



2016 - 2017

## MCSD Instructional Evaluation System



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### **Directions:**

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

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

## **1. Performance of Students**

### **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.].**
  - In the Monroe County School District one-third of all instructional personnel annual evaluations is based on the performance of students in the school on specific state or district assessments (e.g. FSA, EOC exams).
  - For all instructional personnel, the evaluation rubric scoring method is calculated as according to Florida Statute [Rule 6A-5.030(2)(a)1., F.A.C.]. A detailed explanation follows.

The performance-level standards for the English Language Arts, Mathematics and Algebra value-added models are as follows:

- a. **Highly Effective.** A highly effective rating on Performance of Students criteria is demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 95-percent confidence interval also lie above zero (0).
- b. **Effective.** An effective rating on Performance of Students criteria is demonstrated by the following:
  - I. A value-added score of zero (0); or
  - II. A value-added score of greater than zero (0), where some portion of the range of scores associated with a 95-percent confidence interval lies at or below zero (0); or
  - III. A value-added score of less than zero (0), where some portion of the range of scores associated with both the 68-percent and the 95-percent confidence interval lies at or above zero (0).
- c. **Needs Improvement, or Developing** if the teacher has been teaching for fewer than three (3) years. A needs improvement or developing rating on Performance of Students criteria is demonstrated by a value-added score that is less than zero (0), where the entire 68-percent confidence interval falls below zero (0), but where a portion of the 95-percent confidence interval lies above zero (0).
- d. **Unsatisfactory.** An unsatisfactory rating on Performance of Students criteria is demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 95-percent confidence interval also lie below zero (0).
- e. The Monroe County School District Instructional Evaluation System is subject to ratification by the union and approval by the School Board.

**For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) is applied pursuant to Rule 6A-5.030(2)(a)5., F.A.C..**

The performance-level standards for courses associated with statewide standardized end-of-course assessments (Biology, Civics, US History, Geometry, or Algebra 2), or nationally recognized summative assessments (Advanced Placement) will be determined by applying the appropriate matrix that measures the input characteristics of the students (e.g. average prior year reading level, average PSAT reading percentile, etc.) against the performance outcomes for those students. Refer to the matrices included below.

The performance level standards for courses not associated with either a state-developed value-added model or a state or national end-of-course assessment will be determined by measuring the median Student Growth Percentile in STAR Reading or STAR Math based on the criteria depicted in the tables below.

For instructional personnel who are assigned multiple course loads, the district-determined student performance measure(s) are applied as pursuant to Rule 6A-5.030(2)(a) 6., F.A.C.. Teachers that have courses assigned to them that require multiple methods of determining student learning growth (e.g. VAM, EOC matrix, Advanced Placement, STAR) will have their performance level determined proportionally based on the number of courses of a particular methodology compared to the total teaching assignment.

Finally, School based instructional personnel and district based instructional personnel that are not assigned to student courses will have their performance-level evaluation determined by the school-wide VAM or district-wide VAM as determined by their assignment [Rule 6A-5.030(2)(a) 6., F.A.C.].

Other student performance measure considerations that impact calculations in the Monroe County School District are depicted in the following chart.

**Student Performance Measures** (s. 1012.34(3)(a)1, F.S.) and **Calculations** [Rule 6A-5.030(2)(a)1., F.A.C.]:

The Florida Value-Added Model (VAM) takes into account ten covariates that are expected to influence a student's predicted score. Each covariate can cause a predicted score to be higher or lower depending on the scores of students across the state that had the same covariate. The covariates include the following:

- Up to two years prior achievement data
- The number of subject area classes enrolled in
- Students with Disability (SWD) status
- English Language Learner status
- Gifted Status
- Attendance (percent of days present)
- Mobility (number of transitions)
- Difference from modal age
- Class size
- Similarity of test scores

The model also includes an overall school effect in developing a student's predicted score. Since the model depends on the performance of students on a particular assessment that have these attributes the predicted score can only be developed after the assessment results are obtained.

The Monroe County School District Instructional Evaluation System is not solely based upon student performance. It includes two (2) additional criteria (Professional Growth Plan and Instructional Practice) approved for the purpose of evaluating instructional staff across differentiated job assignments. In total, three (3) areas are approved for this purpose.

**Area 1: Student Learning Growth**

- Area 1: Student Learning Growth
  - Classroom teachers with three years or more of data – 1/3
  - Classroom teachers with less than three years of data – 1/3
  - Non-classroom instructional personnel – 1/3

**Exceptional Student Education (ESE)**

Assessment measures in this category will include all applicable assessments indicated for specific grade levels and classifications of students up to and including the Florida Standards Alternative Assessment and/or learning gains where applicable.

Interpretation of student learning growth and achievement for students taking the Florida Standards Alternative Assessment is pending standard setting and reporting of student level results.

#### Industry Certification Courses\*

*Percentage of students eligible to test earning industry certification:*

75% or greater - Highly Effective  
50 - 74% - Effective  
25 - 49% - Needs Improvement  
0 - 49% - Unsatisfactory

#### Pre-Kindergarten (PK)\*

Assessment measures in this category will include:

- Florida VPK Assessment
- Pre-K ESE Galileo

\*Subject to ratification and School Board Approval

- **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 classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined is as presented above [Rule 6A-5.030(2)(a)2., F.A.C.]. New teachers may have only one year of reportable data.
- **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.].**
  - The MCSD includes all instructional personnel student performance data for at least three years. This includes 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 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.].**

- In the Monroe County School District one-third of all instructional personnel annual evaluation is based on the performance of students enrolled in courses assessed by statewide, standardized assessments.
- **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.].**

The performance level standards for courses not associated with either a state-developed value-added model or a state or national end-of-course assessment will be determined by measuring the median Student Growth Percentile in STAR Reading or STAR Math based on the following criteria.

	Reading*	Math*
• Highly Effective:	53% - 100%	60% - 100%
• Effective:	30% - 52%	30% - 59%
• Needs Improvement:	15% - 29%	15% – 29%
• Unsatisfactory:	0% - 14%	0% - 14 %

\*Ratings and percentages are subject to ratification by the United Teachers of Monroe Teachers Union (UTM) and approval by the Monroe County School Board.

**Attachment A**  
**Monroe County School District**  
**Advanced Placement Assessment**  
**Matrices**



## Advanced Placement Matrices AP Calculus AB Matrix

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Math less than 64	Mean NPR in PSAT Math 65-69	Mean NPR in PSAT Math 70-74	Mean NPR in PSAT Math 75-79	Mean NPR in PSAT Math 80-84	Mean NPR in PSAT Math 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

## Advanced Placement Matrices AP Environmental Matrix

	Average Cohort PSAT Reading and Math will be analyzed - higher rating assigned to teacher					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

## Advanced Placement Matrices AP US History Matrix

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

## Advanced Placement Matrices AP Human Geography Matrix

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

### Advanced Placement Matrices AP English Language & Composition Matrix

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

### Advanced Placement Matrices AP English Literature & Composition Matrix

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

### Advanced Placement Matrices AP Macroeconomics Matrix

	Average Cohort PSAT Reading and Math will be analyzed - higher rating assigned to teacher					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

### **Advanced Placement Psychology Matrix**

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

## Advanced Placement European History Matrix

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

## Advanced Placement United States Government Matrix

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

## Advanced Placement AP Statistics Matrix

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Math less than 64	Mean NPR in PSAT Math 65-69	Mean NPR in PSAT Math 70-74	Mean NPR in PSAT Math 75-79	Mean NPR in PSAT Math 80-84	Mean NPR in PSAT Math 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

### Advanced Placement AP World History Matrix

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

### Advanced Placement AP Chemistry Matrix



	Average Cohort PSAT Reading and Math will be analyzed - higher rating assigned to teacher					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

### Advanced Placement AP Physics 1 Matrix

	Average Cohort PSAT Reading and Math will be analyzed - higher rating assigned to teacher					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

### Advanced Placement AP Biology Matrix

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

### **Advanced Placement AP French Language and Culture Matrix**

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

### **Advanced Placement AP Spanish Language and Culture Matrix**



	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

### **Advanced Placement AP Art Studio 2-D/3-D/Drawing Matrix**

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

### **Advanced Placement AP Music Theory Matrix**

	Mean National Percentile Rank (NPR) for cohort of students assigned					
	Mean NPR in PSAT Reading less than 64	Mean NPR in PSAT Reading 65-69	Mean NPR in PSAT Reading 70-74	Mean NPR in PSAT Reading 75-79	Mean NPR in PSAT Reading 80-84	Mean NPR in PSAT Reading 85-100
Students scoring 3 and above is greater than both the national and state averages by at least 10 percentage points	3	3	3	3	3	3
Students scoring 3 and above is equal to or greater than the national or state average (whichever is greater)	3	3	3	3	3	2
Students scoring 3 and above is greater than or equal to the national or state average (whichever is less)	3	3	3	2	2	2
Students scoring 3 and above is within 5 percentage points of the national or state average (whichever is less)	3	3	2	2	2	1
Students scoring 3 and above is within 10 percentage points of the national or state average (whichever is less)	3	2	2	2	1	1
Students scoring 3 and above is within 20 percentage points of the national or state average (whichever is less)	2	2	2	1	1	1
Students scoring 3 and above is within 30 percentage points of the national or state average (whichever is less)	2	2	1	1	1	0
Students scoring 3 and above is more than 30 percentage points below the national or state average (whichever is less)	1	1	1	0	0	0
Students scoring 3 and above is more than 40 percentage points below the national or state average (whichever is less)	0	0	0	0	0	0

**Attachment B**

**Monroe County School District**

**FSA End of Course Assessments, NGSSS End of Course**  
**Assessments, and Statewide Science Assessments**

**Matrices by Course**

## Civics EOC Matrix

	Average FSA-ELA Scores for the cohort of students assigned					
	Mean Prior FSA-ELA Score less than 2.5	Mean Prior FSA-ELA Score 2.5 - 2.99	Mean Prior FSA-ELA Score 3.0 - 3.49	Mean Prior FSA-ELA Score 3.5 - 3.99	Mean Prior FSA-ELA Score 4.0 - 4.49	Mean Prior FSA-ELA Score 4.5 - 5.0
Percent of students scoring level 3 and above is 100% and percentage of students scoring level 4 & 5 is greater than 75%	3	3	3	3	3	3
Percent of students scoring level 3 and above is 90% or greater and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	3	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	2	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is less than 50%	3	3	2	2	2	2
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 10%	3	2	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 20%	2	2	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is greater than 20%	2	2	2	1	1	0
Students scoring 3 and above is less than 50% and students scoring level 1 is less than 20%	2	2	1	1	0	0
Students scoring 3 and above is less than 50% and students scoring level 1 is greater than 20%	1	1	1	0	0	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 20%	0	0	0	0	0	0

## US History EOC Matrix

	Mean prior national percentile rank of the cohort of students assigned					
	Mean Prior NPR on PSAT-Read less than 50	Mean Prior NPR on PSAT-Read 50-59	Mean Prior NPR on PSAT-Read 60-69	Mean Prior NPR on PSAT-Read 70-79	Mean Prior NPR on PSAT-Read 80-89	Mean Prior NPR on PSAT-Read above 80
Percent of students scoring level 3 and above is 100% and percentage of students scoring level 4 & 5 is greater than 75%	3	3	3	3	3	3
Percent of students scoring level 3 and above is 90% or greater and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	3	3	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	2	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is less than 50%	3	3	2	2	2	2
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 10%	3	2	2	2	2	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 15%	2	2	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is greater than 15%	2	2	2	1	1	0
Students scoring 3 and above is less than 50% and students scoring level 1 is less than 15%	2	2	1	1	0	0
Students scoring 3 and above is less than 50% and students scoring level 1 is greater than 15%	1	1	1	0	0	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 15%	0	0	0	0	0	0

## Biology EOC Matrix

	Mean prior national percentile rank of the cohort of students assigned					
	Mean Prior NPR on PSAT-READ less than 50	Mean Prior NPR on PSAT-Read 50-59	Mean Prior NPR on PSAT-Read 60-69	Mean Prior NPR on PSAT-Read 70-79	Mean Prior NPR on PSAT-Read 80-89	Mean Prior NPR on PSAT-Read above 80
Percent of students scoring level 3 and above is 100% and percentage of students scoring level 4 & 5 is greater than 75%	3	3	3	3	3	3
Percent of students scoring level 3 and above is 90% or greater and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	3	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	2	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is less than 50%	3	3	2	2	2	2
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 10%	3	2	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 20%	2	2	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is greater than 10%	2	2	2	1	1	0
Students scoring 3 and above is less than 50% and students scoring level 1 is less than 20%	2	2	1	1	0	0
Students scoring 3 and above is less than 50% and students scoring level 1 is greater than 10%	1	1	1	0	0	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 10%	0	0	0	0	0	0

## FCAT Science Grade Five

	Average FSA-ELA Scores for the cohort of students assigned				
	Avg. FSA-ELA Read 0.0-.99	Avg. FSA-ELA Read 1.0-1.99	Avg. FSA-ELA Read 2.0-2.99	Avg. FSA-ELA Read 3.0-3.99	Avg. FSA-ELA Read 4.0+
Percent of students scoring level 3 and above is 100% and percentage of students scoring level 4 & 5 is greater than 75%	3	3	3	3	3
Percent of students scoring level 3 and above is 90% or greater and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	3	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is less than 50%	3	3	2	2	2
Students scoring 3 and above is greater than or equal to 60% and students scoring level 1 is less than 10%	3	2	2	2	2
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 15%	2	2	2	2	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is greater than 15%	2	2	2	1	1
Students scoring 3 and above is less than 50% and students scoring level 1 is less than 15%	2	2	1	1	0
Students scoring 3 and above is less than 50% and students scoring level 1 is greater than 15%	1	1	1	0	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 15%	0	0	0	0	0

## FCAT Science Grade Eight

	Average FSA-ELA Scores for the cohort of students assigned				
	Avg. FSA-ELA Read 0.0-.99	Avg. FSA-ELA Read 1.0-1.99	Avg. FSA-ELA Read 2.0-2.99	Avg. FSA-ELA Read 3.0-3.99	Avg. FSA-ELA Read 4.0+
Percent of students scoring level 3 and above is 100% and percentage of students scoring level 4 & 5 is greater than 75%	3	3	3	3	3
Percent of students scoring level 3 and above is 90% or greater and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	3	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is less than 50%	3	3	2	2	2
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 10%	3	2	2	2	2
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 15%	2	2	2	2	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is greater than 15%	2	2	2	1	1
Students scoring 3 and above is less than 50% and students scoring level 1 is less than 15%	2	2	1	1	0
Students scoring 3 and above is less than 50% and students scoring level 1 is greater than 15%	1	1	1	0	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 15%	0	0	0	0	0

## Geometry End of Course

	Average FSA-EOC Scores for the cohort of students assigned					
	Mean Prior Algebra EOC Score less than 2.5	Mean Prior Algebra EOC Score 2.5- 2.99	Mean Prior Algebra EOC Score 3.0 - 3.49	Mean Prior Algebra EOC Score 3.5 - 3.99	Mean Prior Algebra EOC Score 4.0 - 4.49	Mean Prior Algebra EOC Score 4.5 - 5.0
Percent of students scoring level 3 and above is 100% and percentage of students scoring level 4 & 5 is greater than 75%	3	3	3	3	3	3
Percent of students scoring level 3 and above is 90% or greater and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	3	3	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is greater than 50%	3	3	3	3	2	2
Percent of students scoring level 3 and above is greater than 75% and percentage of students scoring level 4 & 5 is less than 50%	3	3	3	2	2	2
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 10%	3	3	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is less than 15%	3	2	2	2	1	1
Students scoring 3 and above is greater than or equal to 50% and students scoring level 1 is greater than 15%	2	2	2	1	1	0
Students scoring 3 and above is less than 50% and students scoring level 1 is less than 15%	2	2	1	1	0	0
Students scoring 3 and above is less than 50% and students scoring level 1 is greater than 10%	1	1	1	0	0	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 15%	0	0	0	0	0	0

## Algebra II End of Course

	Mean prior national percentile rank of the cohort of students assigned					
	Mean Prior NPR Math on PSAT less than 30	Mean Prior NPR Math on PSAT 30-39	Mean Prior NPR Math on PSAT 40-49	Mean Prior NPR Math on PSAT 50-59	Mean Prior NPR Math on PSAT 60-69	Mean Prior NPR Math on PSAT above 70
Percent of students scoring level 3 and above is 90% and percentage of students scoring level 4 & 5 is greater than 40%	3	3	3	3	3	3
Percent of students scoring level 3 and above is 80% or greater and percentage of students scoring level 4 & 5 is greater than 30%	3	3	3	3	3	2
Percent of students scoring level 3 and above is greater than 60% and percentage of students scoring level 4 & 5 is greater than 25%	3	3	3	3	2	2
Percent of students scoring level 3 and above is greater than 50% and percentage of students scoring level 4 & 5 is less than 40%	3	3	3	2	2	2
Students scoring 3 and above is greater than or equal to 40% and students scoring level 1 is less than 20%	3	3	2	2	2	1
Students scoring 3 and above is greater than or equal to 40% and students scoring level 1 is greater than 20%	3	2	2	2	1	1
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 20%	2	2	2	1	1	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 25%	2	2	1	1	0	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 30%	1	1	1	0	0	0
Students scoring 3 and above is less than 40% and students scoring level 1 is greater than 40%	0	0	0	0	0	0

All matrices are subject to ratification by the union and approval by the School Board of the MCSD.

- **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.].**
  - School based instructional personnel and district based instructional personnel that are not assigned to student courses will have their performance-level evaluation determined by the school-wide VAM or district-wide VAM as determined by their assignment

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## 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.].
- In the Monroe County School District one-third of all instructional personnel annual evaluations is based on the instructional practice criterion.

## 2015-2016 Scoring System:

**Administrative Evaluation Score (AES)** Instructional employees receive the sum of the individually weighted components from four domains that comprise the summative evaluation instrument specific to job assignment [1012.34(3)(a)2., F.S.]. Refer to individual evaluation rubrics for individual component descriptions and weights. The AES score is reported as a decimal [Rule 6A-5.030(2)(b)1., F.A.C.].

### Example:

Evaluation Domain	Teacher Score	Weighted Score
Domain 1 (20%):	2.20	$x .20 = .440$
Domain 2 (20%):	2.63	$x .20 = .526$
Domain 3 (40%):	2.33	$x .40 = .932$
Domain 4 (20%):	2.35	$x .20 = .470$
<b>Total OTS</b>	<b>2.37</b>	<b>SUM = 2.37</b>

### Administrative Evaluation Measures

- Area 3: Administrative Evaluation
  - Classroom teachers with three years or more of data – 1/3
  - Classroom teachers with less than



- three years of data 1/3
- Non-classroom instructional personnel – 1/3

- **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.].**
  - The Monroe County School District Instructional Evaluation System (IES) represents an instructional improvement system. Design teams collaborated to incorporate contemporary research and create aligned, rigorous, and fair processes that support teacher professional growth, and align with the Florida Educator Accomplished Practices and Florida Statutes.

### **Contemporary Research Reference List**

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching (2<sup>nd</sup> ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development. Grossman, P., & Loeb, S. (2010). Learning from multiple routes. *Educational Leadership*, 67(8), 22-27.

- **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.].**

### **Alignment to the Florida Educator Accomplished Practices (FEAP)**

The following chart displays the crosswalk of the Monroe County School District's instructional evaluation framework to the Florida Department of Education's 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.].

Practice	Evaluation Indicators
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#### **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;	<b>1a.</b> Knowledge of Content & Pedagogy , <b>1b.</b> Knowledge of Students <b>1c.</b> Setting Instructional Outcomes <b>1d.</b> Demonstrating Knowledge of Resources and Technology <b>1e.</b> Designing Coherent Instruction
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	<b>1a.</b> Knowledge of Content & Pedagogy , <b>1b.</b> Knowledge of Students <b>1c.</b> Setting Instructional Outcomes <b>1e.</b> Designing Coherent Instruction
c. Designs instruction for students to achieve mastery;	<b>1b.</b> Knowledge of Students  <b>1e.</b> Designing Coherent Instruction <b>1f.</b> Designing Student Assessments
d. Selects appropriate formative assessments to monitor learning;	<b>1f.</b> Designing Student Assessments
e. Uses diagnostic student data to plan lessons; and,	<b>1b.</b> Knowledge of Students  <b>1e.</b> Designing Coherent Instruction <b>1f.</b> Designing Student Assessments <b>3d.</b> Using Assessment in Instruction
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	<b>1e.</b> Designing Coherent Instruction
<b>The Learning Environment</b>  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>2c.</b> Managing Classroom Procedures  <b>2e.</b> Organizing Physical Space
b. Manages individual and class behaviors through a well-planned management system;	<b>2d.</b> Managing Student Behavior  <b>2c.</b> Managing Classroom Procedures
c. Conveys high expectations to all students;	<b>2b.</b> Establishing a culture for learning
d. Respects students' cultural linguistic and family background;	<b>2a.</b> Creating an Environment of Respect and Rapport
e. Models clear, acceptable oral and written communication skills;	<b>3a.</b> Communicating with Students

f. Maintains a climate of openness, inquiry, fairness and support;	<b>2a. Creating an Environment of Respect and Rapport</b>
g. Integrates current information and communication technologies;	Technology is a common theme reflected in Domain 1 (planning and preparation), Domain 3 (instruction) and Domain 4 (professional responsibilities).
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Accommodating diverse student needs is reflected in Domain 1 (planning and preparation) and Domain 3 (instruction).
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Technology is a common theme reflected in Domain 1 (planning and preparation), Domain 3 (instruction), and Domain 4 (professional responsibilities).
<b>Instructional Delivery and Facilitation</b> The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	<b>3c. Engaging Students in Learning</b>
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	<b>3c. Engaging Students in Learning</b>
c. Identify gaps in students' subject matter knowledge;	<b>3d. Using Assessment in Instruction</b>
d. Modify instruction to respond to preconceptions or misconceptions;	<b>3e. Demonstrating Flexibility and Responsiveness</b>
e. Relate and integrate the subject matter with other disciplines and life experiences;	<b>1e. Designing Coherent Instruction</b> <b>3c. Engaging Students in Learning</b>
f. Employ higher-order questioning techniques;	<b>3b. Using Questioning and Discussion Techniques</b>
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	<b>1a. Knowledge of Content &amp; Pedagogy</b>
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	<b>1b. Demonstrating Knowledge of Students</b> <b>3d. Using Assessment in Instruction</b> <b>3c. Engaging Students in Learning</b>
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	<b>2b. Establishing a Culture for Learning</b>

	<b>3d. Using Assessment in Instruction</b>
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	<b>3d. Using Assessment in Instruction</b>  <b>3e. Demonstrating Flexibility and Responsiveness</b>
<b>Assessment</b>  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;	1b. Demonstrating Knowledge of Students  1c. Setting Instructional Outcomes  1e. Designing Coherent Instruction  3d. Using Assessment in Instruction
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	<b>1f. Designing Student Assessments</b>
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3d. Using Assessment in Instruction
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	<b>1f. Designing Student Assessments</b>  <b>3d. Using Assessment in Instruction</b>  <b>3e. Demonstrating Flexibility and Responsiveness</b>
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	<b>3d. Using Assessment in Instruction</b>  <b>4c. Communicating with Families</b>
f. Applies technology to organize and integrate assessment information.	Technology is a common theme reflected in Domain 1 (planning and preparation), Domain 3 (instruction), and Domain 4 (professional responsibilities).  <b>4b. Maintaining Accurate Records</b>
<b>Continuous Professional Improvement</b>  The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	<b>4a. Reflecting on Teaching</b>  <b>4e. Growing and Developing Professionally</b>
b. Examines and uses data-informed research to improve instruction and student achievement;	<b>4b. Maintaining Accurate Records</b>

	<p><b>4c. Communicating with Families</b></p> <p><b>4e. Growing and Developing Professionally</b></p>
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;	<p><b>4a. Reflecting on Teaching</b></p> <p><b>4e. Growing and Developing Professionally</b></p> <p>Technology is a common theme reflected in Domain 1 (planning and preparation), Domain 3 (instruction), and Domain 4 (professional responsibilities).</p>
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	<p><b>4b. Maintaining Accurate Records</b></p> <p><b>4c. Communicating with Families</b></p> <p>Technology is a common theme reflected in Domain 1 (planning and preparation), Domain 3 (instruction), and Domain 4 (professional responsibilities).</p>
e. Engages in targeted professional growth opportunities and reflective practices; and,	<p><b>4d. Contributing to the School and District</b></p> <p><b>4e. Growing and Developing Professionally</b></p> <p>Technology is a common theme reflected in Domain 1 (planning and preparation), Domain 3 (instruction), and Domain 4 (professional responsibilities).</p>
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	<p><b>4a. Reflecting on Teaching</b></p> <p><b>4e. Growing and Developing Professionally</b></p>
<b>Professional Responsibility and Ethical Conduct</b>	
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.	<p><b>4d. Contributing to the School and District</b></p> <p><b>4f. Showing Professionalism</b></p> <p>Technology is a common theme reflected in Domain 1 (planning and preparation), Domain 3 (instruction), and Domain 4 (professional responsibilities).</p>

- **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.].**

Monroe County School District Teacher Evaluation Instrument

	<i>Performance rating</i>			
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>Domain 1: Planning and Preparation</b> <i>(Domain weight 20%)</i>				
<b>1a. Demonstrating knowledge of Content and Pedagogy</b> <i>(Component weight 4%)</i>	The teacher's plans and practice display little knowledge of the content, pre-requisite relationships between different aspects of the content or the instructional practices specific to that discipline.  Teacher makes content errors or does not correct errors.  Subject is off topic/irrelevant.	The teacher's plans and practice reflect basic knowledge of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to the discipline.	The teacher's plans and practice reflect solid and current knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content, the structure of the discipline and the instructional practice. The teacher actively builds on prerequisites and clarifies misconceptions.  The teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies.
<i>Elements include:</i> <i>Knowledge of content and the structure of discipline; Knowledge of prerequisite relationships; Knowledge of content related pedagogy.</i>				
<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>1b. Demonstrating Knowledge of Students</b> <i>(Component weight 4%)</i>	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and does not seek to understand such.	The teacher demonstrates understanding students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs from a variety of sources for individual students.
<i>Elements include:</i> <i>Knowledge of child and adolescent development; Knowledge of students' skills, knowledge, and language proficiency; Knowledge of the learning process; Knowledge of students' interest and cultural heritage; Knowledge of students' special needs.</i>				

Evaluator Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>1c. Setting Instructional Outcomes</b> (Component weight 2%)	Instructional outcomes are unsuitable for students, represent trivial or low level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are stated as goals and activities reflecting inconsistent levels of learning, only some of which permit viable methods of assessments. Outcomes reflect more than one type of learning.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. The outcomes are suitable for most students in the class, represent different types of learning, and can be assessed.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards taking into account of the needs of individual students.
<i>Elements include:</i> <i>Value, sequence, alignment; Clarity; Balance; Suitability for diverse learners</i>				
Evaluator Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>1d. Demonstrating Knowledge of Resources and Technology</b> (Component weight 2%)	The teacher demonstrates little or no familiarity with available resources and technology to enhance instruction.	The teacher demonstrates some familiarity with available resources and technology to enhance instruction.	The teacher is fully aware of the available resources and technology and incorporates them to enhance instruction.	The teacher actively seeks additional resources and technology and incorporates them to enhance instruction.
<i>Elements include:</i> <i>Resources and technology for classroom use; Resources and technology to extend content knowledge and pedagogy; Resources and technology for students.</i>				
Evaluator Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>1e. Designing Coherent Instruction</b> <i>(Component weight 4%)</i>	<p>Learning activities, materials, and/or resources are not suitable to student or instructional goals. They do not follow an organized progression.</p> <p>Instructional groups do not support instructional goals and offer no variety.</p> <p>The lesson has no defined structure, or the structure is chaotic. Time allocations are unrealistic.</p>	<p>Few of the learning activities are suitable to students and instructional goals. Progression of activities is uneven. Materials and resources are minimally supportive.</p> <p>Instructional groups lack differentiation based on student need.</p> <p>The lesson has a recognizable structure. Most time allocations are reasonable.</p>	<p>Most learning activities are suitable to students and instructional goals. Progression of activities is even. The majority of the materials and resources support instruction and are meaningful.</p> <p>Instructional groups are differentiated based on student need.</p> <p>The lesson has a clearly defined structure. Time allocations are reasonable.</p>	<p>Learning activities are relevant to students and instructional goals. They progress coherently, producing a unified whole and are reflective of current professional research. All materials and resources support instructional goals, and engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.</p> <p>Instructional groups are differentiated by student need. Students are involved in the selection process for instructional grouping where appropriate.</p> <p>The lesson structure is clear and allows for differing pathways according to student needs.</p>
<i>Elements include:  Learning Activities; Instructional materials and resources; Instructional groups; Lesson and unit structure</i>				
<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>1f. Assessing Student Learning</b>	<p>The teacher's plan for assessing student learning contains no</p>	<p>The teacher's plan for student assessment is partially aligned</p>	<p>The teacher's plan for student assessment is generally aligned</p>	<p>The teacher's plan for student assessment is aligned with the</p>

<i>(Component weight 4%)</i>	clear criteria or standard, is poorly aligned with instructional outcomes, or is inappropriate for many students. The results of assessments have minimal impact on the design of future instruction.	with the instructional outcomes, lacking criteria, and/or inappropriate for some students. The teacher uses assessment results to plan for future instruction for the class as a whole.	with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher uses assessment results to plan for future instruction for groups of students.	instructional outcomes and shows evidence of student contributions to the development of the criteria and standards. The teacher may have adapted assessments for individuals, and the teacher uses assessment results to plan future instruction for individual students.
<i>Elements include:</i> <i>Congruence with instructional outcomes; Criteria and standards; Design of formative assessments; Use of planning</i>				
<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Performance rating			
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Domain 2: The Classroom Environment (Domain weight 20%)				
2a. Creating an Environment of Respect and Rapport (Component weight 5%)	Classroom interactions, both between the teacher and students and/or among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classrooms interactions are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions are polite and respectful, reflecting caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions are respectful, reflecting genuine caring and sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Elements include: Teacher interaction with students; Student interactions with other students				
Evaluator Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
2b. Establishing a Culture for Learning (Component weight 5%)	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.  Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.  Instructional goals and activities, interactions, and the	Teacher communicates importance of the work but with little conviction and only minimal student engagement.  Students minimally accept the responsibility to “do good work” but invest little of their energy in the quality of the work.  Instructional goals and activities, interactions, and the classroom environment	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.  Students accept teacher insistence on work of high quality and demonstrate pride in that work.  Instructional goals and activities, interactions, and the classroom environment convey high expectations for	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content’s importance.  Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts of their own initiative, helping peers, and ensuring that high-quality work is displayed.  Both students and teacher

	classroom environment convey only modest expectations for student achievement.	convey inconsistent expectations for student achievement.	student achievement.	establish and maintain through the planning of learning activities, interactions, and the classroom environment, high expectations for the learning of all students.
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*Elements include:*

*Importance of the content, Expectations for learning and achievement, Student pride in work*

Evaluator Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>2c. Managing Classroom Procedures</b> (Component weight 2.5%)	<p>Students not working with the teacher are not productively engaged in learning.</p> <p>Much time is lost during transitions.</p> <p>Materials are handled inefficiently, resulting in loss of instructional time.</p> <p>Considerable instructional time is lost in performing noninstructional duties.</p> <p>Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.</p>	<p>Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.</p> <p>Transitions are sporadically efficient, resulting in some loss of instructional time.</p> <p>Routines for handling materials and supplies function moderately well.</p> <p>Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.</p> <p>Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.</p>	<p>Tasks for group work are organized, and groups are managed so most students are engaged at all times.</p> <p>Transitions occur smoothly, with little loss of instructional time.</p> <p>Routines for handling materials and supplies occur smoothly, with little loss of instructional time.</p> <p>Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.</p> <p>Volunteers and paraprofessionals are productively and independently engaged during the entire class.</p>	<p>Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.</p> <p>Transitions and routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.</p> <p>Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.</p> <p>Volunteers and paraprofessionals make a substantive contribution to the classroom environment.</p>

*Elements include:*

*Management of instructional groups; Management of transitions; Management of materials and supplies; Performance of non-instructional duties; Supervision of volunteers and paraprofessionals*

Evaluator Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>2d. Managing Student Behavior</b> (Component weight 5%)	<p>No standards of conduct appear to have been established, or students are confused as to what the standards are.</p> <p>Student behavior is not monitored, and teacher is unaware of what students are doing.</p> <p>Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.</p>	<p>Standards of conduct appear to have been established for most situations, and most students seem to understand them.</p> <p>Teacher is generally aware of student behavior but may miss the activities of some students.</p> <p>Teacher attempts to respond to student misbehavior but with uneven results, or student behavior is occasionally disruptive.</p>	<p>Standards of conduct are clear to all students.</p> <p>Teacher consistently monitors student behavior.</p> <p>Teacher response to misbehavior is appropriate, successful, and respects the student's dignity.</p>	<p>Standards of conduct are clear to all students and appear to have been developed with student participation.</p> <p>Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.</p> <p>Teacher response to misbehavior is highly effective and sensitive to students' individual needs.</p>
<i>Elements include:</i> <i>Expectations; Monitoring of student behavior; Response to student misbehavior</i>				
<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

<b>2e. Organizing Physical Space</b> <i>(Component weight 2.5%)</i>	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.  Teacher uses physical and/or available technology resources poorly, or learning is not accessible to some students.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.  Teacher uses physical and/or available technology resources adequately, and at least essential learning is accessible to all students.	The classroom is safe, and the furniture arrangement is conducive to learning activities.  Teacher uses physical and/or available technology resources skillfully, and learning is accessible to all.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.  Teacher and students use physical and/or available technology resources optimally, and both ensure that learning is accessible to all.
	<i>Elements include:</i> <i>Safety and Accessibility; Arrangement of furniture and use of physical resources</i>			
<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Performance rating</i>			
	Unsatisfactory <i>(0 points)</i>	Needs Improvement <i>/Developing (1 point)</i>	Effective <i>(2 points)</i>	Highly Effective <i>(3 points)</i>
<b>Domain 3: Instruction</b> <i>(Domain weight 40%)</i>				
<b>3a. Communicating with Students</b> <i>(Component weight 9%)</i>	Teacher directions and procedures are confusing to students. The teacher does not communicate lesson objective.  Teacher's spoken language is inaudible and written language is illegible. Spoken or written language may contain grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed. Teacher communicates lesson objective.  Teacher's spoken language is audible and written language is legible. Both are used correctly but limited, or not appropriate to students' age	Teacher directions and procedures are clear to students. Teacher communicates lesson objective and explains its importance to the lesson.  Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher directions and procedures are clear to students and anticipate possible student misunderstandings.  Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

	students confused.	or background.		
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*Elements include:*

*Expectations for learning; Explanations of content; Directions and procedures; Use of oral and written language*

<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Unsatisfactory (0 points)</b>	<b>Needs Improvement /Developing (1 point)</b>	<b>Effective (2 points)</b>	<b>Highly Effective (3 points)</b>
<b>3b. Using Questioning and Discussion Techniques (Component weight 9%)</b>	Teacher's questions are virtually all low-level and of poor quality. They elicit limited student response. Interaction between student and teacher is recitation-style, with teacher mediating all answers. Only a few students participate in discussion.	Teacher's questions are a combination of high and low quality posed in rapid succession. Teacher attempts to engage students in the discussion with limited success.	Most of teacher's questions are of high quality. Adequate time is available for students to respond. Majority of students participate; classroom interaction represents true discussion.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. Students assume responsibility for the continuance of the discussion, initiating topics and making unsolicited contributions.

*Elements include:*

*Quality of questions; Discussion techniques; Student participation*

<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Unsatisfactory (0 points)</b>	<b>Needs Improvement /Developing (1 point)</b>	<b>Effective (2 points)</b>	<b>Highly Effective (3 points)</b>
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<b>3c. Engaging Students in Learning</b> <i>(Component weight 9%)</i>	Activities, assignments, materials, and groupings of students are inappropriate for the instructional outcomes, students' cultures, maturation or age levels. The lesson lacks structure and/or is poorly paced.	Activities, assignments, materials, and groupings of students are partially appropriate for the instructional outcomes, students' cultures, maturation or age levels. The lesson has recognizable structure but is unclear.	Activities, assignments, materials, and groupings of students are appropriate for the instructional outcomes, students' cultures, maturation or age levels. The lesson structure is coherent and is paced appropriately.	Activities, assignments, and materials are suitable to the instructional goals. Students are engaged and able to adapt materials to meet learning outcomes. Groupings of students are appropriate for the instructional outcomes, students' cultures, maturation or age levels. The lesson structure is highly coherent, allowing for reflection and closure as appropriate. Pacing demonstrates differentiation based on needs.
	Representation of content is unclear. Teacher uses poor examples and analogies or is incorrect.	Representation of content is inconsistent in quality.	Representation of content is appropriate and is aligned with students' knowledge and experiences.	Representation of content is outstanding and is aligned with students' knowledge and experiences.

*Elements include:*

*Activities and assignment; Grouping of students; Structure and pacing; Use of instructional materials, resources and technology (as available).*

Evaluator Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory <i>(0 points)</i>	Needs Improvement <i>/Developing (1 point)</i>	Effective <i>(2 points)</i>	Highly Effective <i>(3 points)</i>
<b>3d. Providing Feedback in Instruction</b> <i>(Component weight 5%)</i>	Feedback is either not provided or is of poor quality. Feedback is not provided in timely manner.	Quality of feedback is inconsistent. Timeliness of feedback is inconsistent.	Feedback is consistent and informative. Feedback is consistently provided in a timely manner.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning. Feedback is consistently provided in a timely manner. Students make meaningful use of feedback in their learning.

*Elements include:*

*Quality; Accurate, substantive, constructive and specific; Timeliness of feedback*

Evaluator Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>3e. Demonstrating Flexibility and Responsiveness</b> <i>(Component weight 4%)</i>	<p>Teacher adheres rigidly to an instructional plan even when engagement is lacking. Teacher ignores student questions or interests.</p> <p>When a student has difficulty learning, the teacher blames external factors in the student's life to justify non-responsiveness to needs.</p> <p>Teacher does not re-teach.</p>	<p>Teacher attempts to adjust lesson, and respond to students' questions with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of instructional strategies to use.</p> <p>In response to student progress, teacher re-teaches, as appropriate.</p>	<p>Teacher promotes successful learning, making minor adjustments as needed to plans, accommodating student questions, needs, and interests. Teacher accommodates for students with special needs or difficulties with a repertoire of instructional strategies.</p>	<p>Teacher successfully makes substantive adjustments to a lesson when necessary. Teacher seizes opportunities to enhance learning building on spontaneous events. Teacher consistently utilizes an extensive repertoire of instructional strategies.</p>
<i>Elements include:</i> <i>Lesson Adjustment; Response to students; Persistence</i>				
Evaluator Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>3f. Using Assessment in Instruction</b> <i>(Component weight 4%)</i>	<p>Assessment is not used in instruction, either through monitoring of progress by the teacher or students. Teacher does not provide assessment criteria used to evaluate student work.</p>	<p>Assessment is occasionally used in instruction, either through some monitoring of progress of learning by the teacher and/or students. Teacher provides minimal assessment criteria used to evaluate student work.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, progress monitoring of learning by the teacher and/or students. Teacher provides sufficient assessment criteria used to evaluate student work. Assessments provide students with multiple ways to demonstrate mastery.</p>	<p>Assessment is consistently used in a meaningful manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers. Teacher provides detailed assessment criteria used to evaluate student work. The assessments provide students with multiple ways to demonstrate mastery and multiple opportunities during the unit to demonstrate</p>

				mastery.
<i>Elements include:</i> <i>Criteria; Assessment; Monitoring of student learning; Student self-assessment and monitoring of progress</i>				
<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Performance rating</i>			
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>Domain 4: Professional Responsibilities</b> <i>(Domain weight 20%)</i>				
<b>4a. Reflecting on Teaching</b> <i>(Component weight 3%)</i>	The teacher does not know if the lesson was effective or how it could be improved.	The teacher provides a partially accurate description of the lesson's effectiveness but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, and many specific examples are used to establish that goals were accomplished. The teacher draws on an extensive repertoire to suggest alternate strategies and predicts the likely success of each.
<i>Elements include:</i> <i>Accuracy; Use in future teaching</i>				
<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>4b. Maintaining Accurate Records</b> <i>(Component weight 3%)</i>	The teacher's systems for maintaining both instructional and non-instructional records	The teacher's systems for maintaining both instructional and non-instructional records	The teacher's systems for maintaining both instructional and non-	The teacher's systems for maintaining both instructional and non-instructional records are

	are either nonexistent or in disarray, resulting in errors and confusion.	are rudimentary and only partially effective.	instructional records are accurate, efficient, effective, timely, and reflect student progress in reaching specific grade level benchmarks.	accurate, efficient, timely, and reflect student progress in reaching specific grade level benchmarks. The system is readily understood and transparent.
<i>Elements include:</i> <i>Student completion of assignments; Non-instructional records; Student progress in learning</i>				
<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>4c. Communicating with Families</b> (Component weight 4%)	The teacher's communication with families about the instructional program or about individual students is sporadic or inappropriate. The teacher makes no attempt to engage families in the instructional program. Teacher does not respond to parent concerns.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. However, communications are not always appropriate. Responses to parent concerns are minimal.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in an appropriate manner. Responses to parent concerns occur as needed.	The teacher's communication with families is frequent, timely and proactive. Students participate in the communication. The teacher successfully engages families in the instructional program as appropriate. The teacher is proactive in dealing with parent concerns.
<i>Elements include:</i> <i>Information about the instructional program; Engagement of families in the instructional program; Information about individual students</i>				
<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>4d. Contributing to the School and District</b> (Component weight 3%)	The teacher avoids participating in the professional community or in school or district events and projects; rarely collaborates with colleagues; and relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community or in school or district events and projects when specifically asked, makes some efforts to collaborate with colleagues, and relationships with	The teacher participates actively in the professional community or in school or district events and projects, actively seeks out opportunities to collaborate with others, and maintains positive and	The teacher makes a substantial contribution to the professional community or in school or district events and projects, collaborates with and/or coaches others through difficult situations, and assumes a positive leadership role (formal or informal) with

		colleagues are cordial.	productive relationships with colleagues.	colleagues.
<i>Elements include: Relationships with colleagues; Service to the school; Involvement in culture of professional inquiry; Participation in school and district projects.</i>				
<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
<b>4e. Growing and Developing Professionally</b> (Component weight 3%)	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues. Teacher does not actively enhance knowledge or skills.	The teacher participates in professional development activities that are convenient or are required and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues. Teacher makes minimal effort to enhance knowledge or skills.	The teacher seeks out opportunities for professional development based on an individual assessment of needs and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues. Teacher makes significant effort to enhance knowledge or skills.	The teacher actively pursues in-depth professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues. Teacher consistently seeks opportunities to enhance knowledge or skills.
<i>Elements include: Enhancement of content knowledge and pedagogy; Receptivity to feedback from colleagues; Service to the profession</i>				
<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory (0 points)	Needs Improvement /Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

<b>4f. Showing Professionalism</b> <i>(Component weight 4%)</i>	<p>The teacher is inconsistent in adhering to professional standards of conduct. The teacher exhibits poor attendance and punctuality, compliance with school policies, procedures, and timelines.</p>	<p>The teacher strives to adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality.</p>	<p>The teacher regularly adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality.</p>	<p>The teacher is a model for professional conduct and overall performance requirements, including attendance and punctuality.</p>
	<p>The teacher has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent feedback from colleagues and administrators and does not work cooperatively with school staff.</p>	<p>The teacher complies minimally with school and district policies, procedures, and timelines. Supervision is necessary on occasion.</p> <p>The teacher strives to develop behaviors that model the values of respect, responsibility, honesty and integrity. However, s/he requires some support supervision. S/he responds appropriately to and acts upon feedback. S/he works cooperatively with school staff most of the time.</p>	<p>The teacher complies with school and district policies, procedures, and timelines. Performs with minimal supervision.</p> <p>The teacher helps members of school community understand and adhere to these professional obligations, responds well to and acts upon feedback and works cooperatively with school staff.</p>	<p>The teacher complies fully and voluntarily with school and district policies, procedures, and timelines. The teacher performs independently.</p> <p>The teacher helps members of school community understand and adhere to professional obligations. S/he actively seeks, responds well to and acts upon feedback.</p>
<i>Elements include:</i> <i>Integrity and ethical conduct; Service to students; Advocacy; Demonstrates logical thinking and makes practical decisions; Attendance; Punctuality; Compliance with school and district regulations</i>				
<b>Evaluator Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **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.].**

## Teacher on Special Assignment Evaluation Instrument

Staffing Specialist, Child Find Specialist, Transition Specialist, Other \_\_\_\_\_

### Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>1a: Demonstrating knowledge of current trends in specialty area and professional development</i>	TSA demonstrates little or no familiarity with specialty area or trends in professional development.	TSA demonstrates basic familiarity with specialty area and trends in professional development.	TSA demonstrates thorough knowledge of specialty area and trends in professional development.	TSA's knowledge of specialty area and trends in professional development is wide and deep; TSA is regarded as an expert by colleagues.
<i>Evidence</i>				
<i>1b: Demonstrating knowledge of the school's program, and levels of teacher skill in delivering that program</i>	TSA demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	TSA demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	TSA demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	TSA is deeply familiar with the school's program, and works to shape its future direction and actively seeks information as to teacher skill in that program.
<i>Evidence</i>				
<i>1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served</i>	TSA has no clear goals for the instructional support program or they are inappropriate to either the situation or the needs of the staff.	TSA's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	TSA's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	TSA's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators, parents, and colleagues.

<i>Evidence</i>				
Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>1d: Demonstrating knowledge of resources, both within and beyond the school and district</i>	TSA demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	TSA demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	TSA is fully aware of resources available in the school and district and in the professional community for teachers to advance their skills.	TSA actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
<i>Evidence</i>				
<i>1e: Planning the instructional support program, integrated with the overall school program</i>	Instructional support program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	TSA's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	TSA's plan is well designed to support teachers in the improvement of their instructional skills.	TSA's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and the plan has been developed following consultation with administrators and teachers.
<i>Evidence</i>				

<i>1f: Developing a plan to evaluate the instructional support program.</i>	TSA has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	TSA has a rudimentary plan to evaluate the instructional support program.	TSA's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	TSA's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.
<i>Evidence</i>				

## Domain 2: The Learning Environment

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>2a: Creating an environment of trust and respect</i>	Teachers are reluctant to request assistance from TSA, fearing that it will be treated as a sign of deficiency.	Relationships with the TSA are cordial; teachers don't resist initiatives established by the TSA.	Relationships with the TSA are respectful, with some contacts initiated by teachers, parents or community.	Relationships with the TSA are highly respectful and trusting, with many contacts initiated by teachers, parents or community.
<i>Evidence</i>				
<i>2b: Establishing a culture for ongoing instructional improvement</i>	TSA conveys the sense that the work of improving instruction is externally mandated, and is not important to school improvement.	Teachers do not resist the offerings of support from the TSA.	TSA promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skill.	TSA has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the TSA.
<i>Evidence</i>				



<i>2c: Establishing clear procedures for teachers to gain access to instructional support</i>	When teachers want to access assistance from the TSA, they are not sure how to go about it.	Some procedures (for example registering for workshops) are clear to teachers, whereas others (for example receiving informal support) are not.	TSA has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
<i>Evidence</i>				
<i>2d: Establishing and maintaining norms of behavior for professional interactions</i>	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	TSA's efforts to establish norms of professional conduct are partially successful.	TSA has established clear norms of mutual respect for professional interaction.	TSA has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
<i>Evidence</i>				
<i>2e: Organizing physical space for workshops or training, including use of training equipment, arrangement of furniture for visual access, traffic flow, and match between the physical arrangement and workshop activities.</i>	TSA makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	TSA makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	TSA makes highly effective use of the physical environment, with participants contributing to the physical arrangement.
<i>Evidence</i>				

### Domain 3: Delivery of Service

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>3a: Collaborating with teachers in the design of instructional units and lessons</i>	TSA declines to collaborate with classroom teachers in the design of instructional lessons and units.	TSA collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	TSA initiates collaboration with classroom teachers in the design of instructional lessons and units.	TSA initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<i>Evidence</i>				
<i>3b: Engaging teachers in learning new instructional skills</i>	Teachers decline opportunities to engage in professional learning.	TSA's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
<i>Evidence</i>				
<i>3c: Sharing expertise with staff, (for example: through teaching model lessons, presenting</i>	TSA's efforts to share expertise are of poor quality or are not appropriate to the needs of the	The quality of the TSA's efforts to share expertise is mixed, with some of them being appropriate	The quality of the TSA's efforts to share expertise is uniformly high, and appropriate to the needs of	The quality of the TSA's efforts to share expertise is uniformly high, and appropriate to the needs of

<i>workshops, facilitating study group, chairing meetings)</i>	participants.	to the needs of the participants .	the participants.	the participants. The TSA conducts extensive follow-up work with participants.
<i>Evidence</i>				
<i>3d: Locating resources for teachers to support instructional improvement</i>	TSA fails to locate resources for instructional improvement, even when specifically requested to do so.	TSA's efforts to locate resources for instructional improvement are partially successful, reflecting incomplete knowledge of what is available.	TSA locates resources for instructional improvement when asked to do so.	TSA is highly proactive in locating resources for instructional improvement, anticipating their needs.
<i>Evidence</i>				
<i>3e: Demonstrating flexibility and responsiveness</i>	TSA adheres to the plan, in spite of evidence of its inadequacy.	TSA makes modest changes in the support program when confronted with evidence of the need for change.	TSA makes revisions to the support program when they are needed.	TSA is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.
<i>Evidence</i>				

#### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>4a: Reflecting on practice</i>	TSA does not reflect on practice, or the reflections are inaccurate or self-serving.	TSA's reflection on practice is moderately accurate and objective without, citing specific examples and with only global suggestions as to how it might be improved.	TSA's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. TSA makes some specific suggestions as to how the support program might be improved.	TSA's reflection is highly accurate and perceptive, citing specific examples. TSA draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
<i>Evidence</i>				
<i>4b: Maintaining records, and submitting them in a timely fashion</i>	TSA's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	TSA's reports, records and documentation are generally accurate, but are occasionally late.	TSA's reports, records and documentation are accurate, and are submitted in a timely manner.	TSA's approach to record-keeping is highly systematic and efficient, and serves as a model for colleagues in other schools.
<i>Evidence</i>				
<i>4c: Coordinating work with other TSAs and support staff</i>	TSA makes no effort to collaborate with other TSAs and support staff within the district.	TSA responds positively to the efforts of other TSAs and support staff within the district to collaborate.	TSA initiates efforts to collaborate with other TSAs and support staff within the district.	TSA takes a leadership role in coordinating projects with other TSAs and support staff within and beyond the district.
<i>Evidence</i>				
<i>4d: Participating in a professional</i>	TSA's relationships with	TSA's relationships with	TSA participates actively in school	TSA makes a substantial

<i>community</i>	colleagues are negative or self-serving, and the TSA avoids being involved in school and district events and projects.	colleagues are cordial, and the TSA participates in school and district events and projects when specifically requested.	and district events and projects, and maintains positive and productive relationships with colleagues.	contribution to school and district events and projects, and assumes a leadership role with colleagues.
<i>Evidence</i>				
<i>4e: Engaging in professional development</i>	TSA does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	TSA participation in professional development activities is limited to those that are convenient or are required.	TSA seeks out opportunities for professional development based on an individual assessment of need and/or recommendations from supervisor.	TSA actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other TSAs.
<i>Evidence</i>				
<i>4f: Showing professionalism, including integrity and confidentiality</i>	TSA displays dishonesty in interactions with colleagues, and violates principles of confidentiality.	TSA is honest in interactions with colleagues, and respects principles of confidentiality.	TSA displays high standards of honesty and integrity in interactions with colleagues, and respects principles of confidentiality.	TSA can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the principles of confidentiality.
<i>Evidence</i>				

## Therapist Evaluation Instrument

### Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>1a: Demonstrating knowledge and skill in the therapy area; holds relevant certificate or license</i>	Therapist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Therapist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Therapist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Therapist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
<i>Evidence:</i>				
<i>1b: Establishing goals for the therapy program appropriate to the setting and the students served</i>	Therapist has no clear goals for the therapy program, or they are inappropriate to either the situation in the school or the age of the students.	Therapist's goals for the therapy program are rudimentary, and are partially suitable to the situation in the school and the age of the students.	Therapist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Therapist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with administrators, parents, and teachers.
<i>Evidence:</i>				

<i>1c: Demonstrating knowledge of district, state and federal regulations and guidelines</i>	Therapist demonstrates little or no knowledge of special education laws and procedures.	Therapist demonstrates basic knowledge of special education laws and procedures.	Therapist demonstrates thorough knowledge of special education laws and procedures.	Therapist's knowledge of special education laws and procedures is extensive; Therapist takes a leadership role in reviewing and revising district policies.
<i>Evidence:</i>				
<i>1d: Demonstrating knowledge of resources, both within and beyond the school and district</i>	Therapist demonstrates little or no knowledge of resources for students available through the school or district.	Therapist demonstrates basic knowledge of resources for students available through the school or district.	Therapist demonstrates thorough knowledge of resources for students available through the school or district and familiarity with resources external to the district.	Therapist demonstrates extensive knowledge of resources for students available through the school or district and in the community.
<i>Evidence:</i>				

<i>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</i>	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Therapist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Therapist has developed a plan that includes the important aspects of providing therapy in the given setting.	Therapist's plan is highly coherent and preventive, and serves to support students individually, within the broader educational program.
<i>Evidence:</i>				
<i>1f: Developing a plan to evaluate the therapy program</i>	Therapist has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Therapist has a rudimentary plan to evaluate the therapy program.	Therapist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Therapist's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.
<i>Evidence:</i>				



## Domain 2: The Classroom Environment

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>2a: Establishing rapport with students</i>	Therapist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and therapy environment.	Therapist's interactions are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful.	Therapist's interactions with students are positive and respectful; students appear comfortable in the testing and therapy environment.	Students seek out the Therapist, reflecting a high degree of comfort and trust in the relationship.
<i>Evidence:</i>				
<i>2b: Organizing time effectively</i>	Therapist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Therapist's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Therapist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Therapist demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
<i>Evidence:</i>				

<i>2c: Establishing and maintaining clear procedures for referrals</i>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Therapist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone, and have been developed in consultation with teachers and administrators.
<i>Evidence:</i>				
<i>2d: Establishing standards of conduct in the therapy environment</i>	No standards of conduct have been established and Therapist disregards or fails to address negative student behavior during evaluation or therapy.	Standards of conduct appear to have been established in the testing and therapy environment. Therapist attempts to monitor and correct student negative behavior during evaluation and therapy are partially successful.	Standards of conduct have been established in the testing and therapy environment. Therapist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing and therapy environment. Therapist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<i>Evidence:</i>				

<i>2e: Organizing physical space for testing of students and providing therapy</i>	The testing and therapy environment is disorganized, and poorly suited for working with students. Materials are usually available.	The testing and therapy environment is moderately well organized, and moderately well suited for working with students. Materials are difficult to find when needed.	The testing and therapy environment is well organized; materials are available when needed.	The testing and therapy environment is highly organized and is inviting to students. Materials are convenient when needed.
<i>Evidence:</i>				

### Domain 3: Instruction

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>3a: Responding to referrals, and evaluating student needs</i>	Therapist fails to respond to referrals, or makes hasty assessments of student needs.	Therapist responds to referrals when pressed, and makes adequate assessments of student needs.	Therapist responds to referrals, and makes thorough assessments of student needs.	Therapist is proactive in responding to referrals, and makes highly competent assessments of student needs.
<i>Evidence:</i>				
<i>3b: Developing and implementing therapy plans to maximize students' success</i>	Therapist fails to develop therapy plan suitable for students, or plans are mismatched with the findings of assessments.	Therapist's plans for students are partially suitable for them, or sporadically aligned with identified needs.	Therapist's plans for students are suitable for them, and are aligned with identified needs.	Therapist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<i>Evidence:</i>				
<i>3c: Communicating with families</i>	Therapist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner.	Therapist's communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural and	Therapist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic	Therapist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Therapist

		linguistic traditions.	traditions.	reaches out to families of students to enhance trust.
<i>Evidence:</i>				
<i>3d: Collecting information; writing reports</i>	Therapist neglects to collect important information on which to base therapy plans; reports are inaccurate or not appropriate to the audience.	Therapist collects most of the important information on which to base therapy plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Therapist collects all the important information on which to base therapy plans; reports are accurate and appropriate to the audience.	Therapist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written, and are tailored for the audience.
<i>Evidence:</i>				
<i>3e: Demonstrating flexibility and responsiveness</i>	Therapist adheres to the plan or program, in spite of evidence of its inadequacy.	Therapist makes modest changes in the therapy program when confronted with evidence of the need for change.	Therapist makes revisions in the therapy program when they are needed.	Therapist is continually seeking ways to improve the therapy program, and makes changes as needed in response to student, parent, or teacher input.
<i>Evidence:</i>				

#### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>4a: Reflecting on practice</i>	Therapist does not reflect on practice, or the reflections are inaccurate or self-serving.	Therapist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Therapist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Therapist makes some specific suggestions as to how the therapy program might be improved.	Therapist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Therapist draws on an extensive repertoire to suggest alternative strategies.
<i>Evidence:</i>				
<i>4b: Collaborating with teachers and administrators</i>	Therapist is not available to staff for questions and planning, and declines to provide background material when requested.	Therapist is available to staff for questions and planning, and provides background material when requested.	Therapist initiates contact with teachers and administrators to confer regarding individual cases.	Therapist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
<i>Evidence:</i>				

<i>4c: Maintaining effective data management system</i>	Therapist's data management system is either non-existent or in disarray; it cannot be used to monitor student progress or to adjust therapy when needed.	Therapist has developed a rudimentary data management system for monitoring student progress and occasionally uses it to adjust therapy when needed.	Therapist has developed an effective data management system for monitoring student progress and uses it to adjust therapy when needed.	Therapist has developed a highly effective data management system for monitoring student progress and uses it to adjust therapy when needed. Therapist uses the system to communicate with teachers and parents.
<i>Evidence:</i>				
<i>4d: Participating in a professional community</i>	Therapist's relationships with colleagues are negative or self-serving, and Therapist avoids being involved in school and district events and projects.	Therapist's relationships with colleagues are cordial, and Therapist participates in school and district events and projects when specifically requested.	Therapist's participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Therapist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues.
<i>Evidence:</i>				

<i>4e: Engaging in professional development</i>	Therapist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Therapist participation in professional development activities is limited to those that are convenient or are required.	Therapist seeks out opportunities for professional development based on an individual assessment of need and/or recommendations from supervisor.	Therapist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<i>Evidence:</i>				
<i>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality.</i>	Therapist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	Therapist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate principles of confidentiality.	Therapist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Therapist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
<i>Evidence:</i>				



## Psychologist Evaluation Instrument

### Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students</i>	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses psychological instruments that are most appropriate to referral targeted referral concern.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
<i>Evidence:</i>				
<i>1b: Demonstrating knowledge of child and adolescent development and psychopathology</i>	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and recognizes atypical patterns.

<i>Evidence:</i>				
<i>1c: Establishing goals for the psychology program appropriate to the setting and the students served</i>	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation in the school or the age of the students.	Psychologist's goals for the program are rudimentary, and are partially suitable to the situation in the school and the age of the students.	Psychologist's goals for the program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues.
<i>Evidence:</i>				
<i>1d. Demonstrating knowledge of state and federal regulations, and resources both within and beyond the school and district</i>	Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and resources for students available through the school or district, but limited knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and resources for students available through the school or district, and familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.

<i>Evidence:</i>				
<i>1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students, including problem solving, response to intervention</i>	Program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive, and serves to support students individually, within the broader educational program.
<i>Evidence:</i>				
<i>1f: Developing a plan to evaluate the psychology program</i>	Psychologist has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.
<i>Evidence</i>				

## Domain 2: The Environment

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>2a: Establishing rapport with students, using interpersonal skills, such as empathy to establish trust and reduce anxiety</i>	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing environment.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing environment.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<i>Evidence:</i>				
<i>2b: Establishing a culture for positive mental health throughout the school</i>	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.

<i>Evidence:</i>				
<i>2c: Establishing and maintaining clear procedures for referrals</i>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone, and have been developed in consultation with teachers and administrators.
<i>Evidence:</i>				
<i>2d: Establishing standards of conduct in the testing environment</i>	No standards of conduct have been established and psychologist disregards or fails to address negative student behavior during in evaluation.	Standards of conduct appear to have been established in testing environment. Psychologist's attempts to monitor and correct student negative behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing environment. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing environment. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

<i>Evidence:</i>				
<i>2e: Organizing physical space for testing of students and storage of materials</i>	The testing environment is disorganized, and poorly suited for student evaluations. Materials are not stored in a secure location, and are difficult to find when needed.	Materials in the testing environment are stored securely, but the environment is not completely well organized, and materials are difficult to find when needed.	The testing environment is well organized; materials are stored in a secure location and are available when needed.	The testing environment is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
<i>Evidence</i>				

### Domain 3: Delivery of Service

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>3a: Responding to referrals, consulting with teachers and administrators</i>	Psychologist fails to consult with colleagues or to tailor evaluations to the targeted concerns raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the targeted concerns raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the targeted concerns raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the targeted concerns raised in the referral.
<i>Evidence:</i>				
<i>3b: Evaluating student needs in compliance with NASP guidelines</i>	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students, but does not always follow established timelines and safeguards.	Psychologist administers appropriate evaluation instruments to students, and ensures that all procedures and safeguards are consistently adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the targeted referral concerns, and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.

<i>Evidence:</i>				
<i>3c: Chairing evaluation teams</i>	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when asked to do so and contributes to initial IEP development.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed intervention recommendations for initial IEP development.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings; prepares detailed intervention recommendations for initial IEP development including resources for parents.
<i>Evidence:</i>				
<i>3d: Planning interventions to maximize students' likelihood of success</i>	Psychologist fails to plan interventions suitable to students, or mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them, or sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them, and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<i>Evidence:</i>				



<i>3e: Maintaining contact with physicians and community mental health service providers</i>	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
<i>Evidence:</i>				
<i>3f: Demonstrating flexibility and responsiveness in providing services</i>	Psychologist adheres to program/plan, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the program/plan when confronted with evidence of the need for change.	Psychologist makes revisions in the program/ service recommendations when needed.	Psychologist is continually seeking ways to improve the service plan, and makes changes as needed in response to student, parent, or teacher input.
<i>Evidence:</i>				

#### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>4a: Reflecting on practice</i>	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Psychologist's reflection provides an accurate, objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
<i>Evidence:</i>				

<i>4b: Communicating with families (establishing rapport, securing permissions)</i>	Psychologist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner.	Psychologist's communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations, and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
<i>Evidence:</i>				
<i>4c: Maintaining accurate records</i>	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate, legible, and stored in a secure location.	Psychologist's records are accurate, legible, well organized, and stored in a secure location.	Psychologist's records are accurate, legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<i>Evidence:</i>				

<i>4d: Participating in a professional community – emphasis on positive and supportive interactions</i>	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist's participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
<i>Evidence:</i>				
<i>4e: Engaging in professional development</i>	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need and/or recommendations from supervisor.	Psychologist actively pursues professional development opportunities, and makes a substantial contribution to the profession through activities such as offering workshops to colleagues.
<i>Evidence:</i>				

4f: <i>Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i>	Psychologist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Evidence				

## Media Specialist Evaluation Instrument

### Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology</i>	Media Specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Media Specialist demonstrates limited knowledge of literature and current trends in practice and information technology.	Media Specialist demonstrates thorough knowledge of literature and current trends in practice and information technology.	Drawing on extensive professional resources, Media Specialist demonstrates rich understanding of literature and current trends in information technology.
<i>Evidence</i>				
<i>1b: Demonstrating knowledge of the school's program, and student information needs within that program.</i>	Media Specialist demonstrates little or no knowledge of the school's content standards, and of students' needs for information skills within those standards.	Media Specialist demonstrates basic knowledge of the school's content standards, and of students' needs for information skills within those standards.	Media Specialist demonstrates thorough knowledge of the school's content standards, and of students' needs for information skills within those standards.	Media Specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.

<i>Evidence</i>				
<i>1c: Establishing goals for the library/media program appropriate to the setting and the students served</i>	Media Specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Media Specialist's goals for the media program are rudimentary, and are partially suitable to the situation in the school and the age of the students.	Media Specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Media Specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students and colleagues.
<i>Evidence</i>				
<i>1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as inter-library loan</i>	Media Specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Media Specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Media Specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Media Specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.

<i>Evidence:</i>				
<i>1e: Planning the library/media program integrated with the overall school program (including schedule for individual classes and events such as book fairs, work in classrooms, time for locating resources)</i>	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Media Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Media Specialist's plan is well designed to support both teachers and students in their information needs.	Media Specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection, and the plan has been developed following consultation with teachers.
<i>Evidence:</i>				
<i>1f: Developing a plan to evaluate the library/media program</i>	Media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Media specialist has a rudimentary plan to evaluate the library/media program.	Media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
<i>Evidence:</i>				



## Domain 2: The Learning Environment

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>2a: Creating an environment of respect and rapport</i>	Interactions, both between the Media Specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Interactions, both between the Media Specialist and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between Media Specialist and students and among students are polite and respectful, reflecting caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the Media Specialist, individual students, and classroom teachers are highly respectful, reflecting caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
<i>Evidence</i>				

<i>2b: Establishing a culture for investigation and love of literature</i>	Media Specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Media Specialist goes through the motions of performing the work of the position, but without any real commitment to it	Media Specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Media Specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
<i>Evidence:</i>				
<i>2c: Establishing and maintaining library procedures, including supervising library assistants</i>	Media center routines and procedures, (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures, (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures, (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures, (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently, and contribute to the success of the library.

<i>Evidence:</i>				
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the Media Specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the Media Specialist monitors student behavior against those standards. Media Specialist response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Media Specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>Evidence:</i>				

<p><i>2e: Organizing physical space – organized for smooth flow, adequate space for different activities, effective signage, and attractive displays.</i></p>	<p>Media Specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, and inadequate space devoted to work areas and computer use, and general confusion.</p>	<p>Media Specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.</p>	<p>Media Specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.</p>	<p>Media Specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.</p>
<p><i>Evidence:</i></p>				

### Domain 3: Delivery of Service

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>3a: Maintaining and extending the library collection in accordance with the school's needs, and within budget limitations, and including a periodic inventory, repairs, weeding out, etc.</i>	Media Specialist fails to adhere to district or professional guidelines in selecting materials for the collection, and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Attempts by the Media Specialist to adhere to district or professional guidelines in selecting materials, to weeding the collection, and to establishing balance, are partially successful.	Media Specialist adheres to district or professional guidelines in selecting materials for the collection, and periodically purges the collection of outdated material. Collection is balanced among different areas.	Media Specialist selects materials for the collection thoughtfully, and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
<i>Evidence</i>				
<i>3b: Collaborating with teachers in the design of instructional units and lessons</i>	Media Specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Media Specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

<i>Evidence:</i>				
<i>3c: Engaging students in enjoying literature and learning information skills</i>	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and learning information skills due to effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
<i>Evidence:</i>				
<i>3d: Assisting students and teachers in the use of technology in the media center</i>	Media Specialist declines to assist students and teachers in the use of technology in the media center.	Media Specialist assists students and teachers in the use of technology in the library when specifically asked to do so.	Media Specialist initiates sessions to assist students and teachers in the use of technology in the media center.	Media Specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the media center.

<i>Evidence:</i>				
<i>3e: Demonstrating flexibility and responsiveness</i>	Media Specialist adheres to the plan, in spite of evidence of its inadequacy.	Media Specialist makes modest changes in the library program when confronted with evidence of the need for change.	Media Specialist makes revisions to the library program when they are needed.	Media Specialist is continually seeking way to improve the media program, and makes changes as needed in response to student, parent, or teacher input.
<i>Evidence:</i>				

#### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>4a: Reflecting on practice</i>	Media Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Media Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Media Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Media Specialist makes some specific suggestions as to how the media program might be improved.	Media Specialist's reflection is highly accurate and perceptive, citing specific examples. Media Specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
<i>Evidence</i>				
<i>4b: Preparing and submitting budgets</i>	Media Specialist ignores teacher requests when preparing and submitting reports and budgets, or does not follow established procedures. Inventories and reports are routinely late.	Media Specialist's efforts to prepare reports and budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Media Specialist honors teacher requests when preparing reports and budgets, and follows established procedures. Inventories and reports are submitted on time.	Media Specialist anticipates teacher needs when preparing reports and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.



<i>Evidence</i>				
<i>4c: Communicating with the community</i>	Media Specialist makes no effort to engage in outreach efforts to parents or community.	Media Specialist makes sporadic efforts to engage in outreach efforts to parents or community.	Media Specialist engages in outreach efforts to school parents and community.	Media Specialist is proactive in reaching out to parents and community, and establishing contact with outside libraries, coordinating efforts for mutual benefit.
<i>Evidence:</i>				
<i>4d: Participating in a professional community</i>	Media Specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Media Specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Media Specialist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Media Specialist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.

<i>Evidence:</i>				
<i>4e: Engaging in professional development</i>	Media Specialist does not participate in professional development activities, even when such activities are clearly needed, for the enhancement of skills.	Media Specialist participation in professional development activities is limited to those that are convenient or are required.	Media Specialist seeks out opportunities for professional development based on an individual assessment of need and/or recommendations from supervisor.	Media Specialist actively pursues professional development opportunities, and makes a substantial contribution to the profession through activities such as offering workshops to colleagues.
<i>Evidence:</i>				
<i>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i>	Media Specialist displays dishonesty in interactions with colleagues, students, and the public, and violates copyright laws.	Media Specialist is honest in interactions with colleagues, students, and the public, and respects copyright laws.	Media Specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public, and adheres carefully to copyright laws.	Media Specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

*Evidence:*

## Counselor Evaluation Instrument

(Counselor, School Social Worker, Behavior Specialist)

### Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>1a: Demonstrating knowledge of counseling theory and techniques, e.g., individual consultations, group process</i>	Counselor demonstrates little understanding of counseling theory and techniques. Counselor does not plan to meet with students individually or in groups.	Counselor demonstrates basic understanding of counseling theory and techniques. Counselor plans occasional meetings with individual students or groups to advance the program goals.	Counselor demonstrates understanding of counseling theory and techniques. Counselor plans frequent meetings with individual students or groups to help students make good academic and social choices.	Counselor demonstrates comprehensive and coherent understanding of counseling theory and techniques. Counselor plans for students to make independent, sound, informed academic, personal, and social choices.
<i>Evidence</i>				
<i>1b: Demonstrating knowledge of child and adolescent development</i>	Counselor displays little or no knowledge of child and adolescent development	Counselor displays partial knowledge of child and adolescent development	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the developmental characteristics, and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.

<i>Evidence:</i>				
<i>1c: Establishing goals for the counseling program appropriate to the setting and the students served.</i>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary, and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues. Goals include working with others to effect wider change throughout the school.
<i>Evidence:</i>				
<i>1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district,</i>	Counselor demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.

<i>Evidence:</i>				
<i>1e: Planning the counseling program, using individual and small group sessions, and in-class activities, and including crisis prevention, intervention, and response.</i>	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent, and serves to support not only the students individually and in groups, but also the broader educational program.
<i>Evidence:</i>				
<i>1f: Developing a plan to evaluate the counseling program</i>	Counselor has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.
<i>Evidence:</i>				

## Domain 2: The Learning Environment

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>4a: Reflecting on practice</i>	Media Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Media Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Media Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Media Specialist makes some specific suggestions as to how the media program might be improved.	Media Specialist's reflection is highly accurate and perceptive, citing specific examples. Media Specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
<i>Evidence</i>				
<i>2a: Creating an environment of respect and rapport</i>	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship; counselor teaches students how to engage in positive interactions.

<i>Evidence:</i>				
<i>2b: Establishing a culture for productive communication</i>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
<i>Evidence:</i>				
<i>2c: Managing routines and procedures</i>	Counselor's routines for the counseling office or in classrooms are non-existent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling office or classrooms.	Counselor's routines for the counseling office or classrooms work effectively	Counselor's routines for the counseling office or classrooms are seamless, and students assist in maintaining them.
<i>Evidence:</i>				



<i>2d: Establishing standards of conduct, and contributing to the culture for student behavior throughout the school</i>	Counselor has established no standards of conduct for students during counseling sessions, and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions, and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
<i>2e: Organizing physical space</i>	The physical environment is in disarray, or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling office or classroom arrangements are inviting, and conducive to the planned activities.	Counseling office or classroom arrangements are inviting, and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
<i>Evidence:</i>				

### Domain 3: Delivery of Service

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>3a: Assessing student needs.</i>	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs, and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessment of student needs to contribute to program planning.
<i>Evidence</i>				
<i>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.</i>	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.

<i>Evidence:</i>				
<i>3c: Using counseling techniques, in individual and classroom programs</i>	Counselor has few counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.
<i>Evidence:</i>				
<i>3d: Connecting resources to meet needs</i>	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to connect services with other programs in the school are partially successful.	Counselor connects with other programs within the school or district to meet student needs.	Counselor connects with other programs and agencies both within and beyond the school or district to meet individual student needs.

<i>Evidence:</i>				
<i>3e: Demonstrating flexibility and responsiveness</i>	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes changes in the counseling program after identifying evidence of the need for change.	Counselor is continually seeking ways to improve the counseling program, and makes changes as needed in response to student, parent, or teacher input.
<i>Evidence:</i>				

#### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<i>4a: Reflecting on practice</i>	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
<i>Evidence:</i>				
<i>4b: Maintaining records, and submitting them in a timely fashion</i>	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records and documentation are generally accurate, but are occasionally late.	Counselor's reports, records and documentation are accurate, and are submitted in a timely manner.	Counselor's approach to record-keeping is highly systematic and efficient, and serves as a model for colleagues in other schools.

<i>Evidence:</i>				
<i>4c: Communicating with families</i>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
<i>Evidence:</i>				
<i>4d: Participating in a professional community</i>	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.

<i>Evidence:</i>				
<i>4e: Engaging in professional development</i>	Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.	Counselor participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need and/or recommendations from supervisor.	Counselor actively pursues professional development opportunities, and makes a substantial contribution to the profession through activities such as offering workshops to colleagues.
<i>Evidence:</i>				
<i>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i>	Counselor displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public, and does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues

*Evidence:*



- **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.].**

All teachers shall participate in a pre and post observation conference with an administrator who has been certified as an observer in the Charlotte Danielson Teaching Proficiency Model and/or the Northeast Florida Education Consortium (NEFEC) observer certification (implemented in 2014-2015). The pre-observation conference shall occur within 48 hours of the observation. The pre-observation conference may be held in person at the teacher's or administrator's request, or the teacher may submit the pre-observation form to the administrator. The administrator shall use the formal classroom observation form for assessment. The post observation conference shall occur within seven (7) working days of the observation unless the Principal or teacher is absent. The administrator will give the teacher the completed Instructional Personnel Feedback Form C and use this as a basis to discuss the observation/practice.

Following any formal observation in which the teacher would like to improve upon their rating of specific components in Domain 2 or 3 the teacher shall be provided an additional observation of these specific components used for the purpose of evaluation.

All observations of teachers for purposes of evaluation shall be conducted openly and with full knowledge of the teacher. In the event the teacher and principal agree that the educational and/or emotional interests of the students in the teacher's charge will not be best served at a given time by a visitor in the classroom, the observation may be rescheduled. At least one (1) observation shall be completed prior to April 15.

A minimum of one (1) observation of teachers shall be required in each school year, except that teachers who are newly hired to the district must be observed and evaluated twice during their first year of teaching in the school district. One (1) observation and evaluation shall be completed prior to the last day of the first semester and the second observation and evaluation shall be completed prior to April 15.

Written records of observations, including teachers' names and the date and time of each observation made, shall be submitted by each principal to the Superintendent at the end of the first eighteen (18) weeks of school and again at the end of the school year. All data pertinent to the evaluation shall be made available to the teacher upon request.

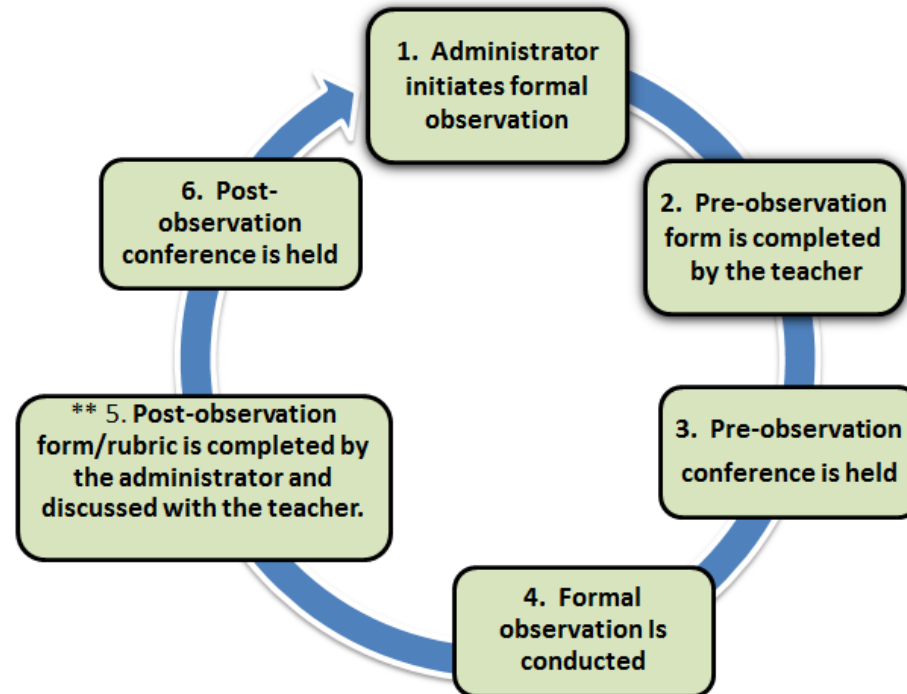
Teachers who are "newly hired" for their first year of teaching in the district shall be informed of accumulated evaluation data by the end of the first eighteen (18) weeks of school and before April 15. A post observation conference with the teacher is required within seven (7) working days following any formal observation. This data shall include at least one (1) classroom observation. Two conferences will be held; one at the end of the first 18 weeks of school and one by April 15<sup>th</sup>; observation and evaluation data that have been completed will be reviewed at these conferences. A teacher may be entitled to Union representation if he/she so desires. At the conference, if the principal has reason to believe that the teacher's reappointment is in question; the principal shall give the employee recommendations for improvement in writing.

The teacher shall receive the teacher's annual evaluation summary form prior to the last five (5) working days of the school year. All sections of the Annual Evaluation Summary Form must be completed, with the exception of the Student Growth and Achievement section and the Overall rating,

prior to the last five (5) working days of the school year. However, if a teacher's overall rating will be less than effective, the principal shall schedule a conference with that teacher. Whenever a principal indicates a rating of "unsatisfactory" on any subsection of the Annual Evaluation Summary Form, they shall describe the deficiency. Any Annual Evaluation Summary Form that receives an overall "unsatisfactory" rating shall require the principal to develop a professional development plan in conjunction with the teacher. The teacher will sign the completed Annual Summary Evaluation Form upon receipt and will receive a copy for his/her personal records. A teacher's signature is evidence that he/she has read the report, but this does not necessarily signify agreement. In the "Comments" section, a teacher may state that he/she disagrees if this is the case, and may attach a written rebuttal. Any teacher may attach additional information or comments to the form. Any such additions must be attached to the original form and kept on file. An appeals process shall be developed by the joint EPIC committee to address the 2014-2015 PGPs and Student Growth and Achievement scores, if necessary. An appeals process may be developed by the joint EPIC committee to address the 2014-2015 evaluation instrument if necessary.

After receipt of the completed annual summary evaluation form, the teacher shall have five (5) working days in which to request an additional conference if he/she so desires. In the event that the teacher is absent from the school site during those five (5) working days, the request for the additional conference shall be made within five (5) working days of the teacher's return to the school site.

### Steps in the Observation Cycle



**\*\* 5.** The post observation conference shall occur within 7 working days of the observation. The administrator will give the teacher the completed Personnel Feedback Form C and use this as a basis to discuss the observation/practice. This empowers the teacher and makes the process **collaborative**.

.....

**Area 2: Professional Growth Plan**

**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.;**

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## Monroe County School District Professional Growth Plan – Classroom Teacher or Teacher Needing Assistance

School Year:					
Teacher:		Position/Subject Area:		School:	

### A. Identification of Area(s) of Focus

Which of the following will be used to identify area of focus?

- ☐ Review of student data
- ☐ Collaboration with principal/supervisor
- ☐ Past year's summative evaluation: check one being targeted on this form: \_\_\_\_\_ Management of Student Conduct; \_\_\_\_\_ Instructional Organization and Development; \_\_\_\_\_ Knowledge of Subject Matter; \_\_\_\_\_ Evaluation of Instructional Needs \_\_\_\_\_ Professional Responsibilities

**What student data will be used to guide the development of the professional learning goals?** (e.g., Performance Matters, FAIR, EOC's, Unit Tests, Student Portfolios, etc. )

**Write a measureable goal to indicate expected improvement in student achievement.** (This is a SMART\* goal that aligns with the School Improvement Plan- see the final page of this document for a complete explanation of SMART goals).

Check Domain(s) of Focus:

- ☐ **Domain 1 – Planning and Preparation**
- ☐ Domain 2 – The Classroom Environment
- ☐ **Domain 3 – Instruction**
- ☐ Domain 4 – Professional Responsibilities

(First Year implementation will consist of Domains 1 & 3 only)

- ☐ Teachers on Individual Growth Plans must select one component that the teacher has identified as having the greatest potential for increasing student learning.
- ☐ Teachers needing assistance must select a power component.
- ☐ **Power Components are in bold and shaded.**

	1a		1b		<b>1c</b>		1d		1e		1f
	2a		<b>2b</b>		2c		2d		2e		
	3a		3b		<b>3c</b>		3d		3e		3f
	<b>4a</b>		4b		4c		4d		4e		4f

### B. Development of Professional Learning Goals

Professional Learning Goal(s)

**What goals will enable me to strengthen my practice?**

Goal 1:

Goal 2:

Professional Learning Activities/Actions

**What activities/actions will help me attain my goals?**

Approval to Proceed with Growth Plan \_\_\_\_\_

Administrator/Supervisor Signature

\_\_\_\_\_ Date

### C. Ongoing Monitoring and Review

*The Professional Growth Plan shall be reviewed at every post conference meeting.*

Evidence to support progress:

Plan Modifications: (if needed)

Monitored and Reviewed by \_\_\_\_\_

Date(s) \_\_\_\_\_

### D. Professional Growth Plan

#### End-of-Year Review

Evidence and artifacts that support that the professional learning goals were met:

*(Examples of things to reflect upon when completing this section: (1) What patterns, insights, and new understandings did you uncover through this process? (2) What meaning do these patterns, insights, and new understanding have for your practice? (3) What have you learned that has impacted your practice?)*

**Student Performance Outcomes:** *(Student data reported in this section is not calculated in the overall rating of the Professional Growth Plan. It is to be used for discussion)*

## E. Professional Growth Plan End-of-Year Review

Overall rating for Professional Growth Plan \_\_\_\_\_

### Rating Rubric for Professional Growth Plan

<b>3</b> <b>Highly Effective</b>	The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, fully-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, and readily adjusted the plan when ongoing evidence indicated the need. The educator not only completed all activities identified in growth plan, but identified strategies and resulting evidence that ultimately improved or changed the educator's practice in an effort to improve student learning. The educator's reflection provided extensive and thorough evidence of why the educator implemented those strategies and how and why the chosen strategies improved or changed his/her practice. In the course of implementing the plan, the educator collaborated with other educators in a deliberate and meaningful way. Results of the plan were effectively shared with the wider school community (groups such as vertical teams, PLC's, lesson study, multiple grade levels and/or departments, whole school, or beyond) and impacted the practice of others as demonstrated by required follow-up (e.g. minutes, reflection sheets, lesson planning usage, classroom artifacts, developed documents).
<b>2</b> <b>Effective</b>	The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, well-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year and, if necessary, made adjustments to the plan. The educator completed all activities identified in growth plan and produced evidence that identified strategies were implemented in the classroom. The educator's reflection made adequate connections between student data and the strategies the educator chose to implement. In the course of implementing the plan, the educator collaborated with other educators in a meaningful way. Results of the plan were shared with departments or grade levels and may have had an impact on some colleagues.
<b>1</b> <b>Developing/Needs Improvement</b>	The Professional Growth Plan demonstrated some correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were loosely-focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, but made few or no adjustments to the plan unless suggested by the evaluator. The educator's reflection demonstrated that he/she completed most or all activities identified in the growth plan, but provided limited evidence of implementation or how it improved or changed his/her practice. The educator's attempts to collaborate with others were not deliberate and contributed little to the evidence. Results of the plan were minimally shared with others.
<b>0</b>	The Professional Growth Plan did not directly correlate to needs indicated by student learning data and the educator's previous performance rating, credentials and/or inventory. Strategies were not clear or did not specifically focus on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year but did not recognize or accept the need to make adjustments to the plan. The educator's reflection (if one exists) provided little evidence that the strategies were implemented or how those strategies improved or changed his/her practice. There was

**Unsatisfactory**

minimal or no evidence to support the plan. The educator did not collaborate with others in a meaningful way. Results of the plan were not shared with others.

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

**Date** \_\_\_\_\_

**Administrator Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**\* SMART is an acronym for:**

**Specific** – your goal should have its expected outcome stated as simply, concisely and explicitly as possible. This answers questions such as; how much, for whom, for what?

**Measurable** – a measurable goal has an outcome that can be assessed and/or measured in some way.

**Attainable** – an attainable goal has an outcome that is realistic given the current situation, resources and time available. Goal achievement may be more of a “stretch” if the outcome is tough or there is a weak starting position.

**Results-Oriented & Relevant** – a results-oriented and relevant goal helps maintain focus on the mission or the “bigger picture.”

**Time-bound** – a time-bound goal includes realistic timeframes. Our timeframes are imposed as an instructional year. Because of this, carefully consider what is attainable within this timeframe.

**Examples of SMART Goals**

1. Every student will show evidence of growth in math number ordering.

**SMART Goal** = Numeration – (greater than/less than, equal to)

During the 2013-14 school year, all students will improve their numeration skills in ordering numbers using the appropriate math symbol measured by an increase of 15 points on the unit test for Big Idea 1 - Develop an understanding of base-ten numerations system and place-value concepts.

2. Reduce levels of non-proficient students by 10% in solving word problems

**SMART Goal** = Math Problem solving (Numbers & Operations)

During the 2013-14 school year, non-proficient students (as indicated by a unit test for MA.7.5.2 non-routine problem solving) at Sample School will improve non-routine problem solving skills by 5% as measured by an increase in the percentage of students scoring at mastery on the midterm and/or course final.

3. Students will show growth in Vocabulary as measured by FAIR.

**SMART Goal** = Vocabulary

During the 2013-14 school year, non-proficient students (as indicated by the FAIR vocabulary subtest) at Sample School will improve their vocabulary skills by 5% as measured by an increase in the percentage of students scoring at or above grade-level on the FAIR vocabulary assessments given in AP1 and AP3.

4. Students will comprehend grade level text.

**SMART Goal** = Reading Comprehension- Literary Analysis – Fiction/Nonfiction

During the 2013-14 school year, non-proficient students (as indicated by the Performance Matters Progress Monitoring Tool ) at Sample School will improve their ability to analyze character development by 5% as measured by an increase in the percentage of students scoring at or above “proficient” on Progress Monitoring for Benchmark LA.8.2.1.2.



## Monroe County School District Professional Growth Plan – Therapist or Therapist Needing Assistance

School Year:

Therapist:

Area:

School(s):

### B. Identification of Area(s) of Focus

Which of the following will be used to identify area of focus?

- ☐ Review of student data
- ☐ Collaboration with principal/supervisor
- ☐ Past year's summative evaluation: check one being targeted on this form: \_\_\_\_\_Management of Student Conduct;\_\_\_\_\_Instructional Organization and Development;\_\_\_\_\_Knowledge of Subject Matter; \_\_\_\_\_Evaluation of Instructional Needs \_\_\_\_\_Professional Responsibilities

**What student data will be used to guide the development of the professional learning goals?** (e.g., Performance Matters, FAIR, EOC's, Unit Tests, Student Portfolios, etc. )

**Write a measureable goal to indicate expected improvement in student achievement.** (This is a SMART\* goal that aligns with the School Improvement Plan- see the final page of this document for a complete explanation of SMART goals).

Check Domain(s) of Focus:

- ☐ **Domain 1 – Planning and Preparation**
- ☐ Domain 2 – The Classroom Environment
- ☐ **Domain 3 – Instruction**
- ☐ Domain 4 – Professional Responsibilities

(First Year implementation will consist of Domains 1 & 3 only)

- ☐ Therapist on Individual Growth Plans must select one component that the Therapist has identified as having the greatest potential for increasing student learning.
- ☐ Therapist needing assistance must select a power component.
- ☐ **Power Components are in bold and shaded.**

	1a		1b		1c		1d		<b>1e</b>		1f
	2a		<b>2b</b>		2c		2d		2e		
	<b>3a</b>		3b		3c		3d		3e		3f
	4a		4b		<b>4c</b>		4d		4e		4f

### B. Development of Professional Learning Goals

Professional Learning Goal(s)

Professional Learning Activities/Actions

What goals will enable me to strengthen my practice?

What activities/actions will help me attain my goals?

Goal 1:

Goal 2:

Approval to Proceed with Growth Plan \_\_\_\_\_

Administrator/Supervisor Signature

\_\_\_\_\_ Date

### **C. Ongoing Monitoring and Review**

*The Professional Growth Plan shall be reviewed at every post conference meeting.*

Evidence to support progress:

Plan Modifications: (if needed)

Monitored and Reviewed by \_\_\_\_\_

Date(s) \_\_\_\_\_

### **D. Professional Growth Plan**

#### **End-of-Year Review**

Evidence and artifacts that support that the professional learning goals were met:

*(Examples of things to reflect upon when completing this section: (1) What patterns, insights, and new understandings did you uncover through this process? (2) What meaning do these patterns, insights, and new understanding have for your practice? (3) What have you learned that has impacted your practice.)*

## E. Professional Growth Plan End-of-Year Review

Overall rating for Professional Growth Plan \_\_\_\_\_

Rating Rubric for Professional Growth Plan	
<b>3</b>  <b>Highly Effective</b>	<p>The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, fully-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, and readily adjusted the plan when ongoing evidence indicated the need. The educator not only completed all activities identified in growth plan, but identified strategies and resulting evidence that ultimately improved or changed the educator's practice in an effort to improve student learning. The educator's reflection provided extensive and thorough evidence of why the educator implemented those strategies and how and why the chosen strategies improved or changed his/her practice. In the course of implementing the plan, the educator collaborated with other educators in a deliberate and meaningful way. Results of the plan were effectively shared with the wider school community (groups such as vertical teams, PLC's, lesson study, multiple grade levels and/or departments, whole school, or beyond) and impacted the practice of others as demonstrated by required follow-up (e.g. minutes, reflection sheets, lesson planning usage, classroom artifacts, developed documents).</p>
<b>2</b>  <b>Effective</b>	<p>The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, well-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year and, if necessary, made adjustments to the plan. The educator completed all activities identified in growth plan and produced evidence that identified strategies were implemented in the classroom. The educator's reflection made adequate connections between student data and the strategies the educator chose to implement. In the course of implementing the plan, the educator collaborated with other educators in a meaningful way. Results of the plan were shared with departments or grade levels and may have had an impact on some colleagues.</p>
<b>1</b>  <b>Developing/Needs Improvement</b>	<p>The Professional Growth Plan demonstrated some correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were loosely-focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, but made few or no adjustments to the plan unless suggested by the evaluator. The educator's reflection demonstrated that he/she completed most or all activities identified in the growth plan, but provided limited evidence of implementation or how it improved or changed his/her practice. The educator's attempts to collaborate with others were not deliberate and contributed little to the evidence. Results of the plan were minimally shared with others.</p>
	<p>The Professional Growth Plan did not directly correlate to needs indicated by student learning data and the educator's previous performance rating, credentials and/or inventory. Strategies were not clear or did not specifically focus on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year but did not recognize or accept the need to make adjustments to the plan. The educator's</p>

**0**

**Unsatisfactory**

reflection (if one exists) provided little evidence that the strategies were implemented or how those strategies improved or changed his/her practice. There was minimal or no evidence to support the plan. The educator did not collaborate with others in a meaningful way. Results of the plan were not shared with others.

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

**Date** \_\_\_\_\_

**Administrator Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**\* SMART is an acronym for:**

**Specific** – your goal should have its expected outcome stated as simply, concisely and explicitly as possible. This answers questions such as; how much, for whom, for what?

**Measurable** – a measurable goal has an outcome that can be assessed and/or measured in some way.

**Attainable** – an attainable goal has an outcome that is realistic given the current situation, resources and time available. Goal achievement may be more of a “stretch” if the outcome is tough or there is a weak starting position.

**Results-Oriented & Relevant** – a results-oriented and relevant goal helps maintain focus on the mission or the “bigger picture.”

**Time-bound** – a time-bound goal includes realistic timeframes. Our timeframes are imposed as an instructional year. Because of this, carefully consider what is attainable within this timeframe.

**Examples of SMART Goals**

1. Reduce the number of students absent 10+ times per year by 20%

**SMART Goal** = Attendance

During the 2013-14 school year, all targeted students who have been absent 10 days or more in the previous school year, will increase their daily attendance to a rate 94.4% or less than a total of 10 days absent from school.

2. Reduce levels of non-proficient students by 10% in solving word problems

**SMART Goal** = Math Problem solving (Numbers & Operations)

During the 2013-14 school year, non-proficient students (as indicated by a unit test for MA.7.5.2 non-routine problem solving) at Sample School will improve non-routine problem solving skills by 5% as measured by an increase in the percentage of students scoring at mastery on the midterm and/or course final.

3. Tier 3 students targeted for behavior will participate in the LEAPS Social Skill Lessons weekly resulting in growth of socially acceptable behaviors as measured by student self report surveys.

**SMART Goal** = Social Skills

During the 2013-14 school year, 50% of the tier 3 behavior targeted students at Sample School will improve their individually targeted social skills by participating in weekly lessons, as measured by the self report surveys (LEAPS.)

4. Students will articulate developmentally appropriate letter sounds.

**SMART Goal** = articulation

During the 2013-14 school year, ## non-proficient students identified by their IEPs at Sample School will improve their ability to articulate developmentally appropriate sounds as measured on IEP goals by an increase in the percentage of correctly articulated sounds by the end of the IEP.

## Monroe County School District Professional Growth Plan – Media Specialist or Media Specialist Needing Assistance

School Year:

Media Specialist:

Grade Level(s):

School:

### C. Identification of Area(s) of Focus

Which of the following will be used to identify area of focus?

- ☐ Review of student data
- ☐ Collaboration with principal/supervisor
- ☐ Past year's summative evaluation: check one being targeted on this form: \_\_\_\_\_ Management of Student Conduct; \_\_\_\_\_ Instructional Organization and Development; \_\_\_\_\_ Knowledge of Subject Matter; \_\_\_\_\_ Evaluation of Instructional Needs \_\_\_\_\_ Professional Responsibilities

**What student data will be used to guide the development of the professional learning goals?** (e.g., Performance Matters, FAIR, behavior contracts, Student Portfolios, student attendance, etc. )

**Write a measureable goal to indicate expected improvement in student performance.** (This is a SMART\* goal that aligns with the School Improvement Plan- see the final page of this document for a complete explanation of SMART goals).

Check Domain(s) of Focus:

- ☐ Domain 1 – Planning and Preparation
- ☐ Domain 2 – The Learning Environment
- ☐ Domain 3 – Delivery of Service
- ☐ Domain 4 – Professional Responsibilities

(First Year implementation will consist of Domains 1 & 3 only)

- ☐ Media Specialist on Individual Growth Plans must select one component that the Media Specialist has identified as having the greatest potential for increasing student learning.
- ☐ Media Specialist needing assistance must select a power component.
- ☐ **Power Components are in bold and shaded.**

	1a		1b		<b>1c</b>		1d		1e		1f
	2a		2b		<b>2c</b>		2d		2e		
	3a		<b>3b</b>		3c		3d		3e		3f
	4a		4b		4c		<b>4d</b>		4e		4f

### B. Development of Professional Learning Goals

Professional Learning Goal(s)

**What goals will enable me to strengthen my practice?**

Goal 1:

Goal 2:

Professional Learning Activities/Actions

**What activities/actions will help me attain my goals?**

Approval to Proceed with Growth Plan

\_\_\_\_\_  
Administrator/Supervisor Signature

\_\_\_\_\_  
Date

### C. Ongoing Monitoring and Review

*The Professional Growth Plan shall be reviewed at every post conference meeting.*

Evidence to support progress:

Plan Modifications: (if needed)

Monitored and Reviewed by \_\_\_\_\_

Date(s) \_\_\_\_\_

### D. Professional Growth Plan

#### End-of-Year Review

Evidence and artifacts that support that the professional learning goals were met:

*(Examples of things to reflect upon when completing this section: (1) What patterns, insights, and new understandings did you uncover through this process? (2) What meaning do these patterns, insights, and new understanding have for your practice? (3) What have you learned that has impacted your practice.)*

**Student Performance Outcomes:** *(Student data reported in this section is not calculated in the overall rating of the Professional Growth Plan. It is to be used for discussion purposes only.)*

## E. Professional Growth Plan

### End-of-Year Review

Overall rating for Professional Growth Plan \_\_\_\_\_

#### Rating Rubric for Professional Growth Plan

<b>3</b>  <b>Highly Effective</b>	<p>The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, fully-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, and readily adjusted the plan when ongoing evidence indicated the need. The educator not only completed all activities identified in growth plan, but identified strategies and resulting evidence that ultimately improved or changed the educator's practice in an effort to improve student learning. The educator's reflection provided extensive and thorough evidence of why the educator implemented those strategies and how and why the chosen strategies improved or changed his/her practice. In the course of implementing the plan, the educator collaborated with other educators in a deliberate and meaningful way. Results of the plan were effectively shared with the wider school community (groups such as vertical teams, PLC's, lesson study, multiple grade levels and/or departments, whole school, or beyond) and impacted the practice of others as demonstrated by required follow-up (e.g. minutes, reflection sheets, lesson planning usage, classroom artifacts, developed documents).</p>
<b>2</b>  <b>Effective</b>	<p>The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, well-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year and, if necessary, made adjustments to the plan. The educator completed all activities identified in growth plan and produced evidence that identified strategies were implemented in the classroom. The educator's reflection made adequate connections between student data and the strategies the educator chose to implement. In the course of implementing the plan, the educator collaborated with other educators in a meaningful way. Results of the plan were shared with departments or grade levels and may have had an impact on some colleagues.</p>
<b>1</b>  <b>Developing/Needs Improvement</b>	<p>The Professional Growth Plan demonstrated some correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were loosely-focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, but made few or no adjustments to the plan unless suggested by the evaluator. The educator's reflection demonstrated that he/she completed most or all activities identified in the growth plan, but provided limited evidence of implementation or how it improved or changed his/her practice. The educator's attempts to collaborate with others were not deliberate and contributed little to the evidence. Results of the plan were minimally shared with others.</p>
<b>0</b>  <b>Unsatisfactory</b>	<p>The Professional Growth Plan did not directly correlate to needs indicated by student learning data and the educator's previous performance rating, credentials and/or inventory. Strategies were not clear or did not specifically focus on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year but did not recognize or accept the need to make adjustments to the plan. The educator's reflection (if one exists) provided little evidence that the strategies were implemented or how those strategies improved or changed his/her practice. There was minimal or no evidence to support the plan. The educator did not collaborate with others in a meaningful way. Results of the plan were not shared with others.</p>



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

**Date** \_\_\_\_\_

**Administrator Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**\* SMART is an acronym for:**

**Specific** – your goal should have its expected outcome stated as simply, concisely and explicitly as possible. This answers questions such as; how much, for whom, for what?

**Measurable** – a measurable goal has an outcome that can be assessed and/or measured in some way.

**Attainable** – an attainable goal has an outcome that is realistic given the current situation, resources and time available. Goal achievement may be more of a “stretch” if the outcome is tough or there is a weak starting position.

**Results-Oriented & Relevant** – a results-oriented and relevant goal helps maintain focus on the mission or the “bigger picture.”

**Time-bound** – a time-bound goal includes realistic timeframes. Our timeframes are imposed as an instructional year. Because of this, carefully consider what is attainable within this timeframe.

**Examples of SMART Goals**

1. Reduce the number of students absent 10+ times per year by 20%

**SMART Goal** = Attendance

During the 2013-14 school year, all targeted students who have been absent 10 days or more in the previous school year, will increase their daily attendance to a rate 94.4% or less than a total of 10 days absent from school.

2. Reduce levels of non-proficient students by 10% in solving word problems

**SMART Goal** = Math Problem solving (Numbers & Operations)

During the 2013-14 school year, non-proficient students (as indicated by a unit test for MA.7.5.2 non-routine problem solving) at Sample School will improve non-routine problem solving skills by 5% as measured by an increase in the percentage of students scoring at mastery on the midterm and/or course final.

3. Tier 3 students targeted for behavior will participate in the LEAPS Social Skill Lessons weekly resulting in growth of socially acceptable behaviors as measured by student self report surveys.

**SMART Goal** = Social Skills

During the 2013-14 school year, 50% of the tier 3 behavior targeted students at Sample School will improve their individually targeted social skills by participating in weekly lessons, as measured by the self report surveys (LEAPS.)

4. Students will articulate developmentally appropriate letter sounds.

**SMART Goal** = articulation

During the 2013-14 school year, ## non-proficient students identified by their IEPs at Sample School will improve their ability to articulate developmentally appropriate sounds as measured on IEP goals by an increase in the percentage of correctly articulated sounds by the end of the IEP.

# Monroe County School District Professional Growth Plan – Teacher on Special Assignment or Teacher on Special Assignment Needing Assistance

School Year:				
Teacher on Special Assignment:		Position/Grade Level(s):		School(s):

## D. Identification of Area(s) of Focus

Which of the following will be used to identify area of focus?

- ☐ Review of student data
- ☐ Collaboration with principal/supervisor
- ☐ Past year's summative evaluation: check one being targeted on this form: \_\_\_\_\_ Management of Student Conduct; \_\_\_\_\_ Instructional Organization and Development; \_\_\_\_\_ Knowledge of Subject Matter; \_\_\_\_\_ Evaluation of Instructional Needs \_\_\_\_\_ Professional Responsibilities

**What student data will be used to guide the development of the professional learning goals?** (e.g., Performance Matters, FAIR, behavior contracts, Student Portfolios, student attendance, etc. )

**Write a measureable goal to indicate expected improvement in student performance.** (This is a SMART\* goal that aligns with the School Improvement Plan- see the final page of this document for a complete explanation of SMART goals).

### Check Domain(s) of Focus:

- ☐ Domain 1 – Planning and Preparation
- ☐ Domain 2 – The Learning Environment
- ☐ Domain 3 – Delivery of Service
- ☐ Domain 4 – Professional Responsibilities

(First Year implementation will consist of Domains 1 & 3 only)

- ☐ Teacher on Special Assignment on Individual Growth Plans must select one component that the Teacher on Special Assignment has identified as having the greatest potential for increasing student learning.
- ☐ Teacher on Special Assignment needing assistance must select a power component.
- ☐ **Power Components are in bold and shaded.**

	1a		1b		<b>1c</b>		1d		1e		1f
	2a		<b>2b</b>		2c		2d		2e		
	<b>3a</b>		3b		3c		3d		3e		3f
	4a		4b		4c		<b>4d</b>		4e		4f

## B. Development of Professional Learning Goals

### Professional Learning Goal(s)

**What goals will enable me to strengthen my practice?**

Goal 1:

Goal 2:

### Professional Learning Activities/Actions

**What activities/actions will help me attain my goals?**

Approval to Proceed with Growth Plan \_\_\_\_\_

\_\_\_\_\_

**C. Ongoing Monitoring and Review**

*The Professional Growth Plan shall be reviewed at every post conference meeting.*

Evidence to support progress:

Plan Modifications: (if needed)

Monitored and Reviewed by \_\_\_\_\_

Date(s) \_\_\_\_\_

**D. Professional Growth Plan****End-of-Year Review**

Evidence and artifacts that support that the professional learning goals were met:

*(Examples of things to reflect upon when completing this section: (1) What patterns, insights, and new understandings did you uncover through this process? (2) What meaning do these patterns, insights, and new understanding have for your practice? (3) What have you learned that has impacted your practice.)*

**Student Performance Outcomes:** *(Student data reported in this section is not calculated in the overall rating of the Professional Growth Plan. It is to be used for discussion purposes only.)*

## E. Professional Growth Plan

### End-of-Year Review

Overall rating for Professional Growth Plan \_\_\_\_\_

#### Rating Rubric for Professional Growth Plan

<b>3</b>  <b>Highly Effective</b>	<p>The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, fully-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, and readily adjusted the plan when ongoing evidence indicated the need. The educator not only completed all activities identified in growth plan, but identified strategies and resulting evidence that ultimately improved or changed the educator's practice in an effort to improve student learning. The educator's reflection provided extensive and thorough evidence of why the educator implemented those strategies and how and why the chosen strategies improved or changed his/her practice. In the course of implementing the plan, the educator collaborated with other educators in a deliberate and meaningful way. Results of the plan were effectively shared with the wider school community (groups such as vertical teams, PLC's, lesson study, multiple grade levels and/or departments, whole school, or beyond) and impacted the practice of others as demonstrated by required follow-up (e.g. minutes, reflection sheets, lesson planning usage, classroom artifacts, developed documents).</p>
<b>2</b>  <b>Effective</b>	<p>The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, well-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year and, if necessary, made adjustments to the plan. The educator completed all activities identified in growth plan and produced evidence that identified strategies were implemented in the classroom. The educator's reflection made adequate connections between student data and the strategies the educator chose to implement. In the course of implementing the plan, the educator collaborated with other educators in a meaningful way. Results of the plan were shared with departments or grade levels and may have had an impact on some colleagues.</p>
<b>1</b>  <b>Developing/Needs Improvement</b>	<p>The Professional Growth Plan demonstrated some correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were loosely-focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, but made few or no adjustments to the plan unless suggested by the evaluator. The educator's reflection demonstrated that he/she completed most or all activities identified in the growth plan, but provided limited evidence of implementation or how it improved or changed his/her practice. The educator's attempts to collaborate with others were not deliberate and contributed little to the evidence. Results of the plan were minimally shared with others.</p>
<b>0</b>  <b>Unsatisfactory</b>	<p>The Professional Growth Plan did not directly correlate to needs indicated by student learning data and the educator's previous performance rating, credentials and/or inventory. Strategies were not clear or did not specifically focus on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year but did not recognize or accept the need to make adjustments to the plan. The educator's reflection (if one exists) provided little evidence that the strategies were implemented or how those strategies improved or changed his/her practice. There was minimal or no evidence to support the plan. The educator did not collaborate with others in a meaningful way. Results of the plan were not shared with others.</p>

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

**Date** \_\_\_\_\_

**Administrator Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**\* SMART is an acronym for:**

**Specific** – your goal should have its expected outcome stated as simply, concisely and explicitly as possible. This answers questions such as; how much, for whom, for what?

**Measurable** – a measurable goal has an outcome that can be assessed and/or measured in some way.

**Attainable** – an attainable goal has an outcome that is realistic given the current situation, resources and time available. Goal achievement may be more of a “stretch” if the outcome is tough or there is a weak starting position.

**Results-Oriented & Relevant** – a results-oriented and relevant goal helps maintain focus on the mission or the “bigger picture.”

**Time-bound** – a time-bound goal includes realistic timeframes. Our timeframes are imposed as an instructional year. Because of this, carefully consider what is attainable within this timeframe.

**Examples of SMART Goals**

1. Reduce the number of students absent 10+ times per year by 20%

**SMART Goal** = Attendance

During the 2013-14 school year, all targeted students who have been absent 10 days or more in the previous school year, will increase their daily attendance to a rate 94.4% or less than a total of 10 days absent from school.

2. Reduce levels of non-proficient students by 10% in solving word problems

**SMART Goal** = Math Problem solving (Numbers & Operations)

During the 2013-14 school year, non-proficient students (as indicated by a unit test for MA.7.5.2 non-routine problem solving) at Sample School will improve non-routine problem solving skills by 5% as measured by an increase in the percentage of students scoring at mastery on the midterm and/or course final.

3. Tier 3 students targeted for behavior will participate in the LEAPS Social Skill Lessons weekly resulting in growth of socially acceptable behaviors as measured by student self report surveys.

**SMART Goal** = Social Skills

During the 2013-14 school year, 50% of the tier 3 behavior targeted students at Sample School will improve their individually targeted social skills by participating in weekly lessons, as measured by the self report surveys (LEAPS.)

4. Students will articulate developmentally appropriate letter sounds.

**SMART Goal** = articulation

During the 2013-14 school year, ## non-proficient students identified by their IEPs at Sample School will improve their ability to articulate developmentally appropriate sounds as measured on IEP goals by an increase in the percentage of correctly articulated sounds by the end of the IEP.

# Monroe County School District Professional Growth Plan – School Psychologist or School Psychologist Needing Assistance

School Year:				
School Psychologist:		Grade Level(s):		School(s):

## E. Identification of Area(s) of Focus

Which of the following will be used to identify area of focus?

- ☐ Review of student data
- ☐ Collaboration with principal/supervisor
- ☐ Past year's summative evaluation: check one being targeted on this form: \_\_\_\_\_ Management of Student Conduct; \_\_\_\_\_ Instructional Organization and Development; \_\_\_\_\_ Knowledge of Subject Matter; \_\_\_\_\_ Evaluation of Instructional Needs \_\_\_\_\_ Professional Responsibilities

**What student data will be used to guide the development of the professional learning goals?** (e.g., Performance Matters, FAIR, behavior contracts, Student Portfolios, student attendance, etc. )

**Write a measureable goal to indicate expected improvement in student performance.** (This is a SMART\* goal that aligns with the School Improvement Plan- see the final page of this document for a complete explanation of SMART goals).

Check Domain(s) of Focus:

- ☐ Domain 1 – Planning and Preparation
- ☐ Domain 2 – The Learning Environment
- ☐ Domain 3 – Delivery of Service
- ☐ Domain 4 – Professional Responsibilities

(First Year implementation will consist of Domains 1 & 3 only)

- ☐ School Psychologist on Individual Growth Plans must select one component that the School Psychologist has identified as having the greatest potential for increasing student learning.
- ☐ School Psychologist needing assistance must select a power component.
- ☐ **Power Components are in bold and shaded.**

	1a		1b		<b>1c</b>		1d		1e		1f
	2a		2b		<b>2c</b>		2d		2e		
	<b>3a</b>		3b		3c		3d		3e		3f
	4a		<b>4b</b>		4c		4d		4e		4f

## B. Development of Professional Learning Goals

Professional Learning Goal(s)

**What goals will enable me to strengthen my practice?**

Goal 1:

Goal 2:

Professional Learning Activities/Actions

**What activities/actions will help me attain my goals?**

Approval to Proceed with Growth Plan

\_\_\_\_\_  
Administrator/Supervisor Signature

\_\_\_\_\_  
Date



### C. Ongoing Monitoring and Review

*The Professional Growth Plan shall be reviewed at every post conference meeting.*

Evidence to support progress:

Plan Modifications: (if needed)

Monitored and Reviewed by \_\_\_\_\_

Date(s) \_\_\_\_\_

### D. Professional Growth Plan

#### End-of-Year Review

Evidence and artifacts that support that the professional learning goals were met:

*(Examples of things to reflect upon when completing this section: (1) What patterns, insights, and new understandings did you uncover through this process? (2) What meaning do these patterns, insights, and new understanding have for your practice? (3) What have you learned that has impacted your practice.)*

**Student Performance Outcomes:** *(Student data reported in this section is not calculated in the overall rating of the Professional Growth Plan. It is to be used for discussion purposes only.)*

## E. Professional Growth Plan

### End-of-Year Review

Overall rating for Professional Growth Plan \_\_\_\_\_

#### Rating Rubric for Professional Growth Plan

<b>3</b>  <b>Highly Effective</b>	<p>The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, fully-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, and readily adjusted the plan when ongoing evidence indicated the need. The educator not only completed all activities identified in growth plan, but identified strategies and resulting evidence that ultimately improved or changed the educator's practice in an effort to improve student learning. The educator's reflection provided extensive and thorough evidence of why the educator implemented those strategies and how and why the chosen strategies improved or changed his/her practice. In the course of implementing the plan, the educator collaborated with other educators in a deliberate and meaningful way. Results of the plan were effectively shared with the wider school community (groups such as vertical teams, PLC's, lesson study, multiple grade levels and/or departments, whole school, or beyond) and impacted the practice of others as demonstrated by required follow-up (e.g. minutes, reflection sheets, lesson planning usage, classroom artifacts, developed documents).</p>
<b>2</b>  <b>Effective</b>	<p>The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, well-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year and, if necessary, made adjustments to the plan. The educator completed all activities identified in growth plan and produced evidence that identified strategies were implemented in the classroom. The educator's reflection made adequate connections between student data and the strategies the educator chose to implement. In the course of implementing the plan, the educator collaborated with other educators in a meaningful way. Results of the plan were shared with departments or grade levels and may have had an impact on some colleagues.</p>
<b>1</b>  <b>Developing/Needs Improvement</b>	<p>The Professional Growth Plan demonstrated some correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were loosely-focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, but made few or no adjustments to the plan unless suggested by the evaluator. The educator's reflection demonstrated that he/she completed most or all activities identified in the growth plan, but provided limited evidence of implementation or how it improved or changed his/her practice. The educator's attempts to collaborate with others were not deliberate and contributed little to the evidence. Results of the plan were minimally shared with others.</p>
<b>0</b>  <b>Unsatisfactory</b>	<p>The Professional Growth Plan did not directly correlate to needs indicated by student learning data and the educator's previous performance rating, credentials and/or inventory. Strategies were not clear or did not specifically focus on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year but did not recognize or accept the need to make adjustments to the plan. The educator's reflection (if one exists) provided little evidence that the strategies were implemented or how those strategies improved or changed his/her practice. There was minimal or no evidence to support the plan. The educator did not collaborate with others in a meaningful way. Results of the plan were not shared with others.</p>

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_

**\* SMART is an acronym for:**

**Specific** – your goal should have its expected outcome stated as simply, concisely and explicitly as possible. This answers questions such as; how much, for whom, for what?

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**Examples of SMART Goals**

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**SMART Goal** = Social Skills

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4. Students will articulate developmentally appropriate letter sounds.

**SMART Goal** = articulation

During the 2013-14 school year, ## non-proficient students identified by their IEPs at Sample School will improve their ability to articulate developmentally appropriate sounds as measured on IEP goals by an increase in the percentage of correctly articulated sounds by the end of the IEP.

## Monroe County School District Professional Growth Plan – Counselor or Counselor Needing Assistance

School Year:

Media Specialist:

Grade Level(s):

School:

### F. Identification of Area(s) of Focus

Which of the following will be used to identify area of focus?

- ☐ Review of student data
- ☐ Collaboration with principal/supervisor
- ☐ Past year's summative evaluation: check one being targeted on this form: \_\_\_\_\_ Management of Student Conduct; \_\_\_\_\_ Instructional Organization and Development; \_\_\_\_\_ Knowledge of Subject Matter; \_\_\_\_\_ Evaluation of Instructional Needs \_\_\_\_\_ Professional Responsibilities

**What student data will be used to guide the development of the professional learning goals?** (e.g., Performance Matters, FAIR, behavior contracts, Student Portfolios, student attendance, etc. )

**Write a measureable goal to indicate expected improvement in student performance.** (This is a SMART\* goal that aligns with the School Improvement Plan- see the final page of this document for a complete explanation of SMART goals).

Check Domain(s) of Focus:

- ☐ **Domain 1 – Planning and Preparation**
- ☐ Domain 2 – The Learning Environment
- ☐ **Domain 3 – Delivery of Service**
- ☐ Domain 4 – Professional Responsibilities

(First Year implementation will consist of Domains 1 & 3 only)

- ☐ Counselors on Individual Growth Plans must select one component that the counselor has identified as having the greatest potential for increasing student learning.
- ☐ Counselor needing assistance must select a power component.
- ☐ **Power Components are in bold and shaded.**

	1a		1b		<b>1c</b>		1d		1e		1f
	2a		2b		<b>2c</b>		2d		2e		
	3a		<b>3b</b>		3c		3d		3e		3f
	<b>4a</b>		4b		4c		4d		4e		4f

### B. Development of Professional Learning Goals

Professional Learning Goal(s)

**What goals will enable me to strengthen my practice?**

Goal 1:

Goal 2:

Professional Learning Activities/Actions

**What activities/actions will help me attain my goals?**

Approval to Proceed with Growth Plan

\_\_\_\_\_  
Administrator/Supervisor Signature

\_\_\_\_\_  
Date

### C. Ongoing Monitoring and Review

*The Professional Growth Plan shall be reviewed at every post conference meeting.*

Evidence to support progress:

Plan Modifications: (if needed)

Monitored and Reviewed by \_\_\_\_\_

Date(s) \_\_\_\_\_

### D. Professional Growth Plan End-of-Year Review

Evidence and artifacts that support that the professional learning goals were met:

*(Examples of things to reflect upon when completing this section: (1) What patterns, insights, and new understandings did you uncover through this process? (2) What meaning do these patterns, insights, and new understanding have for your practice? (3) What have you learned that has impacted your practice.)*

**Student Performance Outcomes:** *(Student data reported in this section is not calculated in the overall rating of the Professional Growth Plan. It is to be used for discussion purposes only.)*

## E. Professional Growth Plan

### End-of-Year Review

Overall rating for Professional Growth Plan \_\_\_\_\_

#### Rating Rubric for Professional Growth Plan

<b>3</b>  <b>Highly Effective</b>	<p>The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, fully-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, and readily adjusted the plan when ongoing evidence indicated the need. The educator not only completed all activities identified in growth plan, but identified strategies and resulting evidence that ultimately improved or changed the educator's practice in an effort to improve student learning. The educator's reflection provided extensive and thorough evidence of why the educator implemented those strategies and how and why the chosen strategies improved or changed his/her practice. In the course of implementing the plan, the educator collaborated with other educators in a deliberate and meaningful way. Results of the plan were effectively shared with the wider school community (groups such as vertical teams, PLC's, lesson study, multiple grade levels and/or departments, whole school, or beyond) and impacted the practice of others as demonstrated by required follow-up (e.g. minutes, reflection sheets, lesson planning usage, classroom artifacts, developed documents).</p>
<b>2</b>  <b>Effective</b>	<p>The Professional Growth Plan demonstrated a direct correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were specific, well-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year and, if necessary, made adjustments to the plan. The educator completed all activities identified in growth plan and produced evidence that identified strategies were implemented in the classroom. The educator's reflection made adequate connections between student data and the strategies the educator chose to implement. In the course of implementing the plan, the educator collaborated with other educators in a meaningful way. Results of the plan were shared with departments or grade levels and may have had an impact on some colleagues.</p>
<b>1</b>  <b>Developing/Needs Improvement</b>	<p>The Professional Growth Plan demonstrated some correlation to needs indicated by student learning data and the educator's previous performance rating, credentials and/or self-inventory. Strategies were loosely-focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, but made few or no adjustments to the plan unless suggested by the evaluator. The educator's reflection demonstrated that he/she completed most or all activities identified in the growth plan, but provided limited evidence of implementation or how it improved or changed his/her practice. The educator's attempts to collaborate with others were not deliberate and contributed little to the evidence. Results of the plan were minimally shared with others.</p>
<b>0</b>  <b>Unsatisfactory</b>	<p>The Professional Growth Plan did not directly correlate to needs indicated by student learning data and the educator's previous performance rating, credentials and/or inventory. Strategies were not clear or did not specifically focus on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year but did not recognize or accept the need to make adjustments to the plan. The educator's reflection (if one exists) provided little evidence that the strategies were implemented or how those strategies improved or changed his/her practice. There was minimal or no evidence to support the plan. The educator did not collaborate with others in a meaningful way. Results of the plan were not shared with others.</p>

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_

- **The percentage of the final evaluation that is based upon the additional indicators; and**
  - In the Monroe County School District one-third of all instructional personnel annual evaluations is based on this additional indicator (PGP).
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

## 2015-2016 Scoring System:

### Professional Growth Plan (PGP) Score

Instructional employees receive a score based on the Professional Growth Plan rubrics as detailed in the attached document(s). The PGP score is reported as a whole number.

#### Example:

Highly Effective = 3

Effective = 2

Needs Improvement = 1

Unsatisfactory = 0

### Professional Growth Measures

- Area 2: Professional Growth Planning
  - Classroom teachers with three years or more of data – (one-third)
  - Classroom teachers with less than three years of data – (one-third)
  - Non-classroom instructional personnel – (one-third)

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement

### 3. Summative Evaluation Score

**Directions:**

The district shall provide:

- The summative evaluation form

[This space intentionally left blank]





## Monroe County School District Annual Evaluation Summary Form

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

School: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_

Evaluation/Observation Score: \_\_\_\_\_

T-Initial

T-Date

A-Initial

Professional Growth Plan Score: \_\_\_\_\_

T-Initial

T-Date

A-Initial

Value-Added Score: \_\_\_\_\_

*Insert spread sheet to calculate Final Score:*

Calculation for Final Score =

Eval. Score x 33.3% = \_\_\_\_\_

PGP Score x 33.3% = \_\_\_\_\_

VAM Score x 33.3% = \_\_\_\_\_

Total Final Score/Rating= \_\_\_\_\_

Summary Rating: \_\_\_\_\_

Monroe County School District uses the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.] as the rule for the establishment of overall summary ratings.

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

- The scoring method, including how it is calculated and combined; and
  - The scoring method is depicted on the Summary Evaluation Form
  - Essentially the formula is as follows:

## 2015-2016 Scoring System:

### Student Learning Growth (SLG) Measure

Instructional employees receive a Student Learning Growth (SLG) score specific to their assignment. Teachers with an assigned value-added model (VAM) score in reading and mathematics are assigned the combined VAM score. Teachers with an assigned VAM score in only one subject area are assigned that score. Following an analysis of the distribution of VAM scores performed by UTM and MCSD, **teachers are assigned a whole number score of Highly Effective (3), Effective (2), Needs Improvement/Developing (1), or Unsatisfactory (0).**

### Final Evaluation Scoring System:

Scores from the three areas are added based upon the weighting that applies to the individual employee (e.g. 33.3%/33.3%/33.3%).

#### Example:

Evaluation Area	Score	Weighted Score	Ranking Categories:	Ranges:
Administrative Evaluation:	2.37	X .33 = 0.79	Highly Effective	3 = 2.5 – 3.0
Professional Growth Score:	1	x .33 = 0.33	Effective	2 = 1.5 – 2.40
Student Learning Growth Score:	2	x .33 = 0.67	Needs Improvement/Developing	1 = 0.5 – 1.4
Unsatisfactory				0 = 0 – 0.4
<b>Final Evaluation Score:</b>	<b>2.37</b>	<b>SUM = 1.79</b>		
<b>Final Rating (1.79) = EFFECTIVE</b>				

- **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.].**

MCSD uses four performance levels pursuant to Florida statute. This ranking model features the following components:

- Performance Labels
  - Performance labels are used to summarize feedback on the core practices and to establish the instructional personnel's summative performance level. There are four (4) categories of performance. They were established pursuant to statute.
    - Highly Effective (HE)
    - Effective (E)
    - Needs Improvement (NI)
    - Unsatisfactory (U)

#### **4. Additional Requirements**

##### **Directions:**

The district shall provide:

- **Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]**
  - Section 1012.34(8), Florida Statutes requires the State Board of Education to establish a process that permits instructional personnel to review the class roster for accuracy and make corrections relating to the identity of students for whom the individual is responsible. To accomplish this requirement, the Florida Department of Education (FDOE) has created an online Roster Verification Tool allowing districts, schools, and teachers to view class rosters. Changes are made and approved as needed through this tool as pursuant to Rule 6A-5.030(2)(f)1., F.A.C.. Using the Roster Verification Tool (RVT) printed rosters are provided for teachers' review and signed rosters are maintained at the school site.
  - The RVT document contains step-by-step instructions for school users to complete the online verification tool and important descriptions and explanations for the different sections of the tool. When Survey data is processed, some data comes from Student/Teacher Roster information and some comes from Staff demographics information. If a teacher is submitted in the Roster File but is not submitted in Staff Demographics then the teacher will have missing data in RVT. In order for the teacher to be able to access the RVT tool and verify their roster(s), School Coordinators manually fill in missing data. This enables the teacher to access the RVT and verify their roster(s).
  - The Monroe County School District provides all instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes prior to student learning growth and achievement assessment(s) implementation as required by Rule 6A-5.030(2)(f)1., F.A.C..
- **Documentation that 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 leaders [Rule 6A-5.030(2)(f)2., F.A.C.].**

- The site-based administrator/evaluator is the individual who is responsible for supervising the employee. And the evaluator may consider input from other administrative personnel trained in evaluation practices. These individuals include the Assistant Principal, District Staff, Executive Director of Teaching and Learning, the Executive Director of Assessment and Accountability and the Director of Exceptional Student Education.
- **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.].**
  - Teacher training materials will be presented during pre-planning. Materials will include an explanation of student learning growth models used in the IES, instructional practice protocols, and professional growth plan development. The presentation will also include an explanation of how these individual components combine to form a summative evaluation.
  - An evaluator is defined as a site-based or other administrator who has been certified as an observer in the Charlotte Danielson Teaching Proficiency Model/or the North East Florida Education Consortium (NEFEC) Observer Certification.

Monroe County School District will collaborate with the NEFEC Consortium to certify school-based administrators through the Blended Model for Certification. Each evaluator will pass the certification exam. This certification will be updated on an annual basis. In addition, school-based administrators will participate on learning walks to enhance inter-rater reliability by observing teachers to compare results.
- **Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].**
  - The Monroe County School District Instructional Evaluation System provides specific, actionable, and timely feedback processes. What evaluators observe, evidence and find does not promote improvement unless it is conveyed to employees in a specific, actionable and timely manner. Training on how to do so is essential. All evaluators are required to provide necessary and timely feedback to employees being evaluated.
  - A written report to the employee will be provided no later than 10 days after the evaluation takes place pursuant to Rule 6A-5.030(2)(g)2., F.A.C. Locally, the

teacher shall receive the teacher's annual evaluation summary form prior to the last 5 working days of the school year. All sections of the annual evaluation summary form must be completed with the exception of the student growth and achievement section and the overall rating, prior to the last 5 working days of the school year. In the Monroe County School District a post observation conference is required within seven (7) working days following any formal teacher observation. This data includes at least one (1) classroom observation. Two conferences will be held; one at the end of the first 18 weeks of school and one by April 15th; observation and evaluation data that have been completed will be reviewed at these conferences.

- **Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].**
  - Individualized professional development is central to the entire evaluation system. Results from the evaluation system are used for professional development pursuant to Rule 6A-5.030(2)(f)5., F.A.C.. Monroe County Schools' Professional Growth plan is aligned to Charlotte Danielson's Framework for Effective Teaching. Professional development is offered through Edviate and aligns with the components of the Danielson Framework. All teachers and leaders will have multiple opportunities to examine, modify, and implement professional development opportunities that are identified in their individual Professional Growth Plan thus creating a continuous improvement cycle.
- **Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].**
  - In the MCSD those who have been evaluated as less than effective are required to participate in specific professional development programs. Findings will be used to identify professional development for instructional personnel as gleaned from instructional evaluation system data captures.
- **Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].**
  - In the MCSD all instructional personnel must be evaluated at least once a year pursuant to Rule 6A-5.030(2)(f)7., F.A.C. and Rule 6A-5.030(2)(f)8., F.A.C. during each school year.

- **Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].**
  - In the MCSD all instructional personnel must be observed and evaluated at least once a year pursuant to Rule 6A-5.030(2)(f)7., F.A.C. and Rule 6A-5.030(2)(f)8., F.A.C. during each school year.
- **Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].**
  - All AC teachers in their first year with the District are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].
- **Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].**
  - In the Monroe County School District parents are availed opportunities to provide input into performance evaluations when the district determines such input is appropriate. Input is received utilizing the “Parent Input Form” (below).

**THE SCHOOL DISTRICT OF MONROE COUNTY, FLORIDA**

**PARENT INPUT FORM**

EMPLOYEE NAME: \_\_\_\_\_ PARENT NAME: \_\_\_\_\_  
 STUDENT NAME: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_  
 SCHOOL YEAR: \_\_\_\_\_ DATE: \_\_\_\_\_

Parent's comments:

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Parent Signature: \_\_\_\_\_

\* For school site personnel, this signed form will be placed in the principal's correspondence file for a period of one year following the current school year. For principals, the form will be placed in the Superintendent's correspondence file.

- **Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].**
  - The district has identified certain teaching positions that require special evaluation procedures. These teaching fields, require special evaluation procedures and criteria as pursuant to Rule 6A-5.030(2)(f)10., F.A.C.. Evaluation frameworks for these positions are adapted from the Classroom Teacher rubric and match the service delivery provided by people in these instructional support positions. K-12 Curriculum, Title I, the ESE and Student Services Department have created specialized rubrics for:
    - Classroom Teacher
    - Guidance Counselors
    - Media Specialists
    - Psychologists
    - Therapist
    - Teacher on Special Assignment
- **Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].**
  - The evaluating administrator is responsible for providing notification of unsatisfactory performance pursuant to the requirements as outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.]. For each evaluation indicator, teachers who receive unsatisfactory ratings on the annual evaluation shall receive a description of the deficiency. Principals of teachers who receive an overall rating of unsatisfactory are required to develop a professional development plan in conjunction with the teacher and his/her UTM Representative (if teacher is a member). A Mentor/Peer whose training is current shall be assigned to the teacher to assist the teacher in meeting the goals for the professional development plan which shall be in accordance with Florida Statutes.



## **5. District Evaluation Procedures**

### **Directions:**

The district shall 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 [Rule 6A-5.030(2)(g)1., F.A.C.].**
  - Written records of observations, including teachers' names and the date and time of each observation made, shall be submitted by each principal to the Superintendent at the end of the first eighteen (18) weeks of school and again at the end of the school year. Summative data will be used for purpose of reviewing the employee's contract. All data pertinent to the evaluation shall be made available to the teacher upon request.
- **submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].**
  - All instructional staff will receive a written report no later than 10 days after the evaluation has taken place and prior to the last five working days of the school year.
- **discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].**
  - All MCSD administrators are required to discuss the written evaluation report with the employee. Further, if a teacher's overall rating will be less than effective, the principal shall schedule a conference with that teacher. Whenever a principal indicates a rating of "unsatisfactory" on any subsection of the Annual Evaluation Summary Form, they shall describe the deficiency.
- **The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].**
  - In the MCSD the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].

- **The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].**

The evaluating administrator is responsible for providing notification of unsatisfactory performance pursuant to the requirements as outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.]. For each evaluation indicator, teachers who receive unsatisfactory ratings on the annual evaluation shall receive a description of the deficiency. Principals of teachers who receive an overall rating of unsatisfactory are required to develop a professional development plan in conjunction with the teacher and his/her UTM Representative (if teacher is a member). A Mentor/Peer whose training is current shall be assigned to the teacher to assist the teacher in meeting the goals for the professional development plan which shall be in accordance with Florida Statutes. A second consecutive overall unsatisfactory evaluation will result in the implementation of the requirements of the Florida Statutes regarding unsatisfactory performance which may lead to dismissal.

This includes the following steps:

- If an employee who holds a professional service contract as provided in s. [1012.33](#) is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination.
- The notice (see Summary Evaluation Form), must describe such unsatisfactory performance and include notice of the following procedural requirements:
  - Upon delivery of a notice of unsatisfactory performance, the evaluator must
    - confer with the employee who holds a professional service contract,
    - make recommendations with respect to specific areas of unsatisfactory performance (see Feedback Form C), and
    - provide assistance in helping to correct deficiencies within a prescribed period of time.
- **Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].**
  - All instructional employee performances are documented using an automated electronic filing system known as the “Evaluation Tracker” (*see below*). Annual reports are made to the Superintendent noticing him/her of employee performances grouped by the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.]. Employees in receipt of

two consecutive unsatisfactory evaluations are provided special mention. Employees recommended for termination and who are in receipt of written notice of the same are presented to the Monroe County School District School Board as an agenda item. School Board approval is required for all employee terminations. The district school Superintendent/designee then notifies the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations. Further, the district school Superintendent/designee notifies 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(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

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## 6. 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.]**

An evaluator is defined as a site-based or other administrator who has been certified as an observer in the Charlotte Danielson Teaching Proficiency Model/or the North East Florida Education Consortium (NEFEC) Observer Certification.

Monroe County School District will collaborate with the NEFEC Consortium to certify school-based administrators through the Blended Model for Certification. Each evaluator will pass the certification exam. This certification will be updated on an annual basis. In addition, School-based administrators will participate on teams to promote inter-rater reliability by observing the same teachers to compare results.

The purpose of the Monroe County Instructional Evaluation System is to provide quality assurance and professional growth. Implementation of a process as complex as a new professional evaluation system requires a high degree of attention to training on procedures, understanding the criteria of the framework, and developing inter-rater reliability. In addition, it is necessary to be sensitive to the demands on personnel caused by such a major change in practice. From the outset of implementation, the district will be mindful of these challenges. The site-based administrator/evaluator is the individual who is responsible for supervising the employee. And the evaluator may consider input from other administrative personnel trained in evaluation practices. These individuals include the Executive Director of Teaching and Learning, the Executive Director of Assessment and Accountability and the Director of Exceptional Student Education.

The Monroe County School District Training Model for Evaluators

The goal of the MCSD training model is to build, connect and support the evaluators' access to understanding of the proper use of evaluation, criteria for implementation, action procedures and certification prior to implementation up to and including evaluator accuracy and inter-rater reliability [Rule 6A-5.030(2)(j)1., F.A.C.]. Each certified evaluator in the MCSD is expected to follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]

1. Each **research framework** is associated with particular approaches to **effective teaming, collaboration, facilitative leadership and informed decision-making**. The research aligned with the framework(s) is a useful source of deeper understanding of how to implement strategies correctly and as appropriate for the circumstance. Through effective

situational leadership evaluators can provide effective feedback to instructional personnel that is compounded through their enhanced understanding of the research framework.

2. **Inter-rater reliability:** Evaluators in the district should be able to provide instructional staff similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
    - a. The “**look fors**” – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
    - b. The **Rubrics** – how to distinguish proficiency levels.
    - c. Rater reliability **checks**. Processes for verifying raters meet district expectations in using the rubrics.
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
    - Specific, Actionable, and **Timely Feedback** Processes: What evaluators observe, evidence and find does not promote improvement unless it is conveyed to employees in a specific, actionable and timely manner. Training on how to do so is essential. All evaluators are required to provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
    - The administrator shall use the formal classroom observation form for assessment. The post observation conference shall occur within seven (7) working days of the observation. The administrator will give the teacher the completed Instructional Personnel Feedback Form C and use this as a basis to discuss the observation/practice.

There are six (6) collectively bargained Feedback Form C's. These are attached below.

## Teacher Instructional Personnel Feedback Form C

Teacher: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Date Feedback Given: \_\_\_\_\_

Areas of Strength Observed:

Areas for Improvement Observed:

### Danielson Indicators:

Unsatisfactory-**0**

Needs Improvement-**1**

Effective-**2**

Highly Effective-**3**

Not Observed-**NO**

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
1a	2a	3a	4a
1b	2b	3b	4b
1c	2c	3c	4c
1d	2d	3d	4d
1e	2e	3e	4e
		3f	4f

This feedback contributes to, but does not fully represent the final evaluation.

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Signature of Administrator

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Signature of Person Observed

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Date

## Counselors Instructional Personnel Feedback Form C

Counselors: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Date Feedback Given: \_\_\_\_\_

Areas of Strength Observed:

Areas for Improvement Observed:

### Danielson Indicators:

Unsatisfactory-**0**

Needs Improvement-**1**

Effective-**2**

Highly Effective-**3**

Not Observed-**NO**

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
1a	2a	3a	4a
1b	2b	3b	4b
1c	2c	3c	4c
1d	2d	3d	4d
1e	2e	3e	4e
1f			4f

This feedback contributes to, but does not fully represent the final evaluation.

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

\_\_\_\_\_  
Signature of Person Observed

\_\_\_\_\_  
Date

## Therapists Instructional Personnel Feedback Form C

Therapist \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Date Feedback Given: \_\_\_\_\_

Areas of Strength Observed:

Areas for Improvement Observed:

### Danielson Indicators:

Unsatisfactory-**0**

Needs Improvement-**1**

Effective-**2**

Highly Effective-**3**

Not Observed-**NO**

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
1a	2a	3a	4a
1b	2b	3b	4b
1c	2c	3c	4c
1d	2d	3d	4d
1e	2e	3e	4e
1f			4f

This feedback contributes to, but does not fully represent the final evaluation.

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

\_\_\_\_\_  
Signature of Person Observed

\_\_\_\_\_  
Date



## Media Specialists Instructional Personnel Feedback Form C

Media Specialist: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Date Feedback Given: \_\_\_\_\_

Areas of Strength Observed:

Areas for Improvement Observed:

### Danielson Indicators:

Unsatisfactory-**0**

Needs Improvement-**1**

Effective-**2**

Highly Effective-**3**

Not Observed-**NO**

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
1a	2a	3a	4a
1b	2b	3b	4b
1c	2c	3c	4c
1d	2d	3d	4d
1e		3e	4e
1f			4f

This feedback contributes to, but does not fully represent the final evaluation.

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

\_\_\_\_\_  
Signature of Person Observed

\_\_\_\_\_  
Date

## Psychologists Instructional Personnel Feedback Form C

School Psychologist: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Date Feedback Given: \_\_\_\_\_

Areas of Strength Observed:

Areas for Improvement Observed:

### Danielson Indicators:

Unsatisfactory-**0**

Needs Improvement-**1**

Effective-**2**

Highly Effective-**3**

Not Observed-**NO**

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
1a	2a	3a	4a
1b	2b	3b	4b
1c	2c	3c	4c
1d	2d	3d	4d
1e	2e	3e	4e
1f		3f	4f

This feedback contributes to, but does not fully represent the final evaluation.

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

\_\_\_\_\_  
Signature of Person Observed

\_\_\_\_\_  
Date

## Teachers on Special Assignment Instructional Personnel Feedback Form C

Teacher on Special Assignment: \_\_\_\_\_ Title: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Date Feedback Given: \_\_\_\_\_  
\_\_\_\_\_

Areas of Strength Observed:

Areas for Improvement Observed:

### Danielson Indicators:

Unsatisfactory-**0**

Needs Improvement-**1**

Effective-**2**

Highly Effective-**3**

Not Observed-**NO**

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
1a	2a	3a	4a
1b	2b	3b	4b
1c	2c	3c	4c
1d	2d	3d	4d
1e	2e	3e	4e
1f			4f

This feedback contributes to, but does not fully represent the final evaluation.

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

\_\_\_\_\_  
Signature of Person Observed

\_\_\_\_\_  
Date

- **Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C..]**
  - The goal of the MCSD training model is to build, connect and support the evaluators' access to understanding of the proper use of evaluation, criteria for implementation, action procedures and certification prior to implementation up to and including evaluator accuracy and inter-rater reliability [Rule 6A-5.030(2)(j)1., F.A.C.]. Each certified evaluator in the MCSD is expected to 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.]**
  - The MCSD Instructional Evaluation System requires the teacher to actively pursue professional development opportunities and initiate activities to contribute to the profession. Individualized professional development is central to the entire evaluation system. Results from the evaluation system are used for professional development pursuant to Rule 6A-5.030(2)(f)5., F.A.C.. Monroe County Schools' Professional Growth plan is aligned to Charlotte Danielson's Framework for Effective Teaching. Professional development is offered through Edivate and aligns with the components of the Danielson Framework. All teachers and leaders will have multiple opportunities to examine, modify, and implement professional development opportunities that are identified in their individual Professional Growth Plan thus creating a continuous improvement cycle.
- **Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].**
  - Using the data to inform continuous quality improvement through school improvement plan development is the goal of the Monroe County School District Instructional Improvement System as pursuant to Rule 6A-5.030(2)(j)5., F.A.C.. To do this schools use a version of the Florida Continuous Improvement and Monitoring System (CIMS). The CIMS model is the system used by the state to promote positive outcomes and ensure compliance with the *Individual with Disabilities Education Act (IDEA) of 2004 and the Michigan Administrative Rules for Special Education*. The move toward accountability in public education is not limited to the IDEA 2004 promotion. In 2002, the Elementary and Secondary Education Act (ESEA) was reauthorized, under the name of No Child Left Behind (NCLB). It established accountability measures aimed at improving academic achievement for all public school children. When combined with the principal of the 8-Step Process (Plan-Do-Study-Act) the results can be applied globally in a manner that engages entire school communities and informs decisions about continuous quality improvement.