



2016 - 2017

# Suwannee Instructional Evaluation System



Suwannee County School District  
Ted Roush, Superintendent  
Janene Fitzpatrick, District Contact

## Table of Contents

1. Performance of Students
2. Instructional Practice
3. Other Indicators of Performance
4. Summative Evaluation Score
5. Additional Requirements
6. District Evaluation Procedures
7. District Self-Monitoring
8. Appendix A – Checklist for Approval

### **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.].
- For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].
- For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
- For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].
- For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.].
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].

.....

**Suwannee County will have an instructional evaluation system that weighs student performance measures as 33% of the summative evaluation calculation.**

**Suwannee County will accept the state determined VAM score of each teacher. This score will be a 1-4 score, indicated by U to HE. The chart below demonstrates how this score will be converted to points for the summative evaluation score:**

### **Student Performance Measure Cut Scores:**

VAM Score Conversion	Categorical Score	= Points
4	Highly Effective	100
3	Effective	85
2	Needs Improvement/Developing	70
1	Unsatisfactory	55

This 100 point rating will be converted to a 150 point rating for the final evaluation per the Copeland model being used (for example, the 100 score would be multiplied by 1.5 to get the final student growth score).

Non-VAM Score Conversion (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
76 – 100% growth, achievement, or proficiency on any non-VAM assessment	Highly Effective	100
51 – 75% growth, achievement, or proficiency on any non-VAM assessment	Effective	85
26 – 50% growth, achievement, or proficiency on any non-VAM assessment	Needs Improvement/Developing	70
0 – 25% growth, achievement, or proficiency on any non-VAM assessment	Unsatisfactory	55

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

### **Student Growth and Achievement Measures**

All teachers will be included in the teacher evaluation system using the student learning growth measure as 50% of their evaluation.

1. All classroom teachers who receive a state learning growth score (Value-Added Measure - VAM) will use the combined-aggregated VAM for 100% of the student growth measure for that course with additional portions of the remaining determined by proficiency rate on state assessment, local assessment growth and/or proficiency, AP test proficiency, or industry certification proficiency. Teachers who do not teach students who take state assessments will have the student learning growth portion (50%) of the evaluation calculated based on a district developed matrix identifying local assessments and weighting.
2. Teachers who do not teach students who take state assessments will have the student learning growth portion (50%) of the evaluation calculated based on an individual district developed matrix identifying local assessments and weighting.
3. The students' results used in a teacher's evaluation are only the scores of students assigned to the teacher being evaluated; teachers will not have students included that they do not teach. The state's Roster Verification Tool will be utilized to determine each teacher's assigned students. Teachers that do not teach state assessed courses will have their student population determined by the same methodology as used to determine the state VAM.
4. A district-wide VAM score will only be used in the evaluation of a person responsible for all students in the district.

5. A school-wide VAM score will only be used in the evaluation of a person responsible for all students in the school.
6. In the event that a state assessment and a local assessment for the same course is given, the student performance measure will be the state assessment.
7. A teacher's evaluation will be divided proportionately by rostered courses and weighted according to the number of students in each course. An individualized matrix will be used for each teacher based on his/her schedule.
8. In the event that a teacher has a course on his/her matrix where the number of students is less than 10, that course will be dropped from the assessment matrix and not included in the evaluation data.

Other than state VAM which uses the rating scale above, each cell will be assigned a value based on the percentage of students that measured proficient in proficiency column cells and the percentage of students that measured adequate growth in growth column cells.

In Suwannee County all teachers will use local end of course assessments, SLOs, AP/IB assessments, or state EOC's for the student growth measures for non-VAM related courses.

### **Assessments Utilized for the Purpose of Student Data Measures**

<b>Course Name</b>	<b>Course #</b>	<b>Growth</b>	<b>Proficiency</b>
M/J EXPLORING 2D ART	0101005	SLO	Local EOC
2-D STUDIO ART 1	0101300	SLO	Local EOC
2-D STUDIO ART 2	0101310		Local EOC
2-D STUDIO ART 3 HON	0101320		Local EOC
3-D STUDIO ART 1	0101330	SLO	Local EOC
3-D STUDIO ART 2	0101340		Local EOC
3-D STUDIO ART 3 HON	0101350		Local EOC
AP ART/DRAW PORT	0104300		AP Test
AP STUDIO/2-D	0109350		AP Test
DANCE TECNQS 1	0300310		Local EOC
DANCE TECHNQS 2	0300320		Local EOC
THEATRE 1	0400310		Local EOC
TECH THEA DES&PROD 1	0400410		Local EOC
BUS THEA MGMT PROMO	0400515		Local EOC
MUSIC THEATRE 1	0400700		Local EOC
MUSIC THEATRE 2	0400710		Local EOC
M/J PERS CAR SCH 1	0500000		FSA
M/J PERS CAR SCH C/P	0500002		FSA
EXEC INTERN 1	0500300		FSA
EXEC INTERN 2	0500310		FSA

VOL PUB SERV	0500370		FSA
PERS,CAR,SCH DEV 1	0500500		FSA
PERS,CAR,SCH DEV 2	0500510		FSA
M/J EXPLOR WHEEL 1	0600000	SLO	Local EOC
M/J SPANISH BEG	0708000	SLO	Local EOC
M/J SPANISH INTERM	0708010		Local EOC
M/J SPANISH ADV	0708020		Local EOC
SPANISH 1	0708340		Local EOC
SPANISH 2	0708350	SLO	Local EOC
SPANISH 3 HON	0708360		Local EOC
M/J INTENS READ (MC)	1000010	VAM	FSA
INTENS READ	1000410	VAM	FSA
M/J LANG ARTS 1	1001010	VAM	FSA
M/J LANG ARTS 1, ADV	1001020	VAM	FSA
M/J LANG ARTS 2	1001040	VAM	FSA
M/J LANG ARTS 2, ADV	1001050	VAM	FSA
M/J LANG ARTS 3	1001070	VAM	FSA
M/J LANG ARTS 3, ADV	1001080	VAM	FSA
ENG 1	1001310	VAM	FSA
ENG HON 1	1001320	VAM	FSA
ENG 2	1001340	VAM	FSA
ENG HON 2	1001350	VAM	FSA
ENG 3	1001370	VAM	FSA
ENG HON 3	1001380	VAM	FSA
ENG 4	1001400		Local EOC
ENG HON 4	1001410	SLO	Local EOC
AP ENG COMPO	1001420		AP Test
AP ENG LIT COMPO	1001430		AP Test
M/J DE LA ESOL-READ	1002181	VAM	FSA
M/J JOURN 1	1006000		Local EOC
JOURN 1	1006300	SLO	Local EOC
JOURN 2	1006310		Local EOC
JOURN 3	1006320		Local EOC
JOURN 4	1006330		Local EOC
JOURN 5 HON	1006331		Local EOC
M/J READ 1	1008010	VAM	FSA
CREATIVE WRIT 1	1009320	VAM	FSA

ALG 1	1200310	VAM	State EOC
ALG 1 CR	1200315	VAM	State EOC
ALG 1 HON	1200320	VAM	State EOC
ALG 2	1200330	VAM	State EOC
ALG 2 HON	1200340	VAM	State EOC
ALG 1-A	1200370	VAM	FSA
ADV ALG W/FIN APP	1200500	SLO	Local EOC
MATH COLL. READINESS	1200700		% CR - PERT
AP CALCULUS AB	1202310		AP Test
AP CALCULUS BC	1202320		AP Test
PRE-CALCULUS HON	1202340		Local EOC
M/J INTENS MATH (MC)	1204000	VAM	FSA
M/J MATH 1	1205010	VAM	FSA
M/J MATH 1 ADV	1205020	VAM	FSA
M/J MATH 2	1205040	VAM	FSA
M/J MATH 2, ADV	1205050	VAM	FSA
M/J PRE-ALG	1205070	VAM	FSA
INF GEO	1206300	SLO	Local EOC
GEO	1206310	SLO	State EOC
GEO HON	1206320	SLO	State EOC
LIB ARTS MATH 1	1207300	SLO	Local EOC
MUS THEORY 1	1300300		Local EOC
M/J BAND 1	1302000	SLO	Local EOC
M/J BAND 2	1302010		Local EOC
M/J BAND 3	1302020		Local EOC
BAND 1	1302300	SLO	Local EOC
BAND 2	1302310	SLO	Local EOC
BAND 3	1302320		Local EOC
BAND 4	1302330		Local EOC
INSTRU TECNQS 1	1302420		Local EOC
INSTRU TECNQS 2	1302430		Local EOC
INSTRU ENS 1	1302460		Local EOC
INSTRU ENS 2	1302470		Local EOC
INSTRU ENS 3	1302480		Local EOC
INSTRU ENS 4 HON	1302490		Local EOC
M/J PEER COUN 1	1400000		FSA
PERS FIT	1501300		Local EOC

FIT ISSUES FOR ADOL	1501320	SLO	Local EOC
WEIGHT TRAIN 1	1501340	SLO	Local EOC
WEIGHT TRAIN 2	1501350	SLO	Local EOC
WEIGHT TRAIN 3	1501360	SLO	Local EOC
COMPRE FIT	1501390	SLO	Local EOC
POWER WEIGHT TRAIN 1	1501410	SLO	Local EOC
INDIV/DUAL SPRTS 1	1502410	SLO	Local EOC
INDIV/DUAL SPRTS 2	1502420	SLO	Local EOC
INDIV/DUAL SPRTS 3	1502430	SLO	Local EOC
REC	1502470		Local EOC
OUTDOOR ED	1502480		Local EOC
BASKETBALL	1503310	SLO	Local EOC
BASKETBALL 2	1503315		Local EOC
SOCCER	1503320	SLO	Local EOC
SOFTBALL	1503330	SLO	Local EOC
TEAM SPRTS 1	1503350	SLO	Local EOC
TEAM SPRTS 2	1503360	SLO	Local EOC
AEROBICS 1	1503400		Local EOC
AEROBICS 2	1503410		Local EOC
VOLLEYBALL 1	1505500	SLO	Local EOC
VOLLEYBALL 2	1505510	SLO	Local EOC
WRESTLING 1	1505550		Local EOC
WRESTLING 2	1505560		Local EOC
M/J FITNESS GRADE 6	1508000	SLO	Local EOC
M/J TEAM SPORTS GRD7	1508200		Local EOC
M/J IND/DUAL SPT GD8	1508500		Local EOC
M/J COMPRE GRDE 6/7	1508600	SLO	Local EOC
M/J COMPRE GDE 7/8	1508700	SLO	Local EOC
M/J CRIT THINK	1700100		FSA
CRIT THINK ST SKLS	1700370		Local EOC
NAVAL SCI 1	1802300	NAVY EOC	NAVY EOC
NAVAL SCI 2	1802310	NAVY EOC	NAVY EOC
NAVAL SCI 3	1802320	NAVY EOC	NAVY EOC
NAVAL SCI 4	1802330	NAVY EOC	NAVY EOC
DRIVER ED CLASS	1900300		Driver's Test
M/J LIF SCI	2000010	SLO	Local EOC
M/J LIF SCI ADV	2000020	SLO	Local EOC



INTENS SCI	2000300		Local EOC
BIO 1	2000310	SLO	State EOC
BIO 1 HON	2000320	SLO	State EOC
BIO 2 HON	2000330		State EOC
AP BIO	2000340		AP Test
M/J EARTH/SPA SCI	2001010	SLO	Local EOC
M/J EARTH/SPA SCI ADV	2001020	SLO	Local EOC
ERTH/SPA SCI	2001310	SLO	Local EOC
ERTH/SPA SCI HON	2001320	SLO	Local EOC
ENV SCI	2001340	SLO	Local EOC
AP ENV SCI	2001380		AP Test
M/J PHY SCI	2003010	SLO	FCAT 2.0
PHY SCI	2003310	SLO	Local EOC
PHY SCI	2003310	SLO	FCAT 2.0
PHY SCI HON	2003320	SLO	Local EOC
CHEM 1	2003340		Local EOC
CHEM 1 HON	2003350		Local EOC
PHYS 1 HON	2003390		Local EOC
AP PHYSICS 1	2003421		AP Test
AP PHYSICS 2	2003422		AP Test
AP PHYSICS C: ME	2003430		AP Test
M/J US HIST&CAR PLAN	2100015	SLO	Local EOC
M/J US HIS ADV & C/P	2100025	SLO	Local EOC
US HIST	2100310	SLO	State EOC
US HIST HON	2100320	SLO	State EOC
AP U.S. HIST	2100330		AP Test
ECON FIN LIT	2102335	SLO	Local EOC
ECON FIN LIT HON	2102345	SLO	Local EOC
AP MACROECON	2102370		AP Test
M/J CIVICS	2106010	SLO	State EOC
M/J CIVICS ADV	2106020	SLO	State EOC
US GOVT	2106310	SLO	Local EOC
US GOVT HON	2106320	SLO	Local EOC
AP US GOVT/POL	2106420		AP Test
PSYCH 1	2107300		Local EOC
PSYCH 2	2107310		Local EOC
AP PSYCH	2107350		AP Test

M/J WORLD HIST	2109010	SLO	Local EOC
M/J WORLD HIST ADV	2109020	SLO	Local EOC
WORLD HIST	2109310	SLO	Local EOC
WORLD HIST HON	2109320	SLO	Local EOC
AP EURO HIST	2109380		AP Test
LEAD SKLS DEV	2400300		Local EOC
HOPE	3026010	SLO	Local EOC
INTROD TO CPTRS	5002000	VAM	FSA
LANG ARTS GRADE K	5010041	STAR	STAR/EOC
LANG ARTS GRADE 1	5010042	STAR	STAR/EOC
LANG ARTS GRADE 2	5010043	STAR	STAR/EOC
LANG ARTS GRADE 3	5010044	STAR	FSA
LANG ARTS GRADE 4	5010045	VAM	FSA
LANG ARTS GRADE 5	5010046	VAM	FSA
MATH GRADE K	5012020	SLO	LOCAL EOC
MATH GRADE ONE	5012030	STAR	STAR/EOC
MATH GRADE TWO	5012040	STAR	STAR/EOC
MATH GRADE THREE	5012050	STAR	FSA
MATH GRADE FOUR	5012060	VAM	FSA
MATH GRADE FIVE	5012070	VAM	FSA
MUSIC - GRADE K	5013060	SLO	LOCAL EOC
MUSIC - GRADE 1	5013070	SLO	LOCAL EOC
MUSIC - GRADE 2	5013080	SLO	LOCAL EOC
MUSIC-INTERM 1	5013090	SLO	LOCAL EOC
MUSIC-INTERM 2	5013100	SLO	LOCAL EOC
MUSIC-INTERM 3	5013110	SLO	LOCAL EOC
PHYSICAL EDUCATION K	5015020	SLO	LOCAL EOC
PHYSICAL EDUCATION 1	5015030	SLO	LOCAL EOC
PHYSICAL EDUCATION 2	5015040	SLO	LOCAL EOC
PHYSICAL EDUCATION 3	5015050	SLO	LOCAL EOC
PHYSICAL EDUCATION 4	5015060	SLO	LOCAL EOC
PHYSICAL EDUCATION 5	5015070	SLO	LOCAL EOC
SCIENCE GRADE K	5020010		LOCAL EOC
SCIENCE GRADE ONE	5020020		LOCAL EOC
SCIENCE GRADE TWO	5020030		LOCAL EOC
SCIENCE GRADE THREE	5020040		LOCAL EOC
SCIENCE GRADE FOUR	5020050		LOCAL EOC

SCIENCE GRADE FIVE	5020060	SLO	FCAT 2.0
SOC STUDIES K	5021020		LOCAL EOC
SOC STUDIES 1	5021030		LOCAL EOC
SOC STUDIES 2	5021040		LOCAL EOC
SOC STUDIES 3	5021050		LOCAL EOC
SOC STUDIES 4	5021060		LOCAL EOC
SOC STUDIES 5	5021070		LOCAL EOC
ADV ACAD: K-5 GIFTED	7755040	VAM	FSA
ACCESS M/J LA 1	7810011	VAM	FAA
ACCESS M/J LA 2	7810012	VAM	FAA
ACCESS M/J LA 3	7810013	VAM	FAA
ACCESS M/J MATH 1	7812015	VAM	FAA
ACCESS M/J MATH 2	7812020	VAM	FAA
ACCESS M/J MATH 3	7812030	VAM	FAA
ACCESS M/J COMPSCI 1	7820015	SLO	LOCAL EOC
ACCESS M/J COMPSCI 2	7820016	SLO	LOCAL EOC
ACCESS M/J COMPSCI 3	7820017	SLO	FAA
HEALTH: 6-8	7820020		FAA
ACCESS M/J CIVICS	7821021	VAM	FAA
ACCESS M/J WRLD HIST	7821022	SLO	LOCAL EOC
ACCESS M/J USHI & CP	7821026	SLO	LOCAL EOC
CAR ED PLAN	7821030		LOCAL EOC
ADV ACAD: 6-8 GIFTED	7855040		FSA
U SKLS: IND FUNC 6-8	7863030	VAM	FSA/FAA
U SKLS: CURR&LRN 6-8	7863040	VAM	FSA/FAA
LRNG STR: 6-8	7863090	VAM	FSA/FAA
ACCESS ENGLISH 1/2	7910111	VAM	FAA
ACCESS ENGLISH 3/4	7910112	VAM	FAA
ACCESS ALGEBRA 1A	7912080	VAM	FAA
ACCESS ALGEBRA 1B	7912090	VAM	FAA
LIF SKLS MA: 9-12	7912340	VAM	FSA/FAA
SPECI DESIGN PE	7915010		LOCAL EOC
ACCESS BIOLOGY 1	7920015	VAM	FAA
ACCESS INTEG SCI 1	7920025	VAM	FAA
HEALTH SAFETY: 9-12	7920050	VAM	FSA/FAA
ACAD SKLS FNG LIV	7961010	VAM	FSA/FAA
SOC PERS SKLS	7963070	VAM	FSA/FAA

SELF-DETERMINATION	7963140	VAM	FSA/FAA
U SKLS: IND FUN 9-12	7963160	VAM	FSA/FAA
U SKLS: CURR&LRN9-12	7963170	VAM	FSA/FAA
CAR PREP: 9-12	7980110	VAM	FSA/FAA
CAR PLACEMENT: 9-12	7980130	VAM	FSA/FAA
M/J EXP WHEEL 1	8000300	SLO	LOCAL EOC
AGRI, FOOD, NR DS	8100100		LOCAL EOC
EX OF AGRISCI	8100210	SLO	LOCAL EOC
ORIENT TO AGSCI	8100310		LOCAL EOC
FUND AGSCI	8100320	SLO	LOCAL EOC
ADV CONCS AGSCI	8100330		LOCAL EOC
AGRI,FOOD,NR - OJT	8100410		LOCAL EOC
ANIM SCI & SERV	8106200		LOCAL EOC
AGRISCI FOUND 1	8106810	SLO	LOCAL EOC
AGRITECH 1	8106820	SLO	LOCAL EOC
AGRITECH 2	8106830		LOCAL EOC
AG COMM 2	8117010		LOCAL EOC
CPTR APPL BUSINESS 2	8200210		LOCAL EOC
CPTR & BUSINESS SKLS	8200330		LOCAL EOC
CPTR APPL BUS 1	8200520	SLO	LOCAL EOC
GAME & SIM FOUND	8208110	SLO	LOCAL EOC
CPTR COLG & CAR	8209020	SLO	LOCAL EOC
DIGITAL DESIGN 1	8209510		LOCAL EOC
DIGITAL DESIGN 2	8209520		LOCAL EOC
MEDICAL SKLS SERS	8400320		LOCAL EOC
HEALTH SCI 1	8417100	SLO	LOCAL EOC
HEALTH SCI 2	8417110		LOCAL EOC
ALLIED HEALTH ASSIS3	8417131		LOCAL EOC
PRAC CONST TRADES	8700330		LOCAL EOC
CARP & CAB MAKING 1	8722110		LOCAL EOC
CARP & CAB MAKING 2	8722120		LOCAL EOC
CARP & CAB MAKING 3	8722130		LOCAL EOC
CARP 4	8722140		LOCAL EOC
TV PRODUCTION 1	8772110		LOCAL EOC
TV PRODUCTION 2	8772120		LOCAL EOC
TV PRODUCTION 3	8772130		LOCAL EOC
CULINARY ARTS 1	8800510	SLO	LOCAL EOC

CULINARY ARTS 2	8800520		LOCAL EOC
CULINARY ARTS 3	8800530		LOCAL EOC
CULINARY ARTS 4	8800540		LOCAL EOC
FUND OF CUL CAREERS	8809200		LOCAL EOC

\*All access point courses utilize the same model as regular education courses, only substituting FAA for FSA where applicable.

## **2. Instructional Practice**

### **Directions:**

The district shall provide:

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

.....

**Suwannee County will have an instructional evaluation system that weighs instructional practice score as 67% of the summative evaluation calculation.**

### **Philosophy**

Florida Statute 1012.34 and 1012.335, The Student Success Act, requires the Superintendent in each school district to establish procedures for assessing the performance of all instructional, administrative and supervisory personnel. The Superintendent is also required to develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of instructional personnel. The primary purpose of the redeveloped evaluation system is increasing student learning growth by improving the quality of instructional, administrative and supervisory service.

In addition to the requirement of the Statutes, the Department of Education has developed and disseminated guidelines for developing performance appraisal systems. These systems must support and promote school improvement, focus on student growth and achievement, provide for parent input, and establish criteria for continuous quality improvement of the professional skills of instructional personnel which will result in measurable student growth.

The Suwannee County Instructional Employee Performance Appraisal System has been designed to enhance quality of the organization, ensure self-esteem, promote professional development and increase student achievement. It specifically focuses on the organizational purpose as well as the individual aspirations of instructional staff.

Generally, the guidelines can be summarized as follows:

- Fairness, equity and legal soundness.
- Allocation of time for supervisors to plan, coach and counsel individuals for higher levels of performance
- Established procedures for the collection, retrieval and use of data to provide feedback to an individual, a team, and the system.
- Data-based personnel decisions including rewarding and recognizing high performance through a variety of means.
- Focus on student achievement and the specific conditions of the site in establishing expectations.
- The negotiation of expectations, criteria, outcomes, and competencies based on the conditions of the work site.
- Growth of the individual and the continuous improvement of the organization.
- Annual assessment based on the experience and performance of the individual.
- Two levels of appraisal
  - Documentation of generic competencies in the early stages of a position.
  - Development in the later stages of the same position.
- Orientation on the system and skill development in observing, mentoring, coaching and counseling for those impacted by the appraisal system.

## **Purpose**

The purpose of the Performance Appraisal System is to promote continuous school improvement. The performance appraisal system has multiple dimensions. The first spans the length of a person's career and is designed to provide growth and development and support increased performance. The results/outcome side is a systems approach to provide organizational growth. These outcomes are influenced by the employee interacting with the special conditions within a job that exists at a specific work site, which may be impacted by the individual developmental continuum of the employee.

This assessment system has been designed based on the following:

- School Improvement Plans
- Organization beliefs, mission and purpose;
- Practices that are reflective of school research;
- Local, specific job descriptions;
- Measurable criteria with specifically identifiable source codes;
- Practices and/or results that are compatible with human resources development models that focus both on the employee and the system purpose;

- The concept that performance appraisal for an individual is finalized only after thorough planning sessions that include extensive appraisee input;
- A design model that provides for quantity, quality, cost effectiveness and timelines and which may be performed within an appropriate span of control;
- The concept that data should be collected from a variety of sources which may be identified;
- Current research which provide best component practices for employee performance appraisal;
- The situational context of the employee service.

## **Strategic Base**

Over the past several years, superintendents and School Board members, with varying degrees of success, have initiated strategic planning processes. This plan is intended to create a system of beliefs, an organizational purpose, a mission statement and a series of organizational parameters. The strategic plan will provide for the essence of numerous systems, one of which is performance appraisal.

The strategic goals of Suwannee County Schools include:

1. Improve academic achievement for all students
2. Ensure safe and healthy schools
3. Increase average daily attendance and graduation rate
4. Attract and retain high quality teachers and staff
5. Improve parental and community involvement
6. Reduce dropout rate
7. Align resources and maintain strategic planning

## **Performance Assessment Procedures**

### **1. Orientation/Training**

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

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

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



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

## 2. Planning Session

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

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

Two evaluations are required each year for instructional personnel in years one, two and three. The supervisor will schedule interim performance evaluation(s), two per year for the first three (3) years.

The number of additional evaluation(s) may depend on several factors including

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

## 3. Interim Reviews

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

## 4. Rating Scale Definitions

The district expects its employees to provide competent and professional work that should improve over time. The employee and supervisor should discuss the level of performance that is expected for

each dimension in the planning session. In determining the expected performance levels, the requirements of the position and the employee experience are to be considered.

**Highly Effective\***

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

**Effective\***

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

**Needs Improvement/Developing\***

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

**Unsatisfactory\***

Indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments will be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.

## **5. Other Documentation Sources**

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

**A. Behavioral Event Interview** - A validated process of data collection using the Targeted Selection Interview Process.

**B. Direct Documentation** - Written material that follows a direct line of communication between the employee and the supervisor. This section also contains information which should flow from a comprehensive 360° feedback type system which may include

1. Self Evaluation

2. School Improvement Plan - From the annual analysis of the teacher evaluation instrument, including the distribution of rankings, this data will be used to influence individual school and the district school improvement planning process.

3. Student Assessment Data

- Classroom based assessment
- Performance tests such as Florida Writes, Florida Comprehensive Assessment Test, standardized achievement tests
- High School Competency Test
- Formal and informal program reviews

4. Southern Association Accreditation Reports

5. School Climate Survey Instruments from **parents and students.**

6. Collect parent input by including the following statement on the Annual School Climate Survey: **“If an educator at this school has had a significant impact on your child’s education during this school year, please explain in the space provided or contact the appropriate school district administrator.”**

7. All duties required of the position (job descriptions)

8. School Performance Grade

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

**C. Indirect Documentation** - Other written materials to which the supervisor has access which typically follow a communication line between the employee and the school-district level function.

**D. Training Programs Competency Acquisition** - Verified acquisition of specific competencies obtained through designated training programs within Suwannee County through the master inservice plan.

**E. Evaluatee Provided** - Data provided by the employee receiving the appraisal that supports the concept that this appraisal procedure is participatory. Examples may include communications between the employee and supervisor that document parent interaction, evidence of student growth, and/or discussions of system-wide problems that inhibit school effectiveness.

**F. Confirmed Observation** - Direct observation by the supervisor of an instructional employee-exhibiting behavior relating to a job context service category or performance expectations that may be confirmed.

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

## **6. Professional Development Assistance Plan**

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

## **7. Beginning Teacher and Out-of Field Support**

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

## **8. Career Development**

Career development is considered a critical component of this appraisal system. It is an on-going component that does not include any prescribed forms, but rather may be characterized as a continuing discussion between the supervisor and the instructional employee. This discussion is to consider the long-term goals and developmental needs. . For additional reference, see Item 11, Professional Learning.

## **9. Coaching and Assistance**

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

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

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

## **10. Performance Assessment Tasks and Timelines**

(Please refer to the following charts)

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

1. Each instructional employee will participate with his/her supervisor, in an initial performance assessment session to discuss and define performance expectations for the

specific position. It is anticipated that this planning session will occur following the discussion of the previous year's evaluation cycle and prior to the forthcoming year.

2. The supervisor and employee will schedule interim performance evaluations(s). The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance experiences of the employee and the individual needs. These interim reviews will be based on formal and informal observations. A minimum of two formal evaluations are required for employees in years 1-3. A minimum of one is required for veteran employees. It is also expected that numerous informal interactions and observations will occur throughout the school year. A formal observation is defined as observing a classroom teacher for one full period. Informal observations are defined as those interactions which occur during walkthroughs, committee meetings, staff meetings, three-way parent conferences and others.

3. During the formal and informal interim reviews, the supervisor will collect data regarding each performance area. A deliberate focal point of this discussion will include student growth and achievement. Data from a variety of sources, including parents, should be used.

4. The formal interim review should be conducted midpoint of the yearly cycle consistent with the employee work year.

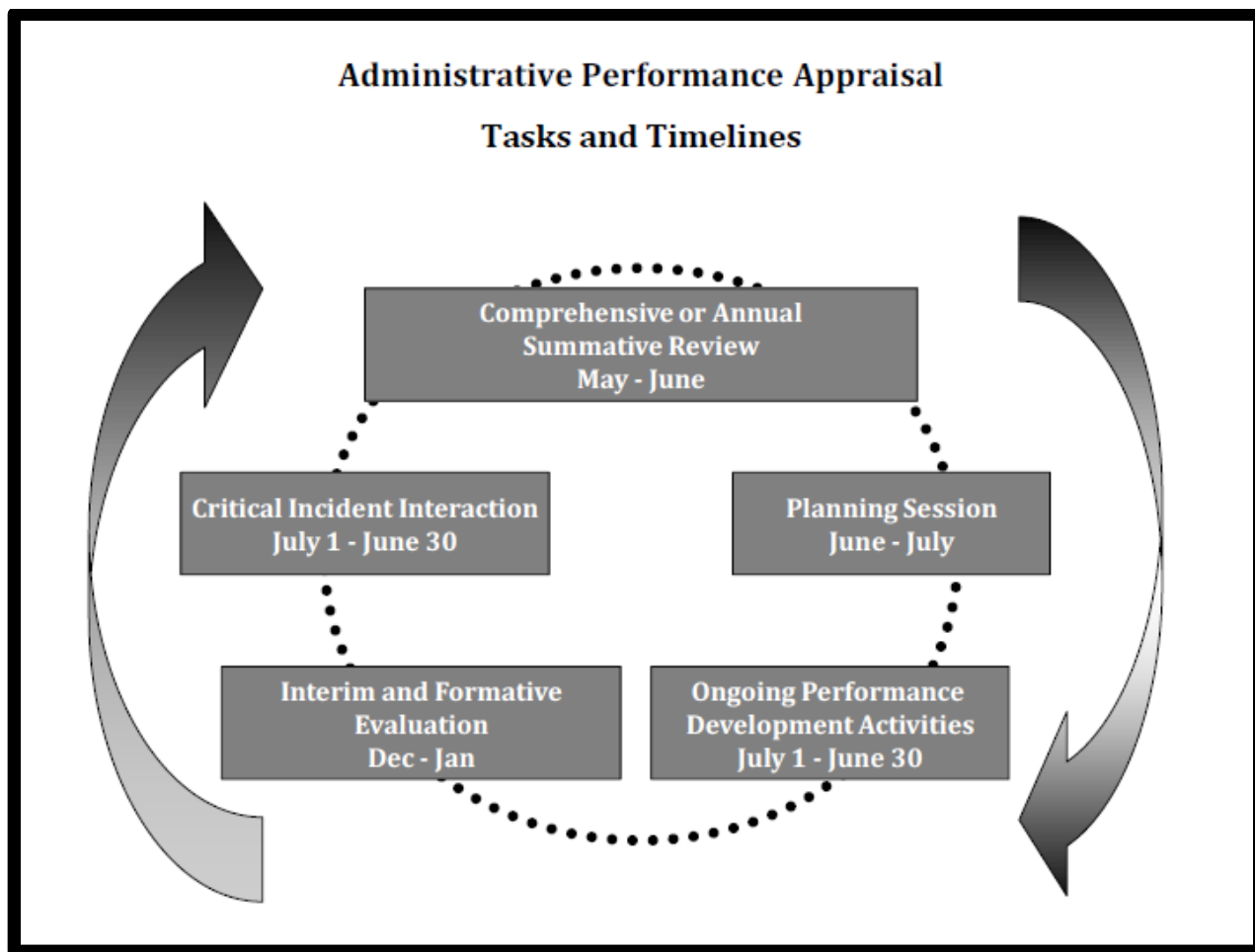
5. At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction will be established. If at the time of the summative evaluation conference these deficiencies have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

6. The supervisor will provide coaching and assistance, as needed, throughout the yearly cycle. The supervisor will demonstrate support for the appraisee in feedback conferences by asking for suggestions on how to improve his/her own performance; probing for alternative solutions and/or opportunities; demonstrating empathy for the appraisee's feelings; and maintaining the appraisee's self esteem.

7. The normal due date for summative evaluations is June 1st of each fiscal year. This date may be continued with approval of the Human Resources Department for individuals who started late in the school year or in situations where the completion of a professional development assistance plan would impact the ratings. Summative assessments may be amended based on data from state test scores.

8. The supervisor will conduct the annual summative performance review conference in which the employee receives the final ratings on each job context service category. The written summative performance appraisal report must be submitted to the superintendent or designee by the supervisor.

9. The initial planning meeting is scheduled to repeat the cycle.



## **Performance Appraisal Tasks**

### **Comprehensive or Annual Summative Review**

- ☐ Completing the assessment - a review of the data
- ☐ Performance Development - the year in review
- ☐ Notable strengths and significant contributions - celebrating success
- ☐ Leadership growth - direct organizational impact discussion
- ☐ Work site and job context focus areas - no surprises!

### **Planning Session**

- ☐ Planning growth opportunities
- ☐ Negotiation of goals
- ☐ Scheduling reviews
- ☐ Identifying focus areas
- ☐ Direct coaching
- ☐ Planning employee participation and contribution to appraisal system
- ☐ Identifying connectivity to School Improvement Plan

- ☐ Establishing comprehensive feedback circle
- ☐ Clarify standards of measurement

### **On-going Performance Development Activities**

- ☐ Collecting data
- ☐ Building capacity by participating in growth opportunities with a direct focus on work site and specific essential job functions
- ☐ Coaching and career development from planned interaction
- ☐ Learning from experience through reflection and planned interaction with leadership team
- ☐ Professional learning with correlation from “PD360” or other similar systems

### **Interim - Formative Reviews**

- ☐ Review progress on goals; renegotiate developmental strategies and outcomes as necessary
- ☐ Review data collection - informal portfolio, share and receive preliminary feedback
- ☐ Clarify standards of measurements
- ☐ Discuss noteworthy achievements
- ☐ Provide coaching and encouragement in focus areas

### **Critical Incident Interactions**

- ☐ Ongoing interactions to capture learning from experience.
- ☐ The discussions should be guided by an analysis of the event, identifying specifically what occurred as well as the anticipated outcomes. Review actions and reactions. Specifically focus on the new learnings through reflection.

## **11. Professional Learning**

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

- Each school district shall design a system, approved by the Department of Education, for the professional growth of instructional personnel that links and aligns inservice activities with needs of student and instructional personnel as determined by school improvement plans, annual school reports, student achievement data, and performance appraisal data of teachers and administrators.
- Inservice activities shall primarily focus on subject content and teaching methods, including technology, as related to the Sunshine State Standards; assessment and data analysis; classroom management; and school safety.
- The principal and the instructional employee being knowledgeable of district and school improvement plans and the students’ performance data, should conduct a comprehensive inventory of personal skills, talents, strengths and interests with reference to the district/school’s ever changing job responsibilities and organizational demands from the environment, technology, current research, sound educational principals and best practices.
- From this inventory, the principal and the instructional employee will develop an individual professional development plan that is linked to student performance and contains clearly

defined training activities that result in better performance for the students assigned to the teacher.

- Plans must include clearly defined training objectives and specific and measurable improvement in student performance that is expected to result from the training activity.
- Principals must measure the extent to which each training activity did accomplish the student performance gains that were predicted to result from the training activity.
- Conversations between the supervisor and the employee regarding this plan should be continuous. Likewise, the plan should be flexible, fluid and adjustable based on the changing needs of the school and the employee.

## **12. Performance Appraisal Summary**

A one page summary form was designed to record the ratings included on the comprehensive assessment instrument. This allows the filing of one page with the Human Resources Office as opposed to filing multiple pages on each assessment.

## **13. Other Summary Considerations**

This appraisal system has been developed giving consideration to the philosophical concept that the system is nonthreatening and developmental. This implies a continuing dialogue between the supervisor and the employee. Accordingly, it ensures a system of **no surprises**. The summative evaluation in this context, therefore, becomes a document that summarizes a yearlong sequence of planned activity. The focus of this planned activity is developing more effective instructional personnel and increasing student growth and achievement.

This assessment system, being data driven, is specifically designed to identify consistent high level performance. This quality performance will be continually rewarded and held in high esteem.

## **14. Annual Review of Evaluation System**

The consultant will work with each individual district to conduct an annual review of the assessment system by direct examination of each summative evaluation by domain indicator. Any issues that are systems issues, training issues or implementation issues will be revised and forwarded to the Department of Education for approval.



## PLANNING/PREPARATION

1. Create or select long-range plans based on a review of district and state content standards, student profiles, instructional priorities and appropriate lesson design questions.
2. Define learning goals with rubrics and objectives for unit and daily plans.
3. The teacher's lesson and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organizes strategies and activities in an appropriate sequence.
4. Identify specific intended learning outcomes that are aligned with the district and state content standards so that students are prepared for high stakes testing.
5. Revise plans based on student needs.
6. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs and socio-economic background.
7. Develop or select instructional activities which foster active involvement of students in the learning process.
8. Plan and prepare lessons and instructional strategies that require students to engage with rigorous and demanding content that aligns with district and state content standards.
9. Select, develop, modify and/or adapt materials and resources, especially technological resources, which support learning objectives and the varying needs of students.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Pedagogy</b> <i>(Correlates with Domain Indicators 2, 3, 4)</i>	<ul style="list-style-type: none"> <li>-Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>-Selects goals and objectives based on content standards and needs of students.</li> <li>-Sequences strategies and activities to create lessons that are rigorous and relevant.</li> <li>-Clearly articulates how learning outcomes are aligned with goals, objectives and content standards.</li> </ul>	<ul style="list-style-type: none"> <li>-Highly Qualified in assigned content area.</li> <li>-Goals and objectives are aligned with the district and state curriculum standards.</li> <li>-Seeks ways to utilize strategies and activities that will engage students with the content.</li> <li>-Learning outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Is taking course work to become certified in content area.</li> <li>-Works with other members of the team to plan lessons that align with district and state content standards.</li> <li>-Learning outcomes are sometimes displayed so students can make the connection.</li> </ul>	<ul style="list-style-type: none"> <li>-Has little knowledge of subject area.</li> <li>-Relies on textbook organization to plan and prepare for the lesson.</li> </ul>

<b>Organization</b> <i>(Correlates with Domain Indicator 1)</i>	<ul style="list-style-type: none"> <li>-Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>-Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>-Utilizes district and state content standards to develop long range plans.</li> <li>-Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>-Has some understanding of the district and state content standards and sometimes addresses them in lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>-Has looked at the district and state content standards but they are not a part of the long range or daily planning process.</li> </ul>
<b>Engagement</b> <i>(Correlates with Domain Indicators 6, 7, 9)</i>	<ul style="list-style-type: none"> <li>-Has a deep understanding of how students learn and plans instructional activities so all students are actively involved in the learning process.</li> <li>-Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands how students learn and plans for the use of a variety of instructional strategies.</li> <li>-Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands that all students should be involved in the learning process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not understand how students learn and pays little attention to active involvement by all students during the learning process.</li> </ul>
<b>Assessments</b> <i>(Correlates with Domain Indicator 5)</i>	<ul style="list-style-type: none"> <li>-Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning.</li> <li>-Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> <li>-Allows students to assess themselves and to provide input into the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>-Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>-A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>-Has some knowledge of ongoing assessments to inform teaching and learning, but relies on end of the unit or chapter tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>-Learning outcomes are seldom assessed except for standardized tests.</li> <li>-Plans are written and followed with little attention to student needs or outcomes during the process of the teaching unit.</li> </ul>

<b>Quality</b> <i>(Correlates with Domain Indicator 8)</i>	<ul style="list-style-type: none"> <li>-Plans lessons that address all state and district curriculum standards and assists other colleagues with planning and design.</li> <li>-Develops plans that are rigorous and demanding in content and involvement.</li> <li>-Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>-Plans lessons that address each state standard.</li> <li>-Finds ways for students to see coherence in what they are studying.</li> <li>-Plans lessons that require the use of higher level thinking skills.</li> <li>-Helps students make connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>-Has read the state standards but relies on other sources, like textbooks or previous plans for developing lesson plans.</li> <li>-Sometimes plans include the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson plans are incongruent with the state standards.</li> <li>-Plans deal with interaction of Webb's lower levels of knowledge.</li> </ul>
---	--	---	---	--

## CLASSROOM MANAGEMENT

10. Establish and maintain a positive, organized, and safe learning environment.
11. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
12. Maintain a clean attractive learning environment.
13. Maintain academic focus by using a variety of motivational techniques.
14. Establish and use behavior management techniques which are appropriate and effective.
15. Establish routines and procedures and work with students on consistently following them.
16. Create a learning climate that is challenging yet non-threatening.
17. Maintain instructional momentum with smooth and efficient transitions from one activity to another.
18. Establish and maintain effective and efficient record keeping procedures.
19. Manage time effectively.
20. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
21. Manage materials and equipment effectively.
22. Organize materials for efficient distribution and collection.
23. Instruct and supervise the work of volunteers and aides when assigned.
24. Assist in enforcement of school rules, administrative regulations, and Board policy.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Learning Environment</b> (Correlates with Domain Indicators 10, 12, 16)	– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.	– Maintains a positive, respectful and non-threatening learning environment.	– Recognizes factors necessary for a positive learning environment but has not implemented them.	– Interactions are often disrespectful, uncaring and negative.
<b>Techniques</b> (Correlates with Domain Indicators 11, 13,)	– Maintains academic focus through a variety of motivational techniques. – Students are actively engaged in the learning process and take responsibility for their learning.	– Maintains academic focus through motivational techniques. – Students are actively engaged in the learning process.	– Does not consistently maintain academic focus. – Not all students are engaged in the learning process.	– Lacks academic focus. – Students are frequently off-task and not engaged in the learning process.

<b>Efficiency/Time Management</b> <i>(Correlates with Domain Indicators 15, 17, 18, 19, 20, 21, 22)</i>	<ul style="list-style-type: none"> <li>– Maximizes instructional time and minimizes interruptions by inculcating classroom routines that are followed effortlessly by all students.</li> <li>– Transitions are smooth with students assuming responsibility; no instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes and posts routines but students require prompting to follow them.</li> <li>– Transitions are smooth; little instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes routines but they are not followed by all students or maintained by the teacher, occasionally resulting in the loss of instructional time.</li> <li>– Smooth transitions do not always occur, resulting in a loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established routines and instructional time is frequently lost for routine tasks and interruptions.</li> <li>– Transitions result in lost instructional time and behavior problems.</li> </ul>
<b>Behavior Management</b> <i>(Correlates with Domain Indicators 14,24)</i>	<ul style="list-style-type: none"> <li>– Anticipates student behavior and prevents problems.</li> <li>– A wide variety of appropriate and effective behavior management techniques have been established and utilized.</li> <li>– School rules, administrative regulations and Board policies are followed and enforced on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently monitors student behavior.</li> <li>– Appropriate and effective behavior management techniques have been established and utilized.</li> <li>– Administrative regulations and Board policies are followed and enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student behavior.</li> <li>– Behavior management techniques are not consistently applied, resulting in behavior problems.</li> <li>– Administrative regulations and Board policies are not consistently followed or enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely monitors student behavior.</li> <li>– Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.</li> <li>– School and district rules and policies are not followed.</li> </ul>
<b>Expectations</b> <i>(Correlates with Domain Indicator 16)</i>	<ul style="list-style-type: none"> <li>– Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.</li> </ul>	<ul style="list-style-type: none"> <li>– Clearly communicates high expectations for student behavior to all students.</li> </ul>	<ul style="list-style-type: none"> <li>– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established or communicated standards of conduct for students.</li> </ul>
<b>Supervision</b> <i>(Correlates with Domain Indicator 23)</i>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants are productively and independently engaged throughout the entire class, making a significant contribution to the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants are productively engaged throughout the entire class, but require instructions and supervision from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants are engaged during portions of the class, but require frequent instructions and redirection from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants have no clearly defined duties or are not actively engaged in the learning process.</li> </ul>

## ASSESSMENT/EVALUATION

25. Establish appropriate testing environment and administer standardized tests in accordance with directions provided to ensure test security.
26. Develop and use diagnostic assessments prior to instruction.
27. Use on-going assessments to monitor learning and adjust instruction.
28. The teacher routinely tracks student progress on learning goals using a variety of formative approaches to assessment.
29. Feedback to students provides recognition of their current status and knowledge gain relative to learning goals with a focus on improving student performance.
30. Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents, and professional colleagues who need access to the information.
31. Encourage goal setting by students and assist them in developing and then monitoring their plans for improving their academic performance.
32. Communicate, post, explain lesson expectations so students understand what is expected.
33. Evaluate the effectiveness of instructional units and teaching strategies.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Protocol</b>  <i>(Correlates with Domain Indicator 25)</i>	-Understands the value of standardized testing, strict directions and test security.  -Students realize the importance of testing.	-Follows all directions for standardized testing and test security.  -Talks with students about testing and the significance to the learning process.	-Requires close supervision and follow up to ensure that standardized testing is carried out accurately.	-Does not value standardized testing and is compliant at best.

<b>Diagnosis</b> <i>(Correlates with Domain Indicator 26)</i>	<ul style="list-style-type: none"> <li>-Uses diagnostic measures prior to beginning instruction and adjusts lesson plans and strategies accordingly.</li> <li>-Uses data from diagnostic measures to plan for ways to meet individual needs.</li> <li>-Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses diagnostic measures prior to instruction and adjusts lesson plans and instruction to meet student needs.</li> <li>-Uses data from ongoing diagnostic measures to more clearly align lesson design for the needs of groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>-Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction.</li> <li>-Sometimes utilizes ongoing diagnostic strategies to inform lesson design during the course of a study.</li> </ul>	<ul style="list-style-type: none"> <li>-Begins instruction with the assumption that students should know the prior content.</li> <li>-Does not check for understanding or for diagnostic information during the course of a unit of study.</li> </ul>
<b>Analysis</b> <i>(Correlates with Domain Indicators 27, 33)</i>	<ul style="list-style-type: none"> <li>-Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>-Reviews available data to evaluate instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>-Has collaborated with others regarding their instructional planning and teaching strategies, but has done little to initiate own instructional or program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not analyze own instructional planning, teaching strategies or program evaluation.</li> </ul>

<b>Understanding</b> <i>(Correlates with Domain Indicators 28, 29)</i>	-Uses a variety of methods to check for understanding throughout the lesson, and corrects, provides praise or reteaches as appropriate.	-Frequently checks for understanding and reteaches as appropriate.	-Asks students if they understand during the lesson, but often does not follow up with individual feedback.	-Seldom checks for individual student understanding.
<b>Communication</b> <i>(Correlates with Domain Indicator 30)</i>	-Executes a plan to clearly articulate academic progress to individual students, their parents and appropriate colleagues.  -Communicates with stakeholders on a regular and timely basis and in a variety of formats.	-Articulates academic progress to individual students, their parents, and appropriate colleagues.	-Provides academic data to students and asks them to take it home to their parents.  -Meets with colleagues as required by administration.	-Grades and test scores are posted and it is the students' responsibility to review them and tell their parents about their academic progress.



<b>Responsibility</b> <i>(Correlates with Domain Indicator 31)</i>	<ul style="list-style-type: none"> <li>-Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students.</li> <li>-Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>-Models the goal setting process by sharing professional goals, strategies and monitoring system with students.</li> <li>-Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.</li> </ul>	<ul style="list-style-type: none"> <li>-Encourages students to do their best and check their work prior to grading.</li> </ul>	<ul style="list-style-type: none"> <li>-Permits students to move along in the instructional process regardless.</li> </ul>
<b>Expectations</b> <i>(Correlates with Domain Indicator 32)</i>	<ul style="list-style-type: none"> <li>-Communicates, posts, explains lesson expectations clearly so students know what is expected.</li> <li>-Checks for understanding of expectations regularly.</li> </ul>	<ul style="list-style-type: none"> <li>-Posts lesson expectations so students will know what is expected.</li> </ul>	<ul style="list-style-type: none"> <li>-Tells students what is expected and occasionally posts an example from a previous class.</li> </ul>	<ul style="list-style-type: none"> <li>-Expects students to read the text and follow the directions without expectations clarified or posted.</li> </ul>

## STUDENT INSTRUCTIONAL ENGAGEMENT

34. Demonstrate knowledge and understanding of curriculum content.
35. Communicate high expectations for learning for all students.
36. The teacher provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.
37. Monitor learning activities, providing feedback and reinforcement to students.
38. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
39. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.
40. The teacher engages students in activities that help them link what they already know to new content about to be addressed and facilitates these linkages.
41. Assist students in accessing, interpreting, and evaluating information from multiple sources.
42. Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.
43. Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.
44. The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.
45. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.
46. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Goal Focus</b>	– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.	– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.	– Relates the main learning objectives of each lesson to students. Outcomes are not always correlated with state and district standards.	– Begins lesson without sharing students goals, objectives or outcomes. Students are confused as to the purpose of the lesson.

<b>Knowledge of Content</b>  <i>(Correlates with Domain Indicators 34, 36, 38, 39, 41, 42, 43)</i>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of the most current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> <li>– Sparks student excitement and interest in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> <li>– Connects the content to other parts of the discipline or other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Has gaps in content knowledge.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> <li>– Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.</li> <li>– Does not make connections to other areas or disciplines.</li> <li>– Students are confused but instruction continues as planned.</li> </ul>
<b>Expectations</b>  <i>(Correlates with Domain Indicators 35, 37, 38, 42, 44, 45)</i>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting instruction to meet individual needs.</li> <li>– Students participate in forming their own academic goals and analyzing their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting instruction to meet classroom needs.</li> <li>– Students value academic success as evidenced by the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts instruction to meet individual student needs.</li> <li>– Students may occasionally spend time off-task or give up when work is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not establish or communicate high expectations for learning and achievement.</li> <li>– There is no evidence of adjusting and adapting instruction to meet individual needs.</li> <li>– Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.</li> </ul>

<b>Instructional Strategies</b>  <i>(Correlates with Domain Indicators 36, 38, 39, 40, 41, 42)</i>	<ul style="list-style-type: none"> <li>– Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>– Consistently utilizes current research and new and innovative instructional materials.</li> <li>– Seeks out and integrates technology to maximize student learning.</li> <li>– Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Selects effective strategies, materials and classroom groupings to foster student learning.</li> <li>– Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– Students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>– Understands the importance of technology but does not incorporate it into lessons effectively.</li> <li>– Lessons do not actively involve all students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses only one or two teaching strategies or types of materials and fails to reach most students.</li> <li>– Rarely incorporates technology into lessons.</li> <li>– Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>
<b>Monitoring and Feedback</b>  <i>(Correlates with Domain Indicators 37, 42)</i>	<ul style="list-style-type: none"> <li>– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Creates opportunities for learners to monitor and analyze their own progress.</li> <li>– Makes ongoing adjustments in teaching strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Provides learners timely and consistent feedback.</li> <li>– Monitors classroom performance and adjusts teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>– Understands the importance of feedback but fails to consistently provide high quality content in a timely manner.</li> <li>– Does not always adjust instruction based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student learning. Provides poor quality or late feedback.</li> <li>– There is no evidence that instructional strategies are adjusted or modified based upon feedback.</li> </ul>

<b>Individual Student Needs</b>  <i>(Correlates with Domain Indicators 38, 40, 43)</i>	<ul style="list-style-type: none"> <li>– Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding.</li> <li>– Displays knowledge of the learning needs and accommodations for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>– Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>– May miss opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated instruction for students with special needs.</li> <li>– Displays little knowledge of student needs.</li> </ul>
<b>Intervention</b>  <i>(Correlates with Domain Indicators 46)</i>	<ul style="list-style-type: none"> <li>– Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Constantly monitors students' behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Acts promptly when signs are observed or conditions reported to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse and does not report these as required.</li> </ul>

## TECHNOLOGY

47. Use appropriate technology in instructional delivery.  
 48. Use technology to establish an atmosphere of active learning.  
 49. Provide students with opportunities to use technology to gather and share information with others.  
 50. Facilitate student access to the use of electronic resources.  
 51. Explore and evaluate new technologies and their educational impact.  
 52. Use technology to review student assessment data.  
 53. Use technology for administrative tasks.

Performance Requirement	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Delivery</b> <i>(Correlates with Domain Indicators 47)</i>	<ul style="list-style-type: none"> <li>-Seeks out and envisions novel ways for using technology to deliver content.</li> <li>-Uses technology to earn students interest and desire to continue with the learning task.</li> <li>-Uses technology to design lessons that are rigorous and relevant.</li> <li>-Uses technology to maximize learning.</li> <li>-Technology use is seamless in lesson design, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses technology to deliver content in a variety of ways.</li> <li>- Realizes that technology use will increase student interest.</li> <li>-Uses technology to increase the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Is beginning to explore the occasional use of technology to engage students in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.</li> </ul>

<b>Engagement</b>  <i>(Correlates with Domain Indicators 48, 49, 50)</i>	<ul style="list-style-type: none"> <li>-Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the learning process.</li> <li>-Collaborates with others to create ways for students to become authentically engaged in the learning process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>-Collaborates with other teachers to plan lessons that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>-Realizes that students like to use technology and is beginning to explore ways to integrate technology into the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>-Is beginning to explore available technology.</li> <li>-Has not figured out how to use technology in the instructional process and continue to maintain discipline in the classroom.</li> </ul>
<b>Professional Growth</b>  <i>(Correlates with Domain Indicator 51)</i>	<ul style="list-style-type: none"> <li>-Is on the cutting edge of technology exploration and implementation.</li> <li>-Regularly seeks out new technologies and shares information with administrators and colleagues.</li> <li>-Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>-Reads articles and attends trainings where new technologies and new uses for technology are explored.</li> <li>-Often tries new ideas in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.</li> </ul>	<ul style="list-style-type: none"> <li>-Is overwhelmed at the fast pace with which technology is changing.</li> <li>-Finds it difficult to relate to today's technology savvy students.</li> </ul>

<b>Data Analysis</b>  <i>(Correlates with Domain Indicator 52)</i>	<ul style="list-style-type: none"> <li>-Uses technology to gather, analyze and make sense of data.</li> <li>-Meets with colleagues to address concerns, look for trends and to celebrate successes.</li> <li>- Utilizes data when making instructional decisions that address individual student needs.</li> <li>-Utilizes data to make instructional decisions and inform parents regarding student progress.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses technology to record, analyze and review student assessment data.</li> <li>-Shares data analysis with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>-Records and reviews data, and uses data for planning purposes.</li> <li>-Looks at whole class data and seldom applies data to the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>-Records data as required.</li> </ul>
<b>Record Keeping and Communication</b>  <i>(Correlates with Domain Indicator 53)</i>	<ul style="list-style-type: none"> <li>-Efficiently and effectively uses technology for communication within the school, between schools and beyond.</li> <li>-Uses technology to create avenues for parental involvement in the learning process.</li> <li>-Maintains accurate and timely records, assisting others with proven record keeping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>-Communicates in a timely and effective manner with colleagues.</li> <li>-Collaborates with others to solve problems.</li> <li>- Fulfills all administrative record keeping requirements in a timely and accurate manner.</li> </ul>	<ul style="list-style-type: none"> <li>-Is beginning to use technology as a tool for some administrative tasks.</li> <li>-Sometimes uses the computer for communication.</li> <li>-Occasionally fails to complete reports on time or accurately.</li> </ul>	<ul style="list-style-type: none"> <li>-Finds the use of technology a burden.</li> <li>-Is troubled by the significant amount of time involved to learn a new computer program or system.</li> <li>-Frequently fails to complete reports on time or accurately.</li> </ul>



## COLLABORATION

54. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.  
 55. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.  
 56. Provide accurate and timely information to parents and students about academic and behavioral performance of students.  
 57. Work with other teachers in curriculum development, special activities, and sharing ideas and resources.  
 58. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Students and Families</b> <i>(Correlates with Domain Indicators 54, 55, 56, 58)</i>	<ul style="list-style-type: none"> <li>– Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>– Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress. Students participate in preparing materials for their families.</li> <li>– Deals immediately and successfully with parent concerns and makes parents feel welcome.</li> <li>– Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>– Works collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress.</li> <li>– Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> <li>– Written and oral communication is always informative and expressed in standard English.</li> </ul>	<ul style="list-style-type: none"> <li>– Communications to parents are sporadic and inconsistent.</li> <li>– Works collaboratively with parents only when directed to do so.</li> <li>– Provides parents the minimum information concerning the instructional program and their student's progress.</li> <li>– Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> <li>– Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to communicate with parents concerning the instructional program or their students' progress.</li> <li>– Fails to return parent phone calls or work collaboratively with parents.</li> <li>– Makes parents feel unwelcome at school.</li> <li>– Written and oral communications frequently contain errors.</li> </ul>

<b>Other Professionals</b> <i>(Correlates with Domain Indicators 54, 55)</i>	<ul style="list-style-type: none"> <li>– Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>
<b>Teamwork</b> <i>(Correlates with Domain Indicator 57)</i>	<ul style="list-style-type: none"> <li>– Continually provides leadership in the development of and/or implementation of standards.</li> <li>– Initiates the sharing of ideas and resources with team members.</li> </ul>	<ul style="list-style-type: none"> <li>– Participates in team planning to implement state/district standards.</li> <li>– Participates in the sharing of ideas and resources with team members.</li> </ul>	<ul style="list-style-type: none"> <li>– Is occasionally absent from team meetings and planning sessions.</li> <li>– Rarely shares ideas or resources with team members.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely participates in team meetings or planning sessions.</li> <li>– Provides almost no ideas or resources for team members.</li> </ul>

## PROFESSIONAL LEARNING

59. Engage in continuing improvement of professional knowledge and skills.  
 60. Assist others in acquiring new knowledge and understanding.  
 61. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.  
 62. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.  
 63. Participate in school data collection of teacher input on principal's performance assessment program.

Performance Responsibilities	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Collaboration</b> <i>(Correlates to Domain Indicators 59 )</i>	<ul style="list-style-type: none"> <li>-Meets with colleagues at least weekly to review student work, design lessons or share curriculum information.</li> <li>- Regularly meets, and often leads colleagues in the review of data for planning purposes.</li> <li>-Often leads and shares pertinent information at Professional Learning Community meetings.</li> <li>-Opens classroom doors and models effective techniques and strategies for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>-Meets with colleagues weekly to review data and plan.</li> <li>-Regularly meets with colleagues to discuss lesson design and student work.</li> <li>-Actively participates at Professional Learning Community meetings.</li> </ul>	<ul style="list-style-type: none"> <li>-Attends collaborative meetings as required.</li> <li>-Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>-Attends collaborative meetings but rarely contributes.</li> <li>-Sees little value in collaboration.</li> </ul>

<b>Leadership Contributions</b>  <i>(Correlates to Domain Indicators 60, 61, 63)</i>	<ul style="list-style-type: none"> <li>-Continually seeks out ways to become a more effective teacher.</li> <li>-Creates opportunities to provide professional development for colleagues.</li> <li>-Represents the faculty at meetings and training sessions.</li> <li>-Assumes responsibility for disseminating information to the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>-Works with colleagues to plan and present workshops.</li> <li>-Serves on committees and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>-Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>-Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self Assessment</b>  <i>(Correlates to Domain Indicator 62)</i>	<ul style="list-style-type: none"> <li>-Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.</li> <li>-Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>-Gathers data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>-Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>-Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognizes the need to continuously improve and conducts a self assessment.</li> <li>-Writes personal goals that focus on improving teaching.</li> <li>-Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>-Fails to conduct a self assessment or to write goals as required.</li> </ul>

## PROFESSIONAL RESPONSIBILITIES

64. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
65. Perform assigned duties including the accurate and timely filing of all reports.
66. Demonstrate attention to punctuality, attendance, records, and reports.
67. Maintain confidentiality of student and other professional information.
68. Comply with policies, procedures, and programs.
69. Exercise appropriate professional judgment.
70. Support school improvement initiatives by active participation in school activities, services, and programs.
71. Perform other incidental tasks consistent with the goals and objectives of this position.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Reliability</b> <i>(Correlates with Domain Indicators 65, 66, 68)</i>	<ul style="list-style-type: none"> <li>– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>– Occasionally is late or fails to complete assigned tasks. Makes errors in records.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.</li> </ul>
<b>Judgment/ Professionalism</b> <i>(Correlates with Domain Indicators 64, 67, 69)</i>	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentiality.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentiality.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self interests.</li> </ul>

<b>Contributions</b> <i>(Correlates with Domain Indicator 70)</i>	<ul style="list-style-type: none"> <li>– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees.</li> <li>– Is a leader for one or more school activities.</li> <li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li> <li>– Contributes ideas and expertise to accomplish the overall mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely serves on committees or attends school activities.</li> <li>– Rarely contributes ideas to improve the school or support its mission.</li> </ul>	<ul style="list-style-type: none"> <li>– Declines invitations to serve on committees or attend school activities.</li> <li>– Never contributes ideas to improve the school or support its mission.</li> <li>– Actions are inconsistent with the school's school improvement plan or the school's mission.</li> </ul>
--	---	---	---	--

**SCHOOL DISTRICT OF SUWANNEE COUNTY**  
**INSTRUCTIONAL EMPLOYEE**

**CORRELATION OF STANDARDS**

**PLANNING/PREPARATION**

**Performance Responsibilities:**

1. Create or select long-range plans based on a review of district and state content standards, student profiles, instructional priorities and appropriate lesson design questions.
2. Define learning goals with rubrics and objectives for unit and daily plans.
3. The teacher's lesson and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organizes strategies and activities in an appropriate sequence.
4. Identify specific intended learning outcomes that are aligned with the district and state content standards so that students are prepared for high stakes testing.
5. Revise plans based on student needs.
6. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.
7. Develop or select instructional activities which foster active involvement of students in the learning process.
8. Plan and prepare lessons and instructional strategies that require students to engage with rigorous and demanding content that aligns with district and state content standards.
9. Select, develop, modify, and/or adapt materials and resources, especially technological resources, which support learning objectives and the varying needs of students.

**Educator Accomplished Practices:**

**(a) Quality of Instruction.**

**1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:**

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses diagnostic student data to plan lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

**Danielson Correlation:**

**Domain 1: Planning and Preparation**

- 1.a. Demonstrating Knowledge of Content and Pedagogy
- 1.b. Demonstrating Knowledge of Students
- 1.c. Setting Instructional Outcomes
- 1.e. Designing Coherent Instruction

**Domain 2: The Classroom Environment**

## 2.b. Establishing a Culture for Learning

### **Marzano's Correlation Protocol Short Form**

#### **I. Lesson Segments Involving Routine Events**

1. Providing clear learning goals and scales to measure those goals (e.g. the teacher provides or reminds students about a specific learning goal)
2. Tracking student progress (e.g. using formative assessment the teacher helps students chart their individual and group progress on a learning goal)
3. Celebrating student success (e.g. the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain)
4. Establishing classroom routines (e.g. the teacher reminds students of a rule or procedure or establishes a new rule or procedure)
5. Organizing the physical layout of the classroom for learning (e.g. the teacher organizes materials, traffic patterns, and displays to enhance learning)

#### **II. Lesson Segments Addressing Content**

1. Identifying critical information (e.g. the teacher provides cues as to which information is important)
2. Organizing students to interact with new knowledge (e.g. the teacher organizes students into dyads or triads to discuss small chunks of content)
3. Previewing new content (e.g. the teacher uses strategies such as: K-W-L, advance organizers, preview questions)
4. Chunking content into "digestible bites" (e.g. the teacher presents content in small portions that are tailored to students' level of understanding)
9. Reviewing content (e.g. the teacher briefly reviews related content addressed previously)
11. Using homework (e.g. the teacher uses homework for independent practice or to elaborate on information)
14. Practicing skills, strategies, and processes (the teacher uses massed and distributed practice)
15. Revising knowledge (e.g. the teacher asks students to revise entries in notebooks to clarify and add to previous information)
18. Providing resources and guidance (e.g. the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)

#### **III. Lesson Segments Enacted on the Spot**

3. Managing response rates during questioning (e.g. the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining, voting technologies)
6. Demonstrating intensity and enthusiasm (e.g. the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content)
8. Providing opportunities for students to talk about themselves (e.g. the teacher uses techniques that allow students to relate content to their personal lives and interests)
9. Presenting unusual or intriguing information (e.g. the teacher provides or encourages the identification of intriguing information about the content)
10. Demonstrating "withitness" (e.g. the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)



13. Understanding students' interests and backgrounds (e.g. the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)
17. Asking questions of low expectancy students (e.g. the teacher asks questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students)
18. Probing incorrect answers with low expectancy students (e.g. the teacher inquires into incorrect answers with low expectancy students with the same depth and rigor as with high expectancy students)

## CLASSROOM MANAGEMENT

### **Performance Responsibilities:**

10. Establish and maintain a positive, organized, and safe learning environment.
11. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
12. Maintain a clean attractive learning environment.
13. Maintain academic focus by using a variety of motivational techniques.
14. Establish and use behavior management techniques which are appropriate and effective.
15. Establish routines and procedures and work with students on consistently following them.
16. Create a learning climate that is challenging yet non-threatening.
17. Maintain instructional momentum with smooth and efficient transitions from one activity to another.
18. Establish and maintain effective and efficient record keeping procedures.
19. Manage time effectively.
20. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
21. Manage materials and equipment effectively.
22. Organize materials for efficient distribution and collection.
23. Instruct and supervise the work of volunteers and aides when assigned.
24. Assist in enforcement of school rules, administrative regulations, and Board policy.

### **Educator Accomplished Practices:**

#### **(a) Quality of Instruction.**

#### **2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:**

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

**Danielson Correlation:**

**Domain 1: Planning and Preparation**

- 1.b. Demonstrating Knowledge of Students

**Domain 2: The Classroom Environment**

- 2.a. Creating an Environment of Respect and Rapport

- 2.b. Establishing a Culture for Learning

- 2.c. Managing Classroom Procedures

- 2.d. Managing Student Behavior

- 2.e. Organizing Physical Space

**Domain 3: Instruction**

- 3.a. Communicating with Students

- 3.c. Engaging Students in Learning

- 3.e. Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

- 4.a. Reflecting on Teaching

- 4.b. Maintaining Accurate Records

- 4.c. Communicating with Families

- 4.d. Participating in a Professional Community

- 4.e. Growing and Developing Professionally

- 4.f. Showing Professionalism

**Marzano's Correlation Protocol Short Form:**

**I. Lesson Segments Involving Routine Events**

4. Establishing classroom routines (e.g. the teacher reminds students of a rule or procedure or establishes a new rule or procedure)

5. Organizing the physical layout of the classroom for learning (e.g. the teacher organizes materials, traffic patterns, and displays to enhance learning)

**II. Lesson Segments Addressing Content**

2. Organizing students to interact with new knowledge (e.g. the teacher organizes students into dyads or triads to discuss small chunks of content)

6. Elaborating on new information (e.g. the teacher asks questions that require students to make and defend inferences)

7. Recording and representing knowledge (e.g. the teacher asks students to summarize, take notes, or use non-linguistic representations)

8. Reflecting on learning (e.g. the teacher asks students to reflect on what they understand or what they are still confused about)

10. Organizing students to practice and deepen knowledge (e.g. the teacher organizes students into groups designed to review information or practice skills)

11. Using homework (e.g. the teacher uses homework for independent practice or to elaborate on information)

12. Examining similarities and differences (e.g. the teacher engages students in comparing, classifying, creating analogies and metaphors)

13. Examining errors in reasoning (e.g. the teacher asks students to examine informal fallacies, propaganda, bias)
14. Practicing skills, strategies, and processes (the teacher uses massed and distributed practice)
15. Revising knowledge (e.g. the teacher asks students to revise entries in notebooks to clarify and add to previous information)
16. Organizing students for cognitively complex tasks (e.g. the teachers organizes students into small groups to facilitate cognitively complex tasks)
17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g. the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks)
18. Providing resources and guidance (e.g. the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)

### **III. Lesson Segments Enacted on the Spot**

1. Noticing and reacting when students are not engaged (e.g. the teacher scans the classroom to monitor students' level of engagement)
2. Using academic games (e.g. when students are not engaged, the teachers uses adaptations of popular games to reengage them and focus their attention on academic content)
3. Managing response rates during questioning (e.g. the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining, voting technologies)
4. Using physical movement (e.g. the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content)
5. Maintaining a lively pace (e.g. the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)
6. Demonstrating intensity and enthusiasm (e.g. the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content)
7. Using friendly controversy (e.g. the teacher uses techniques that require students to take and defend a position about content)
8. Providing opportunities for students to talk about themselves (e.g. the teacher uses techniques that allow students to relate content to their personal lives and interests)
11. Applying consequences (e.g. the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly)
12. Acknowledging adherence to rules and procedures (e.g. the teacher acknowledges adherence to rules and procedures consistently and fairly)
13. Understanding students' interests and backgrounds (e.g. the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)
14. Using behaviors that indicate affection for students (e.g. the teacher uses humor and friendly banter appropriately with students)
15. Displaying objectivity and control (e.g. the teacher behaves in ways that indicate he or she does not take infractions personally)
16. Demonstrating value and respect for low expectancy students (e.g. the teacher demonstrates the same positive affective tone with low expectancy students as with high expectancy students)

17. Asking questions of low expectancy students (e.g. the teacher asks questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students)
18. Probing incorrect answers with low expectancy students (e.g. the teacher inquires into incorrect answers with low expectancy students with the same depth and rigor as with high expectancy students)

## ASSESSMENT/EVALUATION

### **Performance Responsibilities:**

25. Establish appropriate testing environment and administer standardized tests in accordance with directions provided to ensure test security.
26. Develop and use diagnostic assessments prior to instruction.
27. Use on-going assessments to monitor learning and adjust instruction.
28. The teacher routinely tracks student progress on learning goals using a variety of formative approaches to assessment.
29. Feedback to students provides recognition of their current status and knowledge gain relative to learning goals.
30. Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents, and professional colleagues who need access to the information.
31. Encourage goal setting by students and assists them in developing and then monitoring their plans for improving their academic performance.
32. Communicate, post, explain lesson expectations so students understand what is expected.
33. Evaluate the effectiveness of instructional units and teaching strategies.

### **Educator Accomplished Practices:**

#### **(a) Quality of Instruction.**

##### **4. Assessment. The effective educator consistently:**

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

### **Danielson Correlation:**

#### **Domain 1: Planning and Preparation**

- 1.a. Demonstrating Knowledge of Content and Pedagogy
- 1.b. Demonstrating Knowledge of Students
- 1.c. Setting Instructional Outcomes
- 1.d. Demonstrating Knowledge of Resources and Technology

- 1.e. Designing Coherent Instruction
- 1.f. Designing Student Assessments

**Domain 3: Instruction**

- 3.a Communicating with Students
- 3.b. Using Questioning and Decision Techniques
- 3.c. Engaging Students in Learning
- 3.d. Using Assessments in Instruction

**Domain 4: Professional Responsibilities**

- 4.b. Maintaining Accurate Records
- 4.c. Communicating with Families
- 4.f. Showing Professionalism

**Marzano's Correlation Protocol Short Form:**

**I. Lesson Segments Involving Routine Events**

- 1. Providing clear learning goals and scales to measure those goals (e.g. the teacher provides or reminds students about a specific learning goal)
- 2. Tracking student progress (e.g. using formative assessment the teacher helps students chart their individual and group progress on a learning goal)
- 3. Celebrating student success (e.g. the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain)

**II. Lesson Segments Addressing Content**

- 1. Identifying critical information (e.g. the teacher provides cues as to which information is important)
- 2. Organizing students to interact with new knowledge (e.g. the teacher organizes students into dyads or triads to discuss small chunks of content)
- 3. Previewing new content (e.g. the teacher uses strategies such as: K-W-L, advance organizers, preview questions)
- 4. Chunking content into "digestible bites" (e.g. the teacher presents content in small portions that are tailored to students' level of understanding)
- 5. Group processing of new information (e.g. after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)
- 7. Recording and representing knowledge (e.g. the teacher ask students to summarize, take notes, or use non-linguistic representations)
- 8. Reflecting on learning (e.g. the teacher asks students to reflect on what they understand or what they are still confused about)
- 10. Organizing students to practice and deepen knowledge (e.g. the teacher organizes students into groups designed to review information or practice skills)
- 13. Examining errors in reasoning (e.g. the teacher asks students to examine informal fallacies, propaganda, bias)
- 16. Organizing students for cognitively complex tasks (e.g. the teachers organizes students into small groups to facilitate cognitively complex tasks)

17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g. the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks)

### **III. Lesson Segments Enacted on the Spot**

1. Noticing and reacting when students are not engaged (e.g. the teacher scans the classroom to monitor students' level of engagement)
2. Using academic games (e.g. when students are not engaged, the teachers uses adaptations of popular games to reengage them and focus their attention on academic content)
4. Using physical movement (e.g. the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content)
5. Maintaining a lively pace (e.g. the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)
7. Using friendly controversy (e.g. the teacher uses techniques that require students to take and defend a position about content)
8. Providing opportunities for students to talk about themselves (e.g. the teacher uses techniques that allow students to relate content to their personal lives and interests)
10. Demonstrating "withitness" (e.g. the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)
13. Understanding students' interests and backgrounds (e.g. the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)
15. Displaying objectivity and control (e.g. the teacher behaves in ways that indicate he or she does not take infractions personally)
16. Demonstrating value and respect for low expectancy students (e.g. the teacher demonstrates the same positive affective tone with low expectancy students as with high expectancy students)
17. Asking questions of low expectancy students (e.g. the teacher asks questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students)
18. Probing incorrect answers with low expectancy students (e.g. the teacher inquires into incorrect answers with low expectancy students with the same depth and rigor as with high expectancy students)

## **STUDENT INSTRUCTIONAL ENGAGEMENT**

### **Performance Responsibilities:**

34. Demonstrate knowledge and understanding of curriculum content.
35. Communicate high expectations for learning for all students.
36. The teacher provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.
37. Monitor learning activities, providing feedback and reinforcement to students.
38. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
39. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.
40. The teacher engages students in activities that help them link what they already know to new content about to be addressed and facilitates these linkages.



41. Assist students in accessing, interpreting, and evaluating information from multiple sources.
42. Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.
43. Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.
44. The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypothesis.
45. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.
46. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

**Educator Accomplished Practices:**

**(a) Quality of Instruction.**

**3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:**

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

**Danielson Correlation:**

**Domain 1: Planning and Preparation**

- 1.a. Demonstrating Knowledge of Content and Pedagogy
- 1.b. Demonstrating Knowledge of Students
- 1.c. Setting Instructional Outcomes
- 1.d. Demonstrating Knowledge of Resources and Technology
- 1.e. Designing Coherent Instruction
- 1.f. Designing Student Assessments

**Domain 2: The Classroom Environment**

- 2.a. Creating an Environment of Respect and Rapport
- 2.b. Establishing a Culture for Learning
- 2.c. Managing Classroom Procedures
- 2.d. Managing Student Behavior
- 2.e. Organizing Physical Space

**Domain 3: Instruction**

- 3.a Communicating with Students
- 3.b. Using Questioning and Decision Techniques
- 3.c. Engaging Students in Learning
- 3.d. Using Assessments in Instruction
- 3.e. Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

- 4.a. Reflecting on Teaching
- 4.b. Maintaining Accurate Records
- 4.c. Communicating with Families
- 4.d. Participating in a Professional Community
- 4.e. Growing and Developing Professionally
- 4.f. Showing Professionalism

**Marzano's Correlation Protocol Short Form:****I. Lesson Segments Involving Routine Events**

1. Providing clear learning goals and scales to measure those goals (e.g. the teacher provides or reminds students about a specific learning goal)
2. Tracking student progress (e.g. using formative assessment the teacher helps students chart their individual and group progress on a learning goal)
3. Celebrating student success (e.g. the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain)
4. Establishing classroom routines (e.g. the teacher reminds students of a rule or procedure or establishes a new rule or procedure)
5. Organizing the physical layout of the classroom for learning (e.g. the teacher organizes materials, traffic patterns, and displays to enhance learning)

**II. Lesson Segments Addressing Content**

1. Identifying critical information (e.g. the teacher provides cues as to which information is important)
2. Organizing students to interact with new knowledge (e.g. the teacher organizes students into dyads or triads to discuss small chunks of content)
3. Previewing new content (e.g. the teacher uses strategies such as: K-W-L, advance organizers, preview questions)
4. Chunking content into "digestible bites" (e.g. the teacher presents content in small portions that are tailored to students' level of understanding)
5. Group processing of new information (e.g. after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)
6. Elaborating on new information (e.g. the teacher asks questions that require students to make and defend inferences)
7. Recording and representing knowledge (e.g. the teacher ask students to summarize, take notes, or use non-linguistic representations)
8. Reflecting on learning (e.g. the teacher asks students to reflect on what they understand or what they are still confused about)
9. Reviewing content (e.g. the teacher briefly reviews related content addressed previously)



10. Organizing students to practice and deepen knowledge (e.g. the teacher organizes students into groups designed to review information or practice skills)
11. Using homework (e.g. the teacher uses homework for independent practice or to elaborate on information)
12. Examining similarities and differences (e.g. the teacher engages students in comparing, classifying, creating analogies and metaphors)
13. Examining errors in reasoning (e.g. the teacher asks students to examine informal fallacies, propaganda, bias)
14. Practicing skills, strategies, and processes (the teacher uses massed and distributed practice)
15. Revising knowledge (e.g. the teacher asks students to revise entries in notebooks to clarify and add to previous information)
16. Organizing students for cognitively complex tasks (e.g. the teachers organizes students into small groups to facilitate cognitively complex tasks)
17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g. the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks)
18. Providing resources and guidance (e.g. the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)

### **III. Lesson Segments Enacted on the Spot**

1. Noticing and reacting when students are not engaged (e.g. the teacher scans the classroom to monitor students' level of engagement)
2. Using academic games (e.g. when students are not engaged, the teachers uses adaptations of popular games to reengage them and focus their attention on academic content)
3. Managing response rates during questioning (e.g. the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining, voting technologies)
4. Using physical movement (e.g. the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content)
5. Maintaining a lively pace (e.g. the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)
6. Demonstrating intensity and enthusiasm (e.g. the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content)
7. Using friendly controversy (e.g. the teacher uses techniques that require students to take and defend a position about content)
8. Providing opportunities for students to talk about themselves (e.g. the teacher uses techniques that allow students to relate content to their personal lives and interests)
9. Presenting unusual or intriguing information (e.g. the teacher provides or encourages the identification of intriguing information about the content)
10. Demonstrating "withitness" (e.g. the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)
11. Applying consequences (e.g. the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly)

12. Acknowledging adherence to rules and procedures (e.g. the teacher acknowledges adherence to rules and procedures consistently and fairly)
13. Understanding students' interests and backgrounds (e.g. the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)
14. Using behaviors that indicate affection for students (e.g. the teacher uses humor and friendly banter appropriately with students)
15. Displaying objectivity and control (e.g. the teacher behaves in ways that indicate he or she does not take infractions personally)
16. Demonstrating value and respect for low expectancy students (e.g. the teacher demonstrates the same positive affective tone with low expectancy students as with high expectancy students)
17. Asking questions of low expectancy students (e.g. the teacher asks questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students)
18. Probing incorrect answers with low expectancy students (e.g. the teacher inquires into incorrect answers with low expectancy students with the same depth and rigor as with high expectancy students)

## TECHNOLOGY

### **Performance Responsibilities:**

47. Use appropriate technology in instructional delivery.
48. Use technology to establish an atmosphere of active learning.
49. Provide students with opportunities to use technology to gather and share information with others.
50. Facilitate student access to the use of electronic resources.
51. Explore and evaluate new technologies and their educational impact.
52. Use technology to review student assessment data.
53. Use technology for administrative tasks.

### **Educator Accomplished Practices:**

#### **(a) Quality of Instruction.**

- 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:**

- g. Integrates current information and communication technologies;
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

- 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:**

- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

- 4. Assessment. The effective educator consistently:**

- f. Applies technology to organize and integrate assessment information.

### **Danielson Correlation:**

#### **Domain 1: Planning and Preparation**

- 1.a. Demonstrating Knowledge of Content and Pedagogy

1.d. Demonstrating Knowledge of Resources and Technology

1.f. Designing Student Assessments

**Domain 2: The Classroom Environment**

2.b. Establishing a Culture for Learning

2.c. Managing Classroom Procedures

2.d. Managing Student Behavior

2.e. Organizing Physical Space

**Domain 3: Instruction**

3.a. Communicating with Students

3.c. Engaging Students in Learning

3.e. Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

4.b. Maintaining Accurate Records

4.c. Communicating with Families

4.d. Participating in a Professional Community

4.e. Growing and Developing Professionally

4.f. Showing Professionalism

**Marzano's Correlation Protocol Short Form**

**I. Lesson Segments Involving Routine Events**

1. Providing clear learning goals and scales to measure those goals (e.g. the teacher provides or reminds students about a specific learning goal)

2. Tracking student progress (e.g. using formative assessment the teacher helps students chart their individual and group progress on a learning goal)

5. Organizing the physical layout of the classroom for learning (e.g. the teacher organizes materials, traffic patterns, and displays to enhance learning)

**II. Lesson Segments Addressing Content**

2. Organizing students to interact with new knowledge (e.g. the teacher organizes students into dyads or triads to discuss small chunks of content)

5. Group processing of new information (e.g. after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)

6. Elaborating on new information (e.g. the teacher asks questions that require students to make and defend inferences)

7. Recording and representing knowledge (e.g. the teacher ask students to summarize, take notes, or use non-linguistic representations)

9. Reviewing content (e.g. the teacher briefly reviews related content addressed previously)

10. Organizing students to practice and deepen knowledge (e.g. the teacher organizes students into groups designed to review information or practice skills)

14. Practicing skills, strategies, and processes (the teacher uses massed and distributed practice)

16. Organizing students for cognitively complex tasks (e.g. the teachers organizes students into small groups to facilitate cognitively complex tasks)

17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g. the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks)

18. Providing resources and guidance (e.g. the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)

### **III. Lesson Segments Enacted on the Spot**

1. Noticing and reacting when students are not engaged (e.g. the teacher scans the classroom to monitor students' level of engagement)
2. Using academic games (e.g. when students are not engaged, the teachers uses adaptations of popular games to reengage them and focus their attention on academic content)
3. Managing response rates during questioning (e.g. the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining, voting technologies)
4. Using physical movement (e.g. the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content)
6. Demonstrating intensity and enthusiasm (e.g. the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content)
9. Presenting unusual or intriguing information (e.g. the teacher provides or encourages the identification of intriguing information about the content)
12. Acknowledging adherence to rules and procedures (e.g. the teacher acknowledges adherence to rules and procedures consistently and fairly)
15. Displaying objectivity and control (e.g. the teacher behaves in ways that indicate he or she does not take infractions personally)
16. Demonstrating value and respect for low expectancy students (e.g. the teacher demonstrates the same positive affective tone with low expectancy students as with high expectancy students)
17. Asking questions of low expectancy students (e.g. the teacher asks questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students)
18. Probing incorrect answers with low expectancy students (e.g. the teacher inquires into incorrect answers with low expectancy students with the same depth and rigor as with high expectancy students)

## **COLLABORATION**

### **Performance Responsibilities:**

54. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.
55. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.
56. Provide accurate and timely information to parents and students about academic and behavioral performance of students.
57. Work with other teachers in curriculum development, special activities, and sharing ideas and resources.
58. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

### **Educator Accomplished Practices:**

#### **(a) Quality of Instruction.**

**2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:**

- d. Respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;

**3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:**

- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

**4. Assessment. The effective educator consistently:**

- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).

**(b) Continuous Improvement, Responsibility and Ethics.**

**1. Continuous Professional Improvement. The effective educator consistently:**

- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.

**Danielson Correlation:**

**Domain 1: Planning and Preparation**

- 1.a. Demonstrating Knowledge of Content and Pedagogy
- 1.d. Demonstrating Knowledge of Resources and Technology
- 1.f. Designing Student Assessments

**Domain 2: The Classroom Environment**

- 2.a. Creating an Environment of Respect and Rapport
- 2.b. Establishing a Culture for Learning
- 2.c. Managing Classroom Procedures
- 2.d. Managing Student Behavior
- 2.e. Organizing Physical Space

**Domain 3: Instruction**

- 3.a. Communicating with Students
- 3.b. Using Questioning and Decision Techniques
- 3.c. Engaging Students in Learning
- 3.e. Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

- 4.a. Reflecting on Teaching
- 4.c. Communicating with Families
- 4.d. Participating in a Professional Community
- 4.e. Growing and Developing Professionally
- 4.f. Showing Professionalism

**Marzano's Correlation Protocol Short Form:****I. Lesson Segments Involving Routine Events**

1. Providing clear learning goals and scales to measure those goals (e.g. the teacher provides or reminds students about a specific learning goal)
2. Tracking student progress (e.g. using formative assessment the teacher helps students chart their individual and group progress on a learning goal)
3. Celebrating student success (e.g. the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain)

**II. Lesson Segments Addressing Content**

2. Organizing students to interact with new knowledge (e.g. the teacher organizes students into dyads or triads to discuss small chunks of content)
5. Group processing of new information (e.g. after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)
10. Organizing students to practice and deepen knowledge (e.g. the teacher organizes students into groups designed to review information or practice skills)
11. Using homework (e.g. the teacher uses homework for independent practice or to elaborate on information)
12. Examining similarities and differences (e.g. the teacher engages students in comparing, classifying, creating analogies and metaphors)
14. Practicing skills, strategies, and processes (the teacher uses massed and distributed practice)
16. Organizing students for cognitively complex tasks (e.g. the teachers organizes students into small groups to facilitate cognitively complex tasks)
17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g. the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks)
18. Providing resources and guidance (e.g. the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)

**III. Lesson Segments Enacted on the Spot**

1. Noticing and reacting when students are not engaged (e.g. the teacher scans the classroom to monitor students' level of engagement)
2. Using academic games (e.g. when students are not engaged, the teachers uses adaptations of popular games to reengage them and focus their attention on academic content)
4. Using physical movement (e.g. the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content)
5. Maintaining a lively pace (e.g. the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)
7. Using friendly controversy (e.g. the teacher uses techniques that require students to take and defend a position about content)
8. Providing opportunities for students to talk about themselves (e.g. the teacher uses techniques that allow students to relate content to their personal lives and interests)
11. Applying consequences (e.g. the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly)



13. Understanding students' interests and backgrounds (e.g. the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)
14. Using behaviors that indicate affection for students (e.g. the teacher uses humor and friendly banter appropriately with students)
16. Demonstrating value and respect for low expectancy students (e.g. the teacher demonstrates the same positive affective tone with low expectancy students as with high expectancy students)
17. Asking questions of low expectancy students (e.g. the teacher asks questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students)

## PROFESSIONAL LEARNING

### **Performance Responsibilities:**

59. Engage in continuing improvement of professional knowledge and skills.
60. Assist others in acquiring new knowledge and understanding.
61. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.
62. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
63. Participate in school data collection of teacher input on principal's performance assessment program.

### **Educator Accomplished Practices:**

#### **(b) Continuous Improvement, Responsibility and Ethics.**

##### **1. Continuous Professional Improvement. The effective educator consistently:**

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

### **Danielson Correlation:**

#### **Domain 1: Planning and Preparation**

- 1.a. Demonstrating Knowledge of Content and Pedagogy
- 1.c. Setting Instructional Outcomes
- 1.d. Demonstrating Knowledge of Resources and Technology
- 1.e. Designing Coherent Instruction
- 1.f. Designing Student Assessments

#### **Domain 3: Instruction**

- 3.b. Using Questioning and Decision Techniques
- 3.c. Engaging Students in Learning

- 3.d. Using Assessments in Instruction
- 3.e. Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

- 4.a. Reflecting on Teaching
- 4.b. Maintaining Accurate Records
- 4.c. Communicating with Families
- 4.d. Participating in a Professional Community
- 4.e. Growing and Developing Professionally
- 4.f. Showing Professionalism

**Marzano's Correlation Protocol Short Form:**

**II. Lesson Segments Addressing Content**

- 6. Elaborating on new information (e.g. the teacher asks questions that require students to make and defend inferences)
- 8. Reflecting on learning (e.g. the teacher asks students to reflect on what they understand or what they are still confused about)
- 12. Examining similarities and differences (e.g. the teacher engages students in comparing, classifying, creating analogies and metaphors)
- 15. Revising knowledge (e.g. the teacher asks students to revise entries in notebooks to clarify and add to previous information)

**III. Lesson Segments Enacted on the Spot**

- 10. Demonstrating "withitness" (e.g. the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)
- 13. Understanding students' interests and backgrounds (e.g. the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)
- 16. Demonstrating value and respect for low expectancy students (e.g. the teacher demonstrates the same positive affective tone with low expectancy students as with high expectancy students)
- 17. Asking questions of low expectancy students (e.g. the teacher asks questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students)
- 18. Probing incorrect answers with low expectancy students (e.g. the teacher inquires into incorrect answers with low expectancy students with the same depth and rigor as with high expectancy students)

**PROFESSIONAL RESPONSIBILITIES**

**Performance Responsibilities:**

- 64. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
- 65. Perform assigned duties including the accurate and timely filing of all reports.
- 66. Demonstrate attention to punctuality, attendance, records, and reports.
- 67. Maintain confidentiality of student and other professional information.
- 68. Comply with policies, procedures, and programs.
- 69. Exercise appropriate professional judgment.



70. Support school improvement initiatives by active participation in school activities, services, and programs.
71. Perform other incidental tasks consistent with the goals and objectives of this position.

**Educator Accomplished Practices:**

**(b) Continuous Improvement, Responsibility and Ethics**

- 2. Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

**Danielson Correlation:**

**Domain 1: Planning and Preparation**

- 1.a. Demonstrating Knowledge of Content and Pedagogy
- 1.b. Demonstrating Knowledge of Students
- 1.c. Setting Instructional Outcomes
- 1.d. Demonstrating Knowledge of Resources and Technology
- 1.e. Designing Coherent Instruction
- 1.f. Designing Student Assessments

**Domain 2: The Classroom Environment**

- 2.a. Creating an Environment of Respect and Rapport
- 2.b. Establishing a Culture for Learning
- 2.c. Managing Classroom Procedures
- 2.d. Managing Student Behavior
- 2.e. Organizing Physical Space

**Domain 3: Instruction**

- 3.a. Communicating with Students
- 3.b. Using Questioning and Decision Techniques
- 3.c. Engaging Students in Learning
- 3.d. Using Assessments in Instruction
- 3.e. Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

- 4.a. Reflecting on Teaching
- 4.b. Maintaining Accurate Records
- 4.c. Communicating with Families
- 4.d. Participating in a Professional Community
- 4.e. Growing and Developing Professionally
- 4.f. Showing Professionalism

**Marzano's Correlation Protocol Short Form:**

**I. Lesson Segments Involving Routine Events**

1. Providing clear learning goals and scales to measure those goals (e.g. the teacher provides or reminds students about a specific learning goal)
2. Tracking student progress (e.g. using formative assessment the teacher helps students chart their individual and group progress on a learning goal)

3. Celebrating student success (e.g. the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain)
4. Establishing classroom routines (e.g. the teacher reminds students of a rule or procedure or establishes a new rule or procedure)
5. Organizing the physical layout of the classroom for learning (e.g. the teacher organizes materials, traffic patterns, and displays to enhance learning)

## **II. Lesson Segments Addressing Content**

1. Identifying critical information (e.g. the teacher provides cues as to which information is important)
2. Organizing students to interact with new knowledge (e.g. the teacher organizes students into dyads or triads to discuss small chunks of content)
3. Previewing new content (e.g. the teacher uses strategies such as: K-W-L, advance organizers, preview questions)
4. Chunking content into "digestible bites" (e.g. the teacher presents content in small portions that are tailored to students' level of understanding)
5. Group processing of new information (e.g. after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)
6. Elaborating on new information (e.g. the teacher asks questions that require students to make and defend inferences)
7. Recording and representing knowledge (e.g. the teacher ask students to summarize, take notes, or use non-linguistic representations)
8. Reflecting on learning (e.g. the teacher asks students to reflect on what they understand or what they are still confused about)
9. Reviewing content (e.g. the teacher briefly reviews related content addressed previously)
10. Organizing students to practice and deepen knowledge (e.g. the teacher organizes students into groups designed to review information or practice skills)
11. Using homework (e.g. the teacher uses homework for independent practice or to elaborate on information)
12. Examining similarities and differences (e.g. the teacher engages students in comparing, classifying, creating analogies and metaphors)
13. Examining errors in reasoning (e.g. the teacher asks students to examine informal fallacies, propaganda, bias)
14. Practicing skills, strategies, and processes (the teacher uses massed and distributed practice)
15. Revising knowledge (e.g. the teacher asks students to revise entries in notebooks to clarify and add to previous information)
16. Organizing students for cognitively complex tasks (e.g. the teachers organizes students into small groups to facilitate cognitively complex tasks)
17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g. the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks)
18. Providing resources and guidance (e.g. the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)

## **III. Lesson Segments Enacted on the Spot**

1. Noticing and reacting when students are not engaged (e.g. the teacher scans the classroom to monitor students' level of engagement)
2. Using academic games (e.g. when students are not engaged, the teachers uses adaptations of popular games to reengage them and focus their attention on academic content)
3. Managing response rates during questioning (e.g. the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining, voting technologies)
4. Using physical movement (e.g. the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content)
5. Maintaining a lively pace (e.g. the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)
6. Demonstrating intensity and enthusiasm (e.g. the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content)
7. Using friendly controversy (e.g. the teacher uses techniques that require students to take and defend a position about content)
8. Providing opportunities for students to talk about themselves (e.g. the teacher uses techniques that allow students to relate content to their personal lives and interests)
9. Presenting unusual or intriguing information (e.g. the teacher provides or encourages the identification of intriguing information about the content)
10. Demonstrating "withitness" (e.g. the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)
11. Applying consequences (e.g. the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly)
12. Acknowledging adherence to rules and procedures (e.g. the teacher acknowledges adherence to rules and procedures consistently and fairly)
13. Understanding students' interests and backgrounds (e.g. the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)
14. Using behaviors that indicate affection for students (e.g. the teacher uses humor and friendly banter appropriately with students)
15. Displaying objectivity and control (e.g. the teacher behaves in ways that indicate he or she does not take infractions personally)
16. Demonstrating value and respect for low expectancy students (e.g. the teacher demonstrates the same positive affective tone with low expectancy students as with high expectancy students)
17. Asking questions of low expectancy students (e.g. the teacher asks questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students)
18. Probing incorrect answers with low expectancy students (e.g. the teacher inquires into incorrect answers with low expectancy students with the same depth and rigor as with high expectancy students)

## STUDENT GROWTH AND ACHIEVEMENT

### **Performance Responsibilities:**

72. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.

### **Educator Accomplished Practices:**

**(a) Quality of Instruction.**

**1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:**

- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses diagnostic student data to plan lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

**2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:**

- c. Conveys high expectations to all students;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

**3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:**

- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

**4. Assessment. The effective educator consistently:**

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).

**(b) Continuous Improvement, Responsibility and Ethics.**

**1. Continuous Professional Improvement. The effective educator consistently:**

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement.

**Danielson Correlation:****Domain 1: Planning and Preparation**

- 1.b. Demonstrating Knowledge of Students
- 1.c. Setting Instructional Outcomes
- 1.d. Demonstrating Knowledge of Resources and Technology
- 1.e. Designing Coherent Instruction
- 1.f. Designing Student Assessments

**Domain 2: The Classroom Environment**

- 2.a. Creating an Environment of Respect and Rapport
- 2.b. Establishing a Culture for Learning
- 2.c. Managing Classroom Procedures
- 2.d. Managing Student Behavior
- 2.e. Organizing Physical Space

**Domain 3: Instruction**

- 3.a. Communicating with Students
- 3.b. Using Questioning and Decision Techniques
- 3.c. Engaging Students in Learning
- 3.d. Using Assessments in Instruction
- 3.e. Demonstrating Flexibility and Responsiveness

**Domain 4: Professional Responsibilities**

- 4.a. Reflecting on Teaching
- 4.b. Maintaining Accurate Records
- 4.c. Communicating with Families
- 4.d. Participating in a Professional Community
- 4.e. Growing and Developing Professionally
- 4.f. Showing Professionalism

**Marzano's Correlation Protocol Short Form:****I. Lesson Segments Involving Routine Events**

- 1. Providing clear learning goals and scales to measure those goals (e.g. the teacher provides or reminds students about a specific learning goal)
- 2. Tracking student progress (e.g. using formative assessment the teacher helps students chart their individual and group progress on a learning goal)
- 3. Celebrating student success (e.g. the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain)
- 4. Establishing classroom routines (e.g. the teacher reminds students of a rule or procedure or establishes a new rule or procedure)
- 5. Organizing the physical layout of the classroom for learning (e.g. the teacher organizes materials, traffic patterns, and displays to enhance learning)

**II. Lesson Segments Addressing Content**

- 1. Identifying critical information (e.g. the teacher provides cues as to which information is important)

2. Organizing students to interact with new knowledge (e.g. the teacher organizes students into dyads or triads to discuss small chunks of content)
3. Previewing new content (e.g. the teacher uses strategies such as: K-W-L, advance organizers, preview questions)
4. Chunking content into "digestible bites" (e.g. the teacher presents content in small portions that are tailored to students' level of understanding)
5. Group processing of new information (e.g. after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)
6. Elaborating on new information (e.g. the teacher asks questions that require students to make and defend inferences)
7. Recording and representing knowledge (e.g. the teacher ask students to summarize, take notes, or use non-linguistic representations)
8. Reflecting on learning (e.g. the teacher asks students to reflect on what they understand or what they are still confused about)
9. Reviewing content (e.g. the teacher briefly reviews related content addressed previously)
10. Organizing students to practice and deepen knowledge (e.g. the teacher organizes students into groups designed to review information or practice skills)
11. Using homework (e.g. the teacher uses homework for independent practice or to elaborate on information)
12. Examining similarities and differences (e.g. the teacher engages students in comparing, classifying, creating analogies and metaphors)
13. Examining errors in reasoning (e.g. the teacher asks students to examine informal fallacies, propaganda, bias)
14. Practicing skills, strategies, and processes (the teacher uses massed and distributed practice)
15. Revising knowledge (e.g. the teacher asks students to revise entries in notebooks to clarify and add to previous information)
16. Organizing students for cognitively complex tasks (e.g. the teachers organizes students into small groups to facilitate cognitively complex tasks)
17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g. the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks)
18. Providing resources and guidance (e.g. the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)

### **III. Lesson Segments Enacted on the Spot**

1. Noticing and reacting when students are not engaged (e.g. the teacher scans the classroom to monitor students' level of engagement)
2. Using academic games (e.g. when students are not engaged, the teachers uses adaptations of popular games to reengage them and focus their attention on academic content)
3. Managing response rates during questioning (e.g. the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining, voting technologies)
4. Using physical movement (e.g. the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content)



5. Maintaining a lively pace (e.g. the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)
6. Demonstrating intensity and enthusiasm (e.g. the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content)
7. Using friendly controversy (e.g. the teacher uses techniques that require students to take and defend a position about content)
8. Providing opportunities for students to talk about themselves (e.g. the teacher uses techniques that allow students to relate content to their personal lives and interests)
9. Presenting unusual or intriguing information (e.g. the teacher provides or encourages the identification of intriguing information about the content)
10. Demonstrating "withitness" (e.g. the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)
11. Applying consequences (e.g. the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly)
12. Acknowledging adherence to rules and procedures (e.g. the teacher acknowledges adherence to rules and procedures consistently and fairly)
13. Understanding students' interests and backgrounds (e.g. the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)
14. Using behaviors that indicate affection for students (e.g. the teacher uses humor and friendly banter appropriately with students)
15. Displaying objectivity and control (e.g. the teacher behaves in ways that indicate he or she does not take infractions personally)
16. Demonstrating value and respect for low expectancy students (e.g. the teacher demonstrates the same positive affective tone with low expectancy students as with high expectancy students)
17. Asking questions of low expectancy students (e.g. the teacher asks questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students)
18. Probing incorrect answers with low expectancy students (e.g. the teacher inquires into incorrect answers with low expectancy students with the same depth and rigor as with high expectancy students)

# SCHOOL DISTRICT OF SUWANNEE COUNTY

## PROFESSIONAL DEVELOPMENT PROGRAM

Name \_\_\_\_\_ Position \_\_\_\_\_  
Employee # \_\_\_\_\_ Subject/Course \_\_\_\_\_  
School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

### Section I

List areas of perceived growth opportunities (what new knowledge must be gained in order to become more effective with reference to school, district and state initiatives; i.e. course titles, training programs, skills, contemporary readings, clinical practice, program observations, technology skill development and others.)\*

#### A. Growth Dimensions

#### B. Growth Dimensions

#### C. Growth Dimensions

### Section II - Service provider support and impact correlation

List the names and locations of agencies, departments, master inservice plan components, institutions or persons that will provide the specific training. Include an explanation of how the new knowledge correlates to a performance category from the job description, a specific competency, an accomplished practice, goal setting component and/or to student growth and achievement.

### Section III - Timelines

List the anticipated time required to complete each segment of the planned activity. Effective development plans generally span a period of two to three years. Such plans are subject to annual review and modifications based on changing priorities, emerging technology and the like.

### Section IV - Program Assessment

Describe in specific terms how the successful completion of the program components of each growth dimension will be determined. This description should include the measurable impact on student growth and achievement.

\*No more than three areas of growth should be pursued at any one time.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor(s) Signature

\_\_\_\_\_  
Date



**SCHOOL DISTRICT OF SUWANNEE COUNTY**  
**PROFESSIONAL DEVELOPMENT ASSISTANCE FORM**

Employee's Name \_\_\_\_\_

Position \_\_\_\_\_

Supervisor's Name \_\_\_\_\_

**PERFORMANCE EXPECTATION**

**IMPROVEMENT OBJECTIVE**

**STRATEGIES**

**ASSISTANCE**

Date for follow-up review \_\_\_\_\_ Date for completion \_\_\_\_\_

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor(s) Signature

\_\_\_\_\_  
Date

## Pedagogy Bibliography

- Teacher Analysis Form, School District of Walton County. (Supplied by Jerry Copeland)
- Correlation of Teacher Standards, School District of Walton County. (Supplied by Jerry Copeland)  
"College of Education Student Teacher Evaluation Form and Rubrics." *The University of Nebraska Kearney*. University of Nebraska Kearney, 2010. Web. 25 June 2011.  
<<http://www.unk.edu/academicaffairs/assessment.aspx?id=4827>>.
- Danielson, Charlotte. "Enhancing Professional Practice: a Framework for Teaching". ASCD. 1996.  
Web. 25 June 2011.  
<[http://www.pekin.net/pekin108/human\\_resources/tips/documents/DanielsonRubric.pdf](http://www.pekin.net/pekin108/human_resources/tips/documents/DanielsonRubric.pdf)>
- Marshall, Kim. "Teacher Evaluation Rubrics". Ecology of Education.net. Revised May 16, 2009.  
Web. 25 June 2011. <<http://ecologyofeducation.net/wsite/wp-content/uploads/2009/09/teacher-eval-rubrics-may-16-09.pdf>>
- "North Carolina Teacher Evaluation Process". Public Schools of North Carolina. State Board of Education, Department of Public Instruction. August 2008. Web. 25 June 2011.<<http://www.ncpublicschools.org/docs/profdev/training/teacher/required/rubricassessmentform.pdf>>
- "RISE Evaluation and Development System, Indiana Teacher Effectiveness Rubric", Draft Version. Indiana Department of Education. June 7, 2011. Web. 25 June 2011.  
<[http://www.doe.in.gov/puttingstudentsfirst/documents/2011-06-07\\_teacher\\_effectiveness\\_rubric\\_draft.pdf](http://www.doe.in.gov/puttingstudentsfirst/documents/2011-06-07_teacher_effectiveness_rubric_draft.pdf)>
- "Teacher Evaluation". Utah Education Network. (Adapted from Effective Professional Practice: A Framework for Teaching by Charlotte Danielson, and published by ASCD), 2010. Web. 25 June 2011. <[http://www.uen.org/Rubric/rubric.cgi?rubric\\_id=1512](http://www.uen.org/Rubric/rubric.cgi?rubric_id=1512)>

### **3. Other Indicators of Performance**

#### **Directions:**

The district shall provide:

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

Examples include the following:

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

.....

N/A due to the fact that this piece, Professional Responsibilities in the Copeland Model, is built into the performance indicators in the Instructional Practice section.

#### **4. Summative Evaluation Score**

**Directions:**

The district shall provide:

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

## SCHOOL DISTRICT OF SUWANNEE COUNTY

### INSTRUCTIONAL EMPLOYEE

#### OBSERVATION AND DATA COLLECTION/ANALYSIS FORM

Name \_\_\_\_\_ Position \_\_\_\_\_ Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_

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

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

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**Signature does not necessarily indicate agreement with this evaluation.**

PLANNING/PREPARATION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
1. Create or select long-range plans based on a review of district and state content standards, student profiles, instructional priorities and appropriate lesson design questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Define learning goals with rubrics and objectives for unit and daily plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The teacher's lesson and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organizes strategies and activities in an appropriate sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Identify specific intended learning outcomes that are aligned with the district and state content standards so that students are prepared for high stakes testing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Revise plans based on student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Develop or select instructional activities which foster active involvement of students in the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Plan and prepare lessons and instructional strategies that require students to engage with rigorous and demanding content that aligns with district and state content standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Select, develop, modify and/or adapt materials and resources, especially technological resources, which support learning objectives and the varying needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**PLANNING/PREPARATION** (Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.89	=	
Effective		X	1.78	=	
Highly Effective		X	2.23	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value	0	8	16	20

<b>CLASSROOM MANAGEMENT</b>	<b>Performance Values (Check One)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
10. Establish and maintain a positive, organized, and safe learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Maintain a clean attractive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Maintain academic focus by using a variety of motivational techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Establish and use behavior management techniques which are appropriate and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Establish routines and procedures and work with students on consistently following them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Create a learning climate that is challenging yet non-threatening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Maintain instructional momentum with smooth and efficient transitions from one activity to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Establish and maintain effective and efficient record keeping procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Manage time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Manage materials and equipment effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Organize materials for efficient distribution and collection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. Instruct and supervise the work of volunteers and aides when assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Assist in enforcement of school rules, administrative regulations, and Board policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**CLASSROOM MANAGEMENT** (Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.54	=	
Effective		X	1.07	=	
Highly Effective		X	1.34	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value	0	8	16	20

ASSESSMENT/EVALUATION	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
25. Establish appropriate testing environment and administer standardized tests in accordance with directions provided to ensure test security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Develop and use diagnostic assessments prior to instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Use on-going assessments to monitor learning and adjust instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. The teacher routinely tracks student progress on learning goals using a variety of formative approaches to assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Feedback to students provides recognition of their current status and knowledge gain relative to learning goals with a focus on improving student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents, and professional colleagues who need access to the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Encourage goal setting by students and assists them in developing and then monitoring their plans for improving their academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Communicate, post, explain lesson expectations so students understand what is expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Evaluate the effectiveness of instructional units and teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**ASSESSMENT/EVLAUATION** (Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.78	=	
Effective		X	1.56	=	
Highly Effective		X	2.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0	Needs Improvement/Developing 7-10	Effective 11-14	Highly Effective 15-18
Summative Scale Value	0	7	14	18

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)				Observation Code*
	U	NI/D	E	HE	Indicate all that apply
<b>Performance Responsibilities</b>					
34. Demonstrate knowledge and understanding of curriculum content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. Communicate high expectations for learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. The teacher provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. Monitor learning activities, providing feedback and reinforcement to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. The teacher engages students in activities that help them link what they already know to new content about to be addressed and facilitates these linkages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41. Assist students in accessing, interpreting, and evaluating information from multiple sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44. The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**STUDENT INSTRUCTIONAL ENGAGEMENT** (Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.93	=	
Effective		X	1.85	=	
Highly Effective		X	2.31	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0	Needs Improvement/Developing 12-18	Effective 19-24	Highly Effective 25-30
Summative Scale Value	0	12	24	30

TECHNOLOGY	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
47. Use appropriate technology in instructional delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
48. Use technology to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Provide students with opportunities to use technology to gather and share information with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50. Facilitate student access to the use of electronic resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
51. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
52. Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
53. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.15	=	
Effective		X	2.29	=	
Highly Effective		X	2.86	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value	0	8	16	20

<b>COLLABORATION</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
54. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
55. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
56. Provide accurate and timely information to parents and students about academic and behavioral performance of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
57. Work with other teachers in curriculum development, special activities, and sharing ideas and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
58. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.20</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.40</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.80</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>	<b>0</b>	<b>6</b>	<b>12</b>	<b>14</b>

PROFESSIONAL LEARNING	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
59. Engage in continuing improvement of professional knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
60. Assist others in acquiring new knowledge and understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
61. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
62. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
63. Participate in school data collection of teacher input on principal's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.20	=	
Effective		X	2.40	=	
Highly Effective		X	2.80	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value	0	6	12	14



PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
64. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
65. Perform assigned duties including the accurate and timely filing of all reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
66. Demonstrate attention to punctuality, attendance, records, and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
67. Maintain confidentiality of student and other professional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
68. Comply with policies, procedures, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
69. Exercise appropriate professional judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
70. Support school improvement initiatives by active participation in school activities, services, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
71. Perform other incidental tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.75	=	
Effective		X	1.50	=	
Highly Effective		X	1.75	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value	0	6	12	14

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

**\*Utilize the Individual Student Performance Matrix**

Category Raw Score	Unsatisfactory 0-59	Needs Improvement/Developing 60-89	Effective 90-120	Highly Effective 121-150
Summative Scale Value	0 - 59	60 - 89	90 - 120	121 - 150

# SCHOOL DISTRICT OF SUWANNEE COUNTY

## INSTRUCTIONAL EMPLOYEE

### OBSERVATION AND DATA COLLECTION/ANALYSIS SUMMARY

Name \_\_\_\_\_ Position \_\_\_\_\_  
Employee # \_\_\_\_\_ Subject/Course \_\_\_\_\_  
School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

#### Instructional Practice

	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
1. Planning/Preparation	0	8	16	20
2. Classroom Management	0	8	16	20
3. Assessment/Evaluation	0	7	14	18
4. Student Instructional Engagement	0	12	24	30
5. Technology	0	8	16	20
6. Collaboration	0	6	12	14
7. Professional Learning	0	6	12	14
8. Professional Responsibilities	0	6	12	14
Total				

Unsatisfactory 0-29	Needs Improvement/Developing 30-89	Effective 90-134	Highly Effective 135-150

Comments of the Evaluatee \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

This evaluation has been discussed with me ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

## Student Growth and Achievement

	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
9. Student Growth and Achievement	0 - 59	60 - 89	90 - 120	121 - 150

### OVERALL RATING

Information from parents was collected and analyzed in the preparation of this report.

Instructional Practice \_\_\_\_\_ x 2

Student Growth and Achievement \_\_\_\_\_

Overall Score \_\_\_\_\_

Unsatisfactory 0-119	Needs Improvement/ Developing 120-269	Effective 270-390	Highly Effective 391-450

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_

This evaluation has been discussed with me ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

## **5. 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.]

Suwannee County provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

- 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.].

In Suwannee County the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices.

- 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.].

All employees are provided with the evaluation document at the beginning of the school year. As part of every professional development activity that takes place throughout the year in Suwannee County, the performance indicators that directly relate to the PD topic are shared during the session with all participants. Administrators and coaches are available to assist teachers with questions relating to performance indicators. For new hire employees, a part of the onboarding and induction programs are dedicated to the performance appraisal system.

- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].

Formal and informal observation data is stored in the online observation system. This platform allows for instant access to feedback and ratings for all instructional employees. All final evaluations are finalized with employees at a face-to-face meeting with their administration. Feedback is provided during that conference.

- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].

Information collected from teachers during feedback sessions after both formal and informal observations, evaluation conferences, Individual Professional Development Plan

(IPDP) development sessions, and online observation data related to performance indicators is used to inform professional development goals for the district and individual schools.

- 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.].

Suwannee County will require participation in specific professional development programs by those who have been evaluated as less than effective.

- Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].

In Suwannee County all instructional personnel must be evaluated at least once a 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 Suwannee County all classroom teachers are observed and evaluated at least once a 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.].

In Suwannee County classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district.

## **6. 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.].
  - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
  - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
- 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.].
- 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.].

.....

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

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
  - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
  - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
  - In Suwannee County the employee will have the right to initiate a written response to the evaluation and the response will become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
- In Suwannee County will 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.].
  - Suwannee County will comply with the requirement that the district school superintendent will annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and will notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

## **7. District Self-Monitoring**

### **Directions:**

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

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

.....

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

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

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

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



## **Appendix A – Checklist for Approval**

### **Performance of Students**

The district has provided and meets the following criteria:

For all instructional personnel:

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

For classroom teachers newly hired by the district:

- ☐ The student performance measure(s).
- ☐ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

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

For classroom teachers of students for courses assessed by statewide, standardized assessments:

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

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- ☐ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- ☐ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

### **Instructional Practice**

The district has provided and meets the following criteria:

For all instructional personnel:

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

For all instructional personnel:

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

For classroom teachers:

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

For non-classroom instructional personnel:

- ☐ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- ☐ Procedures for conducting observations and collecting data and other evidence of instructional practice.

### **Other Indicators of Performance**

The district has provided and meets the following criteria:

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

### **Summative Evaluation Score**

The district has provided and meets the following criteria:

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

### **Additional Requirements**

The district has provided and meets the following criteria:

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

Description of training programs:

- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.

- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

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

For instructional personnel:

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

### **District Evaluation Procedures**

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - That the evaluator must discuss the written evaluation report with the employee.
  - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ☐ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- ☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

## **District Self-Monitoring**

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

- ☐ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- ☐ Evaluators provide necessary and timely feedback to employees being evaluated.
- ☐ Evaluators follow district policies and procedures in the implementation of evaluation system(s).
- ☐ The use of evaluation data to identify individual professional development.
- ☐ The use of evaluation data to inform school and district improvement plans.