Evaluation Model and Guide

Student Support Services Project, University of South Florida
 Bureau of Exceptional Education and Student Services
 Division of Public Schools, Florida Department of Education

Evaluation Rubric for Student Services Professional Practices in a Multi-Tier System of Support

Domain A: Data-Based Decision Making and Evaluation of Practices			
Highly Effective	Effective	Needs Improvement	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 demonstrates 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.			

<p>Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.</p>	<p>Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.</p>	<p>Practice is emerging but requires supervision, support, and/or training to be effective independently.</p>	<p>Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.</p>
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Domain B: Instruction/Intervention Planning and Design			
Highly Effective	Effective	Needs Improvement	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 interventions.	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 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).

Highly Effective	Effective	Needs Improvement	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	Needs Improvement	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 interventions 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 demonstrates practice/skill ineffectively 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 district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not incorporate OR ineffectively demonstrates 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 outcomes/goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required.

Domain C: Instruction/Intervention Delivery and Facilitation			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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, 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 ineffectively.

Domain D: Learning Environment			
Highly Effective	Effective	Needs Improvement	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. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.
3. Promotes safe school environments.			
Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.			
Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family–school partnerships.	Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.

Domain D: Learning Environment			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
5. Provides a continuum of crisis intervention services.			
Engages the learning community in strengthening crisis preparedness and response by organization, training, and information 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	Needs Improvement	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 this practice/skill.
2. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).			
Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
3. Implements knowledge and skills learned in professional development activities.			
Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.
4. Demonstrates effective recordkeeping and communication skills.			
Supports record/data management system impact on practice and facilitates active listening among professional learning community members.	Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
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 local policy and procedures in the professional arena.

Name:	Student Services	Employee ID#:
Position:	Assignment:	
Evaluator:	Date:	

Domain A: Data-Based Decision Making and Evaluation of Practices	Rating Scores			
	HE	E	NI	U
A-1. Collects and uses data to develop and implement interventions within a problem-solving framework.	<input type="checkbox"/> 8	<input type="checkbox"/> 7.25	<input type="checkbox"/> 6.25	<input type="checkbox"/> 4
<i>Evidence:</i>				
A-2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.	<input type="checkbox"/> 8	<input type="checkbox"/> 7.25	<input type="checkbox"/> 6.25	<input type="checkbox"/> 4
<i>Evidence:</i>				
A-3. Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement.	<input type="checkbox"/> 8	<input type="checkbox"/> 7.25	<input type="checkbox"/> 6.25	<input type="checkbox"/> 4
<i>Evidence:</i>				
A-4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.	<input type="checkbox"/> 8	<input type="checkbox"/> 7.25	<input type="checkbox"/> 6.25	<input type="checkbox"/> 4
<i>Evidence:</i>				
<hr/>				
<i>Domain A Section Comments:</i>				

Domain B: Instruction/Intervention Planning and Design	Rating Scores			
	HE	E	NI	U
B-1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic and behavioral interventions and supports.	<input type="checkbox"/> 6.4	<input type="checkbox"/> 5.8	<input type="checkbox"/> 5	<input type="checkbox"/> 3.2
<i>Evidence:</i>				
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.	<input type="checkbox"/> 6.4	<input type="checkbox"/> 5.8	<input type="checkbox"/> 5	<input type="checkbox"/> 3.2
<i>Evidence:</i>				
B-3. Applies evidence-based research and best practices to improve instruction/interventions.	<input type="checkbox"/> 6.4	<input type="checkbox"/> 5.8	<input type="checkbox"/> 5	<input type="checkbox"/> 3.2
<i>Evidence:</i>				
B-4. Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	<input type="checkbox"/> 6.4	<input type="checkbox"/> 5.8	<input type="checkbox"/> 5	<input type="checkbox"/> 3.2
<i>Evidence:</i>				
B-5. Engages parents and community partners in the planning and design of instruction/interventions.	<input type="checkbox"/> 6.4	<input type="checkbox"/> 5.8	<input type="checkbox"/> 5	<input type="checkbox"/> 3.2
<i>Evidence:</i>				
<hr/>				
<i>Domain B Section Comments:</i>				

Domain C: Instruction/Intervention Delivery and Facilitation	Rating Scores			
	HE	E	NI	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.	<input type="checkbox"/> 12.3	<input type="checkbox"/> 11	<input type="checkbox"/> 9.5	<input type="checkbox"/> 6.3
<i>Evidence:</i>				

C-2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	<input type="checkbox"/> 12.3	<input type="checkbox"/> 11	<input type="checkbox"/> 9.5	<input type="checkbox"/> 6.3
<i>Evidence:</i>				
C-3. Implements evidence-based practices within a multi-tiered framework.	<input type="checkbox"/> 12.3	<input type="checkbox"/> 11	<input type="checkbox"/> 9.5	<input type="checkbox"/> 6.3
<i>Evidence:</i>				
C-4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	<input type="checkbox"/> 12.3	<input type="checkbox"/> 11	<input type="checkbox"/> 9.5	<input type="checkbox"/> 6.3
<i>Evidence:</i>				
C-5. Promotes student outcomes related to career and college readiness.	<input type="checkbox"/> 12.3	<input type="checkbox"/> 11	<input type="checkbox"/> 9.5	<input type="checkbox"/> 6.3
<i>Evidence:</i>				
C-6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	<input type="checkbox"/> 12.3	<input type="checkbox"/> 11	<input type="checkbox"/> 9.5	<input type="checkbox"/> 6.3
<i>Evidence:</i>				
<hr/> <hr/>				
<i>Domain C Section Comments:</i>				

Domain D: Learning Environment	Rating Scores			
	HE	E	NI	U
D-1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 5.8	<input type="checkbox"/> 5	<input type="checkbox"/> 3.2
<i>Evidence:</i>				
D-2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	<input type="checkbox"/> 8.4	<input type="checkbox"/> 5.8	<input type="checkbox"/> 5	<input type="checkbox"/> 3.2
<i>Evidence:</i>				
D-3. Promotes safe school environments.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 5.8	<input type="checkbox"/> 5	<input type="checkbox"/> 3.2
<i>Evidence:</i>				
D-4. Integrates relevant cultural issues and contexts that impact family-school partnerships.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 5.8	<input type="checkbox"/> 5	<input type="checkbox"/> 3.2
<i>Evidence:</i>				
D-5. Provides a continuum of crisis intervention services.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 5.8	<input type="checkbox"/> 5	<input type="checkbox"/> 3.2
<i>Evidence:</i>				
<hr/> <hr/>				
<i>Domain D Section Comments:</i>				

Domain E: Professional Learning, Responsibility, and Ethical Practice	Rating Scores			
	HE	E	NI	U
E-1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
E-2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
E-3. Implements knowledge and skills learned in professional development activities.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
E-4. Demonstrates effective recordkeeping and communication skills.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
E-5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 4.2
<i>Evidence:</i>				
<i>Domain E Section Comments:</i>				

After rating each domain, determine the number of points received by each and add them together.

Domain	Rating	Max Points	Points Earned
Domain A: Data-Based Decision Making and Evaluation of Practices		32	
Domain B: Instruction/Intervention Planning and Design		32	
Domain C: Instruction/Intervention Delivery and Facilitation		74	
Domain D: Learning Environment		32	
Domain E: Professional Learning, Responsibility and Ethical Practice		42	
Sum Domain A-E Points			

Performance Measure Points	
Sum of Total Points and Overall Rating	

OVERALL RATING for the EVALUATION RUBRIC:

Highly Effective
 Effective
 Needs Improvement
 Unsatisfactory

Total Score (range)*	Performance Level Rating
192-211	Highly Effective
166-191	Effective
108-165	Needs Improvement
< 108	Unsatisfactory

21st Century Library Media Programs in Florida's K-12 Schools

ExC³EL – Expectations for Collaboration, Collections, and Connections to Enhance Learning: A Program Evaluation Rubric

Mission: The ExC³EL Rubric provides a continuum for developing outstanding school library media programs that enhance and support the school's educational agenda. Quality library media programs provide a welcoming, resource-rich environment that supports multiple literacies cultivates a culture of inquiry and literary appreciation, and encourages the independent, ethical exploration of information and ideas.

Instruction	<i>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</i>			
Information literacy and inquiry-based instruction *FEAP 2.a.1/2.a.2/2.a.3/	<input type="checkbox"/> Standards-based information literacy skills instruction is not integrated into the LM instructional program. Student achievement and automated systems data is not used to plan and modify LM instructional program.	<input type="checkbox"/> Standards-based information literacy skills are taught in the LM instructional program. <input type="checkbox"/> Automated systems data is used to plan library media instructional program.	<input type="checkbox"/> Standards-based information literacy skills instruction using inquiry-based approach is embedded into instructional program. <input type="checkbox"/> Student achievement and automated systems data are used to plan LM	<input type="checkbox"/> Standards-based Information literacy skills instruction using inquiry-based approach is embedded systematically into instructional program. Student achievement and automated systems data are used to plan and modify LM instructional program.

2.a.4/2.b.1/2.b.2 ISTE NETS-T	<input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is not included in the LM instructional program.	<input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is included in the LM instructional program.	<input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is embedded into the instructional program.	<input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is embedded systematically into the instructional program.
Transliteracy skills instruction *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2 ISTE NETS-T	<input type="checkbox"/> Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is not included in the LM instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is not taught within the LM instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is not included in the LM instructional program.	<input type="checkbox"/> Instruction covering copyright laws and intellectual property rights (e.g. Creative Commons) is included in the LM instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is taught within the LM instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is included in the LM instructional program.	<input type="checkbox"/> Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is embedded into the schoolwide instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is embedded into the instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is embedded into the instructional program.	<input type="checkbox"/> Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is embedded systematically into the schoolwide instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is embedded systematically into the instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is embedded systematically into the instructional program.
Literature appreciation and Literature-based instruction *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1	<input type="checkbox"/> Literature appreciation instruction/activities are not integrated into instructional program. <input type="checkbox"/> There is no evidence of literature-based programs in the library.	<input type="checkbox"/> Literature appreciation instruction/activities are integrated into instructional program. <input type="checkbox"/> The literature-based program is planned and executed and includes reading strategies and skills.	<input type="checkbox"/> Literature appreciation instruction/activities are embedded into instructional program. <input type="checkbox"/> The literature-based program is planned and executed, providing a unified approach to literacy and reinforcing reading strategies and skills.	<input type="checkbox"/> Literature appreciation instruction/activities are embedded systematically into instructional program. <input type="checkbox"/> The literature-based program is collaboratively planned and executed, providing a unified approach to literacy and reinforcing reading strategies and skills.
Instructional partnership *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1	<input type="checkbox"/> Instructional planning partnership does not exist between classroom and LM program.	<input type="checkbox"/> Instructional planning partnership is developing (i.e., limited evidence) between classroom and LM program.	<input type="checkbox"/> Instructional planning partnership exists between some classrooms and LM program.	<input type="checkbox"/> Instructional planning partnership exists between most classrooms and LM program.
Curriculum/ Assessment Support	<i>The library media program enhances student achievement by supporting all facets of the instructional program.</i>			
Reading promotion and guidance	<input type="checkbox"/> LM program does not provide reading promotion activities that	<input type="checkbox"/> LM program provides limited reading promotion activities (e.g., displays,	<input type="checkbox"/> LM program includes reading promotion activities (e.g. events,	<input type="checkbox"/> Collaboratively planned LM program includes reading promotion activities

<p>*FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1</p>	<p>encourage recreational reading.</p> <ul style="list-style-type: none"> <input type="checkbox"/> LM program does not provide reading motivation programming. 	<p>contests, etc.) that encourage recreational reading.</p> <ul style="list-style-type: none"> <input type="checkbox"/> LM program offers limited reading motivation programming. 	<p>displays, contests, print and digital publications, etc.) that support the LM instructional program and encourage recreational reading.</p> <ul style="list-style-type: none"> <input type="checkbox"/> LM program facilitates reading motivation programming. (e.g., FRA, SSYRA, or Florida Teens Read). 	<p>(e.g. events, displays, contests, print and digital publications, etc.) that support the schoolwide instructional program and encourage recreational reading.</p> <ul style="list-style-type: none"> <input type="checkbox"/> LM program facilitates schoolwide reading motivation programming (e.g. FRA, SSYRA, or Florida Teens Read).
<p>Professional development *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development sessions are not facilitated through LM program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development sessions are facilitated through LM program, and focus on new and emerging technologies, and library resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development sessions are facilitated through the LM program, including new and emerging technologies, resources, and instructional strategies (e.g., digital citizenship, interactive tools, and teaching methodologies). 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development sessions are facilitated through the LM program, including new and emerging technologies, resources, and instructional strategies (e.g., digital citizenship, interactive tools, and teaching methodologies).
<p>School Improvement Plan *FEAP 2.a.1/2.b.1/2.b.2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> LM program is not mentioned in the School Improvement Plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM program is mentioned in the School Improvement Plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM program is mentioned in the School Improvement Plan and is aligned with the school's mission and learning goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM program is integrated into the School Improvement Plan and is aligned with the school's mission and learning goals.
<p>Resource Management</p>	<p><i>The library media program provides appropriate, accurate and current resources in all formats to meet the needs of the learning community.</i></p>			
<p>Collection http://www.sacs.org/ *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Quantity of resources is sufficient to meet district specifications/guidelines for library programming and collection size meet the curricular and recreational needs of the school community (e.g., print and digital). <input type="checkbox"/> LM resources do not reflect school's social and cultural diversity. <input type="checkbox"/> LM program does not direct attention to access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is below district average. 	<ul style="list-style-type: none"> <input type="checkbox"/> Resources that meet district specifications/ guidelines for library programming and collection size are provided in adequate quantity for meeting the curricular and recreational needs of the school community need to be updated (e.g., print and digital). <input type="checkbox"/> LM resources reflect school's social and cultural diversity. <input type="checkbox"/> LM program announces access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is at district average. 	<ul style="list-style-type: none"> <input type="checkbox"/> A sufficient quantity of resources that meet district specifications/guidelines for library programming and collection size are provided for meeting the curricular and recreational needs of the school community (e.g., print and digital). <input type="checkbox"/> LM resources adequately reflect school's social and cultural diversity. <input type="checkbox"/> LM program facilitates access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is slightly newer than district average. 	<ul style="list-style-type: none"> <input type="checkbox"/> A sufficient quantity of current resources that meet district specifications/guidelines for library programming and collection size are provided for meeting the curricular and recreational needs of the school community (e.g., print and digital). <input type="checkbox"/> LM resources are sufficient to satisfactorily reflect school's social and cultural diversity. <input type="checkbox"/> LM program focuses attention on access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is newer than district average.

Organization *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1	<input type="checkbox"/> Resources are not processed and shelved using Dewey Decimal Classification System or several classification systems are in use. <input type="checkbox"/> Directional signage is not provided to facilitate independent use of resources.	<input type="checkbox"/> Most print resources are processed and shelved using Dewey Decimal Classification System. <input type="checkbox"/> Some directional signage guides independent use of resources.	<input type="checkbox"/> All print resources are processed and shelved using Dewey Decimal Classification System. <input type="checkbox"/> Adequate attractive directional signage allows for independent use of resources.	<input type="checkbox"/> All resources (print and audiovisual) processed and shelved using Dewey Decimal Classification System. <input type="checkbox"/> Attractive directional signage allows for independent use of resources.
Acquisition *FEAP 2.a.1/2.a.2/2.a.3/ 2.b.1/2.b.2	<input type="checkbox"/> No written collection development plan is provided. <input type="checkbox"/> A consideration file of reviewed and recommended print and digital materials is not maintained.	<input type="checkbox"/> A written collection development plan is provided. <input type="checkbox"/> An ongoing consideration file of reviewed and recommended print and digital materials is maintained.	<input type="checkbox"/> Written collection development plan is reviewed/ revised every five years with approval of administration and Library Advisory Board. <input type="checkbox"/> An ongoing consideration file of reviewed and recommended print and digital materials is developed with some input from students and educators.	<input type="checkbox"/> Written collection development plan is reviewed/ revised every two years with approval of administration and Library Advisory Board. <input type="checkbox"/> An ongoing consideration file of reviewed and recommended print and digital materials is developed collaboratively with students and educators.
Maintenance *FEAP 2.a.1/2.a.2/2.a.3/ 2.b.1/2.b.2	<input type="checkbox"/> Sporadic, unplanned weeding of the collection occurs.	<input type="checkbox"/> Continuous and/or intermittent weeding of the collection occurs.	<input type="checkbox"/> Planned, deliberate weeding program is implemented.	<input type="checkbox"/> A deliberate and ongoing weeding program is implemented using a systematic analysis.
Program Administration	<i>Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well funded library media program.</i>			
Staff *FEAP 2.a.1/2.a.2/2.a.3/ 2.b.1/2.b.2	<input type="checkbox"/> LM program has a part time or no certified LMS. <input type="checkbox"/> No clerical personnel are included in the LM program or clerical person spends the majority of time on other duties.	<input type="checkbox"/> LM program has a full time certified LMS. <input type="checkbox"/> A full time or part time clerical person is included in the LM program but may be assigned part time to other duties outside the library.	<input type="checkbox"/> LM program has a full time certified LMS. <input type="checkbox"/> A full time clerical person is included in the LM program.	<input type="checkbox"/> Full time certified LMS with additional certified LMSs according to district allocation <input type="checkbox"/> Full time clerical person with additional staff according to district allocation
Budgeting *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2	<input type="checkbox"/> Budget supplied by administration with no LM input. <input type="checkbox"/> Budget is not sufficient to meet most curricular and recreational needs. <input type="checkbox"/> LMC staff does not meet with administration to explain budget requests. <input type="checkbox"/> Additional monies are not raised to supplement the LMC budget.	<input type="checkbox"/> LMC annual budget is based on LMC mission with annual goals and objectives. <input type="checkbox"/> Budget is based on collection evaluation. <input type="checkbox"/> LMC staff request a meeting with administration to explain budget requests.	<input type="checkbox"/> LMC annual budget is based on LMC mission, as well as short and long-term goals. <input type="checkbox"/> Budget is based on collection evaluation and developed with teacher/student input. <input type="checkbox"/> LMC staff request at least one meeting with administration to explain budget requests based on available data. <input type="checkbox"/> Budget is sufficient to meet most	<input type="checkbox"/> LMC annual budget is based on school and LMC missions, as well as short and long-term goals developed collaboratively with staff. <input type="checkbox"/> Complete budget is based on program and collection evaluation and developed with teacher/student input. <input type="checkbox"/> LMC staff proactively requests meetings with administration to explain and justify requests based on available data.

		<input type="checkbox"/> Budget is not sufficient to meet all of the curricular and recreational needs. <input type="checkbox"/> Monies from fund-raisers including book fairs are not always directed to the LMC budget.	<p>curricular and recreational needs.</p> <input type="checkbox"/> Monies from fund-raisers (book fairs, bake sales, etc.) supplement the LMC budget. Other school funding such as PTO funds, grant monies or title funds are occasionally directed to the LM program.	<input type="checkbox"/> Budget is sufficient to meet curricular and recreational needs. <input type="checkbox"/> Monies from fund-raisers (book fairs, bake sales, etc.) are used to supplement (not supplant) the LMC budget. Other school funding such as PTO funds, grant monies or title funds are also directed to the LM program.
<p>Access *FEAP 2.a.2/2.a.3/ 2.a.4 2.b.1/2.b.2</p>	<input type="checkbox"/> LM program is on a fixed schedule. <input type="checkbox"/> Internet-delivered online resources are not provided.	<input type="checkbox"/> Flexible scheduling and fixed schedules alternate throughout the day limiting the times that students are able to access the resources. <input type="checkbox"/> Internet-delivered online resources are maintained but link locations are challenging.	<input type="checkbox"/> Flexible scheduling is implemented for maximum access throughout day but may be combined with limited fixed scheduling. <input type="checkbox"/> Internet-delivered online resources are maintained and delivered from a single web page location providing 365/24/7 access.	<input type="checkbox"/> Flexible scheduling is implemented for maximum access throughout day. <input type="checkbox"/> Internet-delivered online resources are maintained and delivered through an easy-access portal providing 365/24/7 access.
<p>LMC Internet site *FEAP 2.a.2/2.a.3/ 2.a.4 ISTE NETS-T</p>	<input type="checkbox"/> LMC website is not provided.	<input type="checkbox"/> LMC website is under development.	<input type="checkbox"/> LMC website is provided. <input type="checkbox"/> LMC website arranges links and information to provide access to information to meet student and faculty needs. <input type="checkbox"/> LMC website reflects mission of the program. <input type="checkbox"/> LMC website provides access to online resources (school, district, state) from school and home. <input type="checkbox"/>	<input type="checkbox"/> LMC website is evident, easy-to-access, and linked from school homepage. <input type="checkbox"/> LMC website organized to provide access to information to meet student and faculty needs. <input type="checkbox"/> LMC website reflects mission of the program and primary program elements: reading, information literacy, and technology. <input type="checkbox"/> LMC website provides easy access to online resources (school, district, state) from school and home.
<p>Technology (information retrieval – production activities – television distribution) *FEAP 2.a.2/2.a.3/ 2.a.4/ 2.b.1 ISTE NETS-T</p>	<input type="checkbox"/> Student-to-workstation ratio for information retrieval (high-speed Internet access) is not implemented. Existing hardware exceeds the recommended age or hardware is not available. <input type="checkbox"/> Computer peripherals (e.g., printers, scanners) are available for on-site use by teachers and/or students. <input type="checkbox"/> Multimedia stations are not available for production activities. <input type="checkbox"/> Television and/or digital distribution	<input type="checkbox"/> Student-to-workstation ratio for information retrieval (high-speed Internet access) does not meet district library media specifications. <input type="checkbox"/> Technology hardware, peripherals and hand-held devices are available for on-site use by teachers and/or students (e.g. printers, cameras, eReaders) <input type="checkbox"/> At least one multimedia station is available for production activities. <input type="checkbox"/> Television and/or digital distribution	<input type="checkbox"/> Student-to-workstation ratio for information retrieval (high-speed Internet access) meets district library media specifications. <input type="checkbox"/> Technology hardware peripherals, and hand-held devices are available on a limited basis for checkout and on-site use by teachers and/or students (e.g. laptop carts, printers, mobile devices, cameras, eReaders). <input type="checkbox"/> Some multimedia stations are	<input type="checkbox"/> Student-to-workstation ratio for information retrieval (high-speed Internet access) exceeds district library media specifications. <input type="checkbox"/> Technology hardware, peripherals and hand-held devices are available for checkout and on-site use by teachers and/or students (e.g. laptop carts, printers, mobile devices, cameras, eReaders). <input type="checkbox"/> Multiple multimedia stations are available for production activities.

	<p>system is not operational</p> <ul style="list-style-type: none"> <input type="checkbox"/> No current District technology plan is provided. 	<p>system (1 or more channels) is operational</p> <ul style="list-style-type: none"> <input type="checkbox"/> District technology plan is underdevelopment. 	<p>available for production activities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Television and/or digital distribution system (2 or more channels) is operational <input type="checkbox"/> District technology plan aligns with the district's refresh cycle. 	<ul style="list-style-type: none"> <input type="checkbox"/> Television and/or digital distribution system (3 or more channels) is operational. <input type="checkbox"/> District technology plan integrated into school's plan and aligned with the district's refresh cycle.
<p>Technology (management)</p> <p>*FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1 ISTE NETS-T</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Automated circulation system is operational. Data reports are not used. <input type="checkbox"/> Online catalog (OPAC) is operational and available on the Intranet. <input type="checkbox"/> Digital communication methods are not used on a regular basis. 	<ul style="list-style-type: none"> <input type="checkbox"/> Automated circulation system is operational; version of software does not meet district standard. Data reports are generated occasionally for reference. <input type="checkbox"/> Online catalog (OPAC) is operational and available on the Intranet; version of software meets district standard. <input type="checkbox"/> E-mail is used to communicate with school community. 	<ul style="list-style-type: none"> <input type="checkbox"/> Automated circulation system is operational; version of software meets district standard. Data reports are generated to develop LM program goals. <input type="checkbox"/> Online catalog (OPAC) is operational and available 24/7 on Intranet and Internet; version of software meets district standard. <input type="checkbox"/> E-mail, digital, and web-based tools are used to regularly communicate with colleagues and school community, respectively. 	<ul style="list-style-type: none"> <input type="checkbox"/> Automated circulation system is operational; version of software meets district standard. Data reports are generated regularly to collaboratively develop LM program goals. <input type="checkbox"/> Online catalog (OPAC) is operational and available and easily accessible 24/7 on Intranet and Internet; version of software meets district standard. <input type="checkbox"/> E-mail, digital, and web-based tools are used to collaboratively plan and communicate with colleagues and school community, respectively.
<p>Program evaluation</p> <p>*FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1 ISTE NETS-T</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No data is used to make modifications in the LM program. <input type="checkbox"/> Input from stakeholders is not collected. 	<ul style="list-style-type: none"> <input type="checkbox"/> Data from the automated system is generated annually to make LM programming decisions. <input type="checkbox"/> Input is informally collected from students and teachers to evaluate and modify LM programming. 	<ul style="list-style-type: none"> <input type="checkbox"/> Data from automated systems and test scores is generated quarterly to make strategic LM programming decisions. <input type="checkbox"/> Input is collected from students and teachers (e.g., surveys, interviews) to evaluate and modify LM programming. 	<ul style="list-style-type: none"> <input type="checkbox"/> Data from a variety of sources (e.g., automated systems, district data warehouse, test scores) is generated monthly to make strategic LM programming decisions. <input type="checkbox"/> Input is collected from students, teachers, and parents (e.g., surveys, interviews, and focus groups) to evaluate and modify LM programming.
Environment	<i>Effective library media programs provide an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community.</i>			
<p>Facility</p> <p>*FEAP 2.a.2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Facility accommodates instructional activities. <input type="checkbox"/> Facility does not meet ADA compliancy regulations and District media facility specifications. 	<ul style="list-style-type: none"> <input type="checkbox"/> Facility supports and accommodates instructional presentations and independent activities. <input type="checkbox"/> LM facility meets ADA compliancy regulations and District media facility specifications. 	<ul style="list-style-type: none"> <input type="checkbox"/> Flexibly designed facility supports and accommodates reading, research, instructional presentations, as well as production and independent activities. <input type="checkbox"/> LM facility meets ADA compliancy regulations and District media facility 	<ul style="list-style-type: none"> <input type="checkbox"/> Flexibly designed facility supports and accommodates reading, research and production activities and instructional presentations (teaching, learning, group work, collaboration, communication, professional development, and teacher/student production.)

			specifications.	<input type="checkbox"/> LM facility meets ADA compliancy regulations and District media facility specifications.
Furniture *FEAP 2.a.2	<input type="checkbox"/> Library-appropriate furniture is not provided, is not mobile and/or not in good condition.	<input type="checkbox"/> Large group library-appropriate furniture allows for individual and instructional activities and couches/ chairs/ cushions provide leisure seating.	<input type="checkbox"/> Small and large group library-appropriate mobile furniture allows for instructional and recreational activities.	<input type="checkbox"/> Small and large group library-appropriate mobile furniture is flexible to allow for instructional and recreational activities (teaching, learning, group work, collaboration, communication, professional development, and teacher/student production.)
Climate *FEAP 2.a.2/2.a.3/ 2.a.4/ 2.b.1	<input type="checkbox"/> LM program does not foster a culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is not aesthetically and visually appealing. <input type="checkbox"/> LMC is not an area in which teachers and students read, research, and produce projects. <input type="checkbox"/> LMC climate is not inviting or welcoming.	<input type="checkbox"/> LM program provides activities that focus on developing a culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is visually appealing (e.g., displays, artwork). <input type="checkbox"/> LMC provides an area in which teachers and students read, research, and produce projects. <input type="checkbox"/> LMC climate provides an inviting teaching and learning environment.	<input type="checkbox"/> LM program fosters a culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is aesthetically and visually appealing (e.g., displays, student work, artwork) and includes instructional artifacts and student interests. <input type="checkbox"/> LMC serves as an important support to the classroom where teachers and students read, research, and produce projects. <input type="checkbox"/> LMC climate generates an inviting teaching and learning environment.	<input type="checkbox"/> LM program fosters a schoolwide culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is aesthetically and visually appealing (e.g., displays, student work, artwork) and is coordinated with curricular agenda and student interests. <input type="checkbox"/> LMC serves as an extension to the classroom where teachers and students regularly read, research, and produce projects. <input type="checkbox"/> LMC climate generates an inviting and dynamic teaching and learning environment.
Advocacy	<i>The library media program and its initiatives are promoted throughout the learning community.</i>			
In-school *FEAP 2.a.2/2.a.3/2.a.4/ 2.b.1	<input type="checkbox"/> Statistical reports are not provided to the administrators and school community. <input type="checkbox"/> At least one meeting per year is conducted with the administration and/or media specialists, teachers, and reading coaches. <input type="checkbox"/> A LM handbook is not provided to administration and school community. <input type="checkbox"/> The LM program does not provide a	<input type="checkbox"/> Statistical reports are provided to administrators at the beginning and end of the school year. <input type="checkbox"/> At least two meetings per year are held with administration and/or media specialists, teachers, and reading coaches. <input type="checkbox"/> LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) is	<input type="checkbox"/> Statistical reports are provided to administrators and school community several times per school year. <input type="checkbox"/> Several meetings per year are held with administration and/or media specialists, teachers, and reading coaches. <input type="checkbox"/> LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.)	<input type="checkbox"/> Statistical reports are regularly provided to and shared with administrators and school community. <input type="checkbox"/> Regular meetings are held with administration and/or media specialists, teachers, and reading coaches. <input type="checkbox"/> LM handbook containing LMC program information (e.g., mission,

	website that promotes the library media program.	distributed within the school. <input type="checkbox"/> LM website provides library media program information.	are provided to administration, faculty, and students. <input type="checkbox"/> LM website is accessible and promotes the library media program and facilitates 365/24/7 access to resources.	policies/procedures, services, etc.) are provided to administration and school community. <input type="checkbox"/> LM website is easily accessible and promotes the library media program and facilitates 365/24/7 access to resources.
Parents/ Community/ Professional Organizations (local, state, national) *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2	<input type="checkbox"/> No communications to parents and other agencies originate through the school library media program. <input type="checkbox"/> LM programming does not include research-based best practices as identified by local, state and/or national professional organizations.	<input type="checkbox"/> LM program distributes appropriate communications to parents. <input type="checkbox"/> LM programming uses research-based best practices as identified by local, state and/or national professional organizations.	<input type="checkbox"/> LM parent involvement activities occur (e.g., reading motivation activities and Internet resources for parents). <input type="checkbox"/> LM programming includes current trends and research-based best practices as identified by local, state and/or national professional organizations.	<input type="checkbox"/> LM parent involvement activities are collaboratively planned with teachers, administrators, and SIP initiatives (e.g., reading motivation activities and Internet resources for parents). <input type="checkbox"/> LM programming is reflective of current trends and research-based best practices as identified by local, state and/or national professional organizations.

* Educator Accomplished Practices <http://www.fldoe.org/profdev/FEAPs/>

Name:		Employee ID#:	
Position:	Assignment:		
Evaluator:		Date:	

Domain A: Planning/Instruction	Media Specialist	Rating Scores			
		HE	E	NI	U
A-1. Instructs students and staff on information literacy and inquiry based approaches.		<input type="checkbox"/> 10.5	<input type="checkbox"/> 9.5	<input type="checkbox"/> 8.25	<input type="checkbox"/> 5.25
<i>Evidence:</i>					
A.2 Teach library/ literacy skills in collaboration with teachers to support classroom instruction.		<input type="checkbox"/> 10.5	<input type="checkbox"/> 9.5	<input type="checkbox"/> 8.25	<input type="checkbox"/> 5.25
<i>Evidence:</i>					
A.3 The library/media instructional program includes literature appreciation and literature-based activities.		<input type="checkbox"/> 10.5	<input type="checkbox"/> 9.5	<input type="checkbox"/> 8.25	<input type="checkbox"/> 5.25
<i>Evidence:</i>					
A.4 Collaborates and plans with school staff creating an instructional partnership.		<input type="checkbox"/> 10.5	<input type="checkbox"/> 9.5	<input type="checkbox"/> 8.25	<input type="checkbox"/> 5.25
<i>Evidence:</i>					
<i>Domain A Section Comments:</i>					

Domain B: Curriculum/Assessment Support	Rating Scores			
	HE	E	NI	U
B.1 Establish and maintain a positive, organized, and safe learning environment that supports the schoolwide instructional program.	<input type="checkbox"/> 14.8	<input type="checkbox"/> 13.4	<input type="checkbox"/> 11.6	<input type="checkbox"/> 7.6
<i>Evidence:</i>				
B.2 Conduct professional development on emerging technologies, resources and strategies to support the schoolwide program.	<input type="checkbox"/> 14.8	<input type="checkbox"/> 13.4	<input type="checkbox"/> 11.6	<input type="checkbox"/> 7.6
<i>Evidence:</i>				
B.3 Establish goals for the library media program that are aligned with the school improvement plan.	<input type="checkbox"/> 14.8	<input type="checkbox"/> 13.4	<input type="checkbox"/> 11.6	<input type="checkbox"/> 7.6
<i>Evidence:</i>				
B.4 Demonstrate knowledge and understanding of a broad curriculum base.	<input type="checkbox"/> 14.8	<input type="checkbox"/> 13.4	<input type="checkbox"/> 11.6	<input type="checkbox"/> 7.6
<i>Evidence:</i>				

B.5 Use technology to review student assessment data.	<input type="checkbox"/> 14.8	<input type="checkbox"/> 13.4	<input type="checkbox"/> 11.6	<input type="checkbox"/> 7.6
<i>Evidence:</i>				
<i>Domain 2 Section Comments:</i>				

Domain C: Resource Management	Rating Scores			
	HE	E	NI	U
C.1 Develop an effective public relations program to promote media resources and programs.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
C.2 Use local, regional, state and national guidelines in planning for media collections and services.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
C.3 Plan for the acquisition of materials and equipment which support the school improvement plan goals and which are necessary to support the media needs of students and staff.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
C.4 Monitor library/media activities, provide feedback, and adjust resources to meet student needs.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
C.5 Provide a variety of instructional resources and/or modifications/accommodations for all students including those with special needs or diverse backgrounds.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
<i>Domain 3 Section Comments:</i>				

Domain D: Professional Responsibilities/Program Administration	Rating Scores			
	HE	E	NI	U
D.1 Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8

<i>Evidence:</i>				
D.2 Perform assigned duties in an accurate and timely manner.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.3 Maintain confidentiality of student records	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.4 Support school initiatives by active participation in school activities, services, and programs.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.5 Certified in assigned content area.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.6 Comply and assist in enforcement of school rules, administrative regulations, and Board policies.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.7 Establish testing environment and administer tests in accordance with directions provided to ensure test security.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.8 Communicate about the library/media program effectively, orally and in writing, with students, parents, and community.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.9 Collaborates in a timely manner with students, parents, school staff, and other appropriate persons to meet students' needs and maintain positive relationships.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.10 Work with other teachers in curriculum development, special activities, and sharing ideas and resources.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.11 Communicates in understandable terms individual student progress to the students, parents, and colleagues who need access to the information.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.12 Engage in continuing improvement of instructional practices, learning theories, curriculum standards, and subject area content through professional learning.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.13 Collaborate and assist others in acquiring new knowledge and understanding.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.14 Conduct a personal assessment annually to determine professional development needs and programming adjustments.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8

<i>Evidence:</i>				
D.15 Attend trainings where new technologies and new uses for technology are explored and implement those into the library/media program.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
<i>Domain D Section Comments:</i>				

Domain	Rating	Max Points	Points Earned
Domain A: Planning/Instruction		42	
Domain B: Curriculum/Assessment Support		74	
Domain C: Resource Management		42	
Domain D: Professional Responsibilities/Program Administration		53	
Sum Instructional Domain Points			
Performance Measure Points			
Sum of Total Points and Overall Rating			

3. Other Indicators of Performance

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Development Plan
- Other indicators, as selected by the district

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N/A

4. Summative Evaluation Score

Directions:

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating.
Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S.
[Rule 6A-5.030(2)(e), F.A.C.].



Proposed Teacher Evaluation Rating System

Domain 1: Planning/Preparation		Points Possible
HE	4 or more are HE and none are less than E	42
E	4 or more are E or higher, none are less than NI	
NI	Criteria for E not met and no more than 2 are U	
U	3 or more are rated U	

Domain 2: Classroom Management		Points Possible
HE	4 or more are HE and none are less than E	42
E	4 or more are E or higher, none are less than NI	
NI	Criteria for E not met and no more than 1 is U	
U	Two or more are rated U	

Domain 3: Direct Instruction		Points Possible
HE	6 or more indicators are HE and none are less than E	74
E	At least 6 indicators are E or higher; none are less than NI; no U	
NI	Criteria for E not met and no more than three are U	
U	4 or more are rated U	

Domain 4: Professional Responsibilities		Points Possible
HE	11 or more are HE and none are less than E	53
E	11 or more are E or higher; none are less than NI; no U	
NI	Criteria for E not met and no more than 4 are U	
U	5 or more are rated U	

Holmes District School Board Summative Overall Rating

Name:	Employee ID#:
Position:	Assignment:
Evaluator:	Date:

After rating each domain, determine the number of points received by each and add them together.

Domain	Rating	Max Points	Points Earned
Domain 1: Planning/Preparation		42	
Domain 2: Classroom Management		42	
Domain 3: Direct Instruction		74	
Domain 4: Professional Responsibilities		53	
Sum Instructional Domain Points $\frac{2}{3}$			
Performance Measure Points $\frac{1}{3}$			
Sum of Total Points and Overall Rating			

Based on the sum of the total points, use the rating criteria below to determine the overall rating for the instructional practice score. The instructional practice score will be $\frac{2}{3}$ of the overall evaluation. The performance measure will be $\frac{1}{3}$ of the overall evaluation.

Instructional Practice Evaluation	
HE	192-211
E	166-191
NI	108-165
U	0-107

Performance measure	
HE	84-109
E	55-83
NI	28-54
U	0-27

Overall evaluation	Check below to indicate the rating.
HE	276-320
E	221-275
NI	136-220
U	135 and below

Comments of Employee _____

Comments of Supervisor _____

This evaluation has been discussed with me Yes ___ No ___

Signature of Employee Date

Signature of Supervisor Date

*Signature does not necessarily indicate agreement with this evaluation.

5. Additional Requirements

Directions:

The district shall provide:

- Holmes County provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- In Holmes County the evaluator is the individual who is responsible for supervising the employee. 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. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team .
- Description of training programs and 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, and that 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.].
- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- Holmes County will require participation in specific professional development programs by those who have been evaluated as less than effective as required.
- In Holmes County all instructional personnel must be evaluated at least once a year.
- In Holmes County classroom teachers are observed and evaluated at least once a year.
- In Holmes County classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district.

The Holmes County School District has a process in place that allows instructional staff two opportunities to review class rosters and submit any necessary changes within a three day window.

Performance Assessment Procedures

This section is intended to provide a brief description of the appraisal system and supporting procedures that involve a series of major steps.

1. Orientation/Training

All appropriate personnel, including the School Board, shall be fully informed of the Performance Assessment System procedures. The orientation will be provided upon appointment of staff or whenever a change or modification is made to the system.

All individuals with evaluation responsibilities will understand the proper use of the evaluation criteria and procedures. The supervisor(s) as defined as superintendent, district-level administrator, principal, assistant principal, administrative assistant, and administrative teacher-on-special assignment that have received training are eligible to contribute to the evaluation process, but the supervisor as defined as superintendent, principal or district-level administrator shall complete the summative review.

Professional development will be provided in the following areas of personnel performance appraisal:

- Knowledge and understanding of the district evaluation system.
- The relationship between performance appraisal and the priorities of the school and district.
- Legal requirements such as due process rights, policies, rules, laws, negotiated agreements, and case law.
- Techniques to orient personnel about appraisal criteria and procedures, the district's educational plan, and related objectives.
- Observation skills necessary for identifying specific behaviors.
- Use appropriate data collection tools.
- Data analysis skills.
- Written documentation.
- Conferencing, coaching and feedback skills.
- Performance growth and development process, appraisal of progress, and follow-up.
- Adult and career stages of development.

2. Planning Session

This system has been designed as a developmental and growth process. A critical ingredient is that the system remains nonthreatening and employee participatory. Each employee will

participate with his/her supervisor in a performance assessment planning session to plan the annual sequence of activities for performance appraisal for that position. During the session, the objectives and essential functions focus for both personal and organizational development will be established or reviewed. Documents that will influence the discussion may include

- The District mission
- The School Improvement Plan
- Individual Professional Learning Plan
- Work site situational context
- School district and school site goals
- Employees' career goals and long term development plan
- Job descriptions which reflect the duties required of the position
- Competencies as appropriate
- Procedures for effective evaluation
- Assessment forms

A minimum of two formal observations and evaluations are required for teachers in year 1 in the district. A minimum of 1 formal observation and evaluation is required for teachers with more than 1 year experience in the district. The length of the formal observation may vary from 20 minutes to one full class period. The instructional practice score will be 2/3 of the overall evaluation, based on the formal and informal observations. The performance measure will be 1/3 of the overall evaluation. The student performance measure will be the state FSA with a state VAM or a 2nd semester exam or a local end of the year assessment with a district VAM, depending on the teaching assignment of the newly hired classroom teacher. The supervisor will schedule interim performance evaluation(s), two per year for the first year. The number of additional evaluation(s) may depend on several factors including

- The nature of job context focus areas;
- Previous performance experiences of the employees;
- The employee's need and desire for constructive feedback through the mentoring and coaching components.

3. Interim Reviews

The supervisor will conduct interim performance review(s). The schedule of progress in relation to performance expectations will be discussed. Positive achievements and goals accomplished will be recognized and documented. Specific deficiencies, if any, will be noted and a professional development assistance program established as necessary.

4. Rating Scale Definitions

The district expects its employees to provide competent and professional work that should improve over time. The employee and supervisor should discuss the level of performance that is expected for each dimension in the planning session. In determining the expected performance levels, the requirements of the position and the employee experience are to be considered.

Highly Effective*

Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. Specific comments and examples of high quality work must be included in the assessment

Effective*

Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee.

Needs Improvement/Developing*

Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

Unsatisfactory*

Indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

5. Other Documentation Sources

The supervisor and employee will collect data regarding each job service context category. This data collection will reflect current status and the progress made by the employee toward goal and/or context category accomplishment. The data will be collected by paying particular attention to the source codes identified on the assessment instrument.

- A. **Direct Documentation** - Written material that follows a direct line of communication between the employee and the supervisor. This section also contains information which should flow from a comprehensive 360° feedback type system which may include
1. Self Evaluation
 2. School Improvement Plan
 3. Student Assessment Data
 - Classroom based assessment
 - Performance tests such as Florida Standards Assessments and End of Course Exams
 - High School Competency Test
 - Formal and informal program reviews
 4. Southern Association Accreditation Reports
 5. School Climate Survey Instruments from **parents and students.**
 6. Collect parent input by including the following statement on the Annual School Climate Survey: **“If an educator at this school has had a significant impact on your child’s education during this school year, please explain in the space provided or contact the appropriate school district administrator.”**
 7. All duties required of the position (job descriptions)

8. School Performance Grade

These items are not all-inclusive, the emphasis is on multiple data sources.

- B. **Indirect Documentation** - Other written materials to which the supervisor has access which typically follow a communication line between the employee and the school-district level function.
- C. **Training Programs Competency Acquisition** - Verified acquisition of specific competencies obtained through designated training programs within Holmes County through the master professional development plan.
- D. **Evaluatee Provided** - Data provided by the employee receiving the appraisal that supports the concept that this appraisal procedure is participatory. Examples may include communications between the employee and supervisor that document parent interaction, evidence of student growth, and/or discussions of system-wide problems that inhibit school effectiveness.
- E. **Confirmed Observation** - Direct observation by the supervisor of an instructional employee-exhibiting behavior relating to a job context service category or performance expectations that may be confirmed.

Confidentiality of all data collected in the performance appraisal process will be maintained to the extent allowed under Florida law. All people responsible for data collection, storage and retrieval will be trained in the legal requirements of personnel record keeping.

6. Professional Development Assistance Plan

At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction, will be established. If at the time of the summative evaluation conference these deficiencies have not been corrected, a specific objective must be included in the next planning cycle to provide for this correction.

7. Beginning Teacher and Out-of Field Support

Each beginning teacher will be assigned a mentor or peer assistant advocate. These assignments will meet the requirements of Florida Statutes and State Board of Education rules. Teachers that are assigned to teach out-of-field will likewise be assigned a subject area mentor and perhaps, as necessary, a performance coach. The likewise, as necessary, will be giving opportunities to confer and observe subject area specialist teaching in their assigned field. Particular emphasis for professional learning activities, during the school year, will be provided. These initiatives will continue until the professional is reassigned to their certified area or until they achieve appropriate certification status.

8. Career Development

Career development is considered a critical component of this appraisal system. It is an on-going component that does not include any prescribed forms, but rather may be characterized as a continuing

discussion between the supervisor and the instructional employee. This discussion is to consider the long-term goals and developmental needs. . For additional reference, see Item 11, Professional Learning.

9. Coaching and Assistance

The supervisor is to provide the employee with coaching and assistance throughout each yearly cycle in meeting any performance expectations where difficulty is encountered. The supervisor also may suggest other forms of assistance such as advice from a colleague, professional development, observing a master teacher.

For employees whose performance is rated Highly Effective or Effective, the supervisor is encouraged to assist them in building on their strengths and further developing their skills. These effective employees should be encouraged to share their experiences or mentor beginners.

When performance is rated as Needs Improvement or Unsatisfactory during the interim performance review or the final annual review, the coaching and assistance plan is documented on the Professional Development Assistance Form.

10. Performance Assessment Tasks and Timelines

The performance appraisal system is cyclical in nature, a process not an event. Based on a timeline that requires summative evaluation instruments to be submitted to the Human Resources Office on or about June 1st of each consecutive fiscal year, the following events should occur:

1. Each instructional employee will participate with his/her supervisor, in an initial performance assessment session to discuss and define performance expectations for the specific position. It is anticipated that this planning session will occur following the discussion of the previous year's evaluation cycle and prior to the forthcoming year.
2. The supervisor and employee will schedule interim performance evaluations(s). The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance experiences of the employee and the individual needs. These interim reviews will be based on formal and informal observations. A minimum of two formal observations and evaluations are required for employees in their first year of teaching in the district. A minimum of one observation and evaluation is required for veteran employees. Timely feedback will be provided to the teacher after an observation. It is also expected that numerous informal interactions and observations will occur throughout the school year. A formal observation is defined as observing a classroom teacher for 20 minutes up to one full period. Informal observations are defined as those interactions which occur during walkthroughs, committee meetings, staff meetings, three-way parent conferences and others.
3. During the formal and informal interim reviews, the supervisor will collect data regarding each performance area . A deliberate focal point of this discussion will include student growth and achievement. Data from a variety of sources, including parents, should be used.
4. The formal interim review should be conducted midpoint of the yearly cycle consistent with the employee work year.
5. At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time

frame for correction will be established. If at the time of the summative evaluation conference these deficiencies have not been corrected, a specific objective must be included in the next planning to provide for this correction.

6. The supervisor will provide coaching and assistance, as needed, throughout the yearly cycle. The supervisor will demonstrate support for the employee in feedback conferences by asking for suggestions on how to improve his/her own performance; probing for alternative solutions and/or opportunities; demonstrating empathy for the employee's feelings; and maintaining the employee's self-esteem.
7. The normal due date for summative evaluations is the last day of post-school each fiscal year. This date may be extended due to the state timeline for releasing scores used in the performance measure of the evaluation. This date may also be continued with approval of the Human Resources Department for individuals who started late in the school year or in situations where the completion of a professional development assistance plan would impact the ratings. Summative assessments may be amended based on data from state test scores.
8. The supervisor will conduct the summative performance review conference in which the employee receives the final ratings on each job context service category. The written summative performance appraisal report must be submitted to the superintendent or designee by the supervisor.
9. The initial planning meeting is scheduled to repeat the cycle.

11. Professional Learning

This component is to be used by school principals working with the appropriate staff members. This requirement passed by the 1999 Legislature requires school principals to establish and maintain individual professional learning plans for each instructional employee. The instructional professional learning plans must be linked to student performance and have clearly defined training activities that result in better student performance.

- Each school district shall design a system, approved by the Department of Education, for the professional growth of instructional personnel that links and aligns professional development activities with needs of student and instructional personnel as determined by school improvement plans, annual school reports, student achievement data, and performance appraisal data of teachers and administrators. This Individual Professional Learning Plan is completed the fall of each school year in Holmes County School District.
- Professional development activities shall primarily focus on subject content and teaching methods, including technology, as related to the Florida State Standards; assessment and data analysis; classroom management; and school safety.
- The principal and the instructional employee being knowledgeable of district and school improvement plans and the students' performance data, should conduct a comprehensive inventory of personal skills, talents, strengths and interests with reference to the district/school's ever changing job responsibilities and organizational demands from the environment, technology, current research, sound educational principals and best practices.

- From this inventory, the principal and the instructional employee will develop an individual professional development plan that is linked to student performance and contains clearly defined training activities that result in better performance for the students assigned to the teacher.
- Plans must include clearly defined training objectives and specific and measurable improvement in student performance that is expected to result from the training activity.
- Principals must measure the extent to which each training activity did accomplish the student performance gains that were predicted to result from the training activity.
- Conversations between the supervisor and the employee regarding this plan should be continuous. Likewise, the plan should be flexible, fluid and adjustable based on the changing needs of the school and the employee.

6. District Evaluation Procedures

Directions:

Holmes County will provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
 - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - submit the written report to the employee no later than 10 days after the evaluation takes place.
 - discuss the written evaluation report with the employee.
 - Holmes County employees will 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.
- Holmes County will provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements.
- Holmes County will comply with the requirement that the district school superintendent will annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and will notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment.

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12. Performance Appraisal Summary A one page summary form was designed to record the ratings included on the comprehensive assessment instrument. This allows the filing of one page with the Human Resources Office as opposed to filing multiple pages on each assessment. The supervisor will meet and discuss the summative evaluation with the employee within 10 days of the final evaluation. The employee will receive a copy of the summative evaluation and a written report of the evaluation will be provided to the Superintendent for the purpose of reviewing the employee's contract.

13. Other Summary Considerations This appraisal system has been developed giving consideration to the philosophical concept that the system is nonthreatening and developmental. This implies a continuing dialogue between the supervisor and the employee. Accordingly, it ensures a system of **no surprises**. The summative evaluation in this context, therefore, becomes a document that summarizes a yearlong sequence of planned activity. The focus of this activity is to develop more effective instructional personnel and increase student growth and achievement. The employee may initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

14. Any teacher receiving an unsatisfactory rating on any one or more components must receive a Professional Improvement Plan. The notice may be used with any teacher at any time, but should not

come as a surprise. Administrators who observe a teacher having difficulty or not handling a situation properly should use a variety of informal feedback mechanisms before a formal notice. Failures to respond to informal discussions or a serious problem requiring immediate notice are the primary reason for using the Professional Improvement Plan. The administrator schedules a conference to discuss the performance requiring improvement providing prior notice to the teacher. Prior to or during the conference, the administrator completes a PIP.

Performance Probation

Probation period is 90 calendar days from the receipt of performance notice. Specific areas of unsatisfactory performance must be noted. Teacher is assessed periodically and apprised of progress achieved. Provide assistance in helping correct deficiencies within the prescribed period of time. The district must provide assistance and in-service training opportunities to help correct the noted performance deficiencies.

Within 14 calendar days after the close of probation period, the evaluator must assess whether the performance deficiencies have been corrected and forward recommendations to the Superintendent. Within 14 days of receiving the recommendation, the Superintendent must notify the teacher in writing whether the deficiencies have been satisfactorily corrected and whether the Superintendent will recommend that the school board continue or terminate the teacher's employment contract. The Superintendent will annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations. The Superintendent will annually notify the Department of any instructional personnel who are given written notice of the intent to terminate or not renew their employment as outlined in s. 1012.34(5), F.S. During any time of the probationary period, the teacher may request a transfer to another appropriate position, if available, with a different supervising administrator. The transfer does not extend the period of probation.

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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:

- Evaluators' 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.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [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.]
- Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.]

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1. Annually the district will review and revise the current accountability processes for administrators, matching it to new teachers' and principals' evaluation processes to ensure effective human capital decisions.
 2. Evaluators will be trained in and monitored regarding the use of the evaluation system including feedback procedures, calibration and the use of results for teachers in human capital decisions.
 3. Data will be reviewed by each site based administrator that reflects the effectiveness ranges of teachers based on student data. Data will be used to inform goal development for school and district improvement plans and professional development plans.
 4. The district Superintendent, HR administrator and principals will make staffing decisions as needed based on this data. The district will follow the state's established timeline for the collection and submission of accountability data through regularly scheduled state data surveys.

The district personnel and principals meet annually to review the Instructional Evaluation System to determine compliance with the Florida Statute. The team usually meets in the summer of each year to evaluate the effectiveness of the system. During the review, the team determines if:

- The evaluator understands of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- The evaluator provides necessary and timely feedback to the employees being evaluated.
- The use of evaluation data is used to identify individual professional development.
- The use of evaluation data is used to inform school and district improvement plan.

The team looks at the performance evaluation results from the prior school year for all instructional personnel using the four levels of performance. The performance evaluation results for instructional personnel are disaggregated by classroom teacher and all other instructional personnel; by school site; and by instructional level. School grades and state and local assessment data are also reviewed by school and district and compared to the performance evaluation data. Results of this data analysis are used by individual schools and the district to set school improvement goals and plan for individual, school and district professional development activities.

Changes and revisions to the teacher evaluation system will be recommended. All substantial revisions will be reviewed and approved by the district school board before being used to evaluate teachers.

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.