

# School District of DeSoto County

## Instructional Personnel Evaluation System



## Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective November 2023.

## Instructions

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

Before submitting, ensure the document is titled and paginated.

## Submission

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

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

**Table of Contents**

**Part I: Evaluation System Overview ..... 4**

**Part II: Evaluation System Requirements ..... 4**

**Part III: Evaluation Procedures ..... 7**

**Part IV: Evaluation Criteria ..... 11**

    A. Instructional Practice ..... 11

    B. Other Indicators of Performance ..... 12

    C. Performance of Students ..... 12

    D. Summative Rating Calculation ..... 13

**Appendices ..... 18**

    Appendix A – Evaluation Framework Standards ..... 18

    Appendix B – Observation Instruments for Classroom Teachers ..... 21

    Appendix C – Observation Instruments for Non-Classroom Instructional Personnel .... 23

    Appendix D – Student Performance Measures ..... 25

    Appendix E – Summative Evaluation Forms ..... 29

## Part I: Evaluation System Overview

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

The DeSoto County Public Schools' Instructional Personnel Evaluation System is designed to contribute toward achievement of goals identified in the District Strategic Plan and to support district and school-level improvement plans and promote actions that are consistent with the district's stated purpose for instructional personnel evaluation. According to our DeSoto County Educators Association Collective Bargaining Agreement Article X: "The overall purpose of assessment shall be to improve the quality of instruction in compliance with mandates of State Regulations regarding the assessment of the performance of instructional personnel."

The DeSoto County Public Schools' Instructional Personnel Evaluation System is based upon a philosophical commitment to the concept that the professional development of a teacher is a life-long process and that communication between the evaluator and evaluatee is a critical component. The focus of this instructional evaluation system is to improve the quality of instruction impacting student performance through collaborative conversations and professional development. This purpose can best be achieved by establishing an evaluation system comprised of an integrated set of components that include gathering data, sharing information and providing opportunities for professional growth experiences.

DeSoto County School District and DeSoto County Educators Association have modified the state adopted model to create a teacher evaluation system that combines student growth measures with the evaluation of the delivery of core effective practices 40% of the evaluation of teachers will be based upon student growth using various agreed upon models and 60% will be based on the Instructional Practices Component. The evaluation and observation documents utilized to calculate the Instructional Practice Score are included in this document. It is the expectation of the Superintendent that anyone involved in observing or giving input to a teacher evaluation will be trained to employ these core effective practices.

## Part II: Evaluation System Requirements

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

### System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAP) adopted by the State Board of Education.

## Instructional Evaluation System

---

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

### Training

- The district provides training programs and has processes that ensure
  - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
  - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

### Data Inclusion and Reporting

- The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.
- The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

### District Procedures

- The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.
- The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.
- The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.

## Instructional Evaluation System

---

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

### Use of Results

- The district has procedures for how evaluation results will be used to inform the
  - Planning of professional learning; and
  - Development of school and district improvement plans.
- The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional learning programs, pursuant to section 1012.98(11), F.S.

### Notifications

- The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.
- The district school superintendent shall annually notify the Department of Education of any instructional personnel who
  - Receive two consecutive unsatisfactory evaluation ratings; or
  - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

### District Self-Monitoring

- The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
  - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
  - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
  - Evaluators provide necessary and timely feedback to employees being evaluated;
  - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
  - Use of evaluation data to identify individual professional learning; and,
  - Use of evaluation data to inform school and district improvement plans.

## Part III: Evaluation Procedures

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

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Start of the school year in addition to continuous access to observation/evaluation information and coaching/mentoring.	<ul style="list-style-type: none"> <li>• Pre-School Presentations by School Administration</li> <li>• Personal Communication with School Administration</li> <li>• The Educator Evaluation Handbook is on the district web site</li> </ul>
Newly Hired Classroom Teachers	New Teacher Orientation, start of school year & continuous access to observation/evaluation information, coaching/mentoring, and training via our Onboarding Site.	<ul style="list-style-type: none"> <li>• Presentation at New Teacher Orientation</li> <li>• Pre-School Presentations by School Administration</li> <li>• Personal Communication with School Administration</li> <li>• Employee Onboarding Site</li> <li>• The Educator Evaluation Handbook is on the district web site</li> </ul>
Late Hires	Upon hire as well as continuous access to observation/evaluation information, coaching, and training via our Onboarding Site.	<ul style="list-style-type: none"> <li>• Personal Communication with School Administration</li> <li>• Employee Onboarding Site</li> <li>• The Educator Evaluation Handbook is on the district web site</li> </ul>

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

## Instructional Evaluation System

### Categorization of Instructional Staff

How often a teacher will be observed will be determined by the category to which a teacher is assigned based upon experience and expertise. The five categories of teachers are as follows:

<b>Category 1</b>	New teachers who have 0-2 years of teaching experience. In other words, these teachers are in their first, second, or third year of teaching.
<b>Category 2A</b>	Experienced teachers who have at least three (3) years of teaching experience. These teachers would be at least in their fourth year of teaching in the district.
<b>Category 2B</b>	<p>Experienced teachers who have at least three (3) years of teaching experience but who are either newly hired in the district or assigned to teach a new subject area or grade level that is different from their previous assignment.</p> <p>If the teacher meets one of the requirements for Category 2B, the teacher may request that the school principal move him/her to Category 2B. This request must be made in writing during the first twenty (20) student contact days of the new assignment. Upon receipt of this request, the principal shall move the teacher to Category 2B. The change in category will be in effect for one (1) school year.</p> <p>Principals may also assign teachers to Category 2B if the teacher meets one of the requirements of this category. This change must be communicated in writing to the teacher and be made during the first twenty (20) student contact days of the new assignment. The change in category will be in effect for one school year.</p>
<b>Category 3</b>	<p>Teachers who have been determined to be less than effective in the classroom as documented through the current evaluation system that may result in an unsatisfactory rating or who fail to achieve gains based upon the state's student growth model may be placed into Category 3, a category for struggling teachers. In order to provide a teacher with intensive support and feedback, the teacher will be placed on a Teacher Improvement Plan (TIP). The evaluator, with input from the teacher, will develop a plan which includes additional observations with feedback and resources in an effort to improve teacher performance.</p> <p>Principals are required to reassign the teacher to Category 3 when the teacher is placed on a Teacher Improvement Plan (TIP). At the end of the school year, with successful completion of the TIP, the teacher will be reassigned to his/her original category. Unsuccessful completion of the TIP may lead to an overall "Needs Improvement" or an overall "Unsatisfactory" on the final evaluation.</p>
<b>Category 4</b>	A teacher originally in another category (1, 2A, 2B, 3), who does not have enough data in all four domains to be fairly evaluated due to being hired after the beginning of the school year and/or worked less than 51% of contracted days.



## Instructional Evaluation System

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year	Category 2A	1 formal 2 informals (optional) walkthroughs (optional) (All observations must occur prior to May 1 <sup>st</sup> )	Within 10 days following observation
	Category 3	2 formals 3 informals (required) walkthroughs (optional) (All observations must occur prior to May 1 <sup>st</sup> )	
Hired after the beginning of the school year and/or worked more than 51% of contracted days, but less than 85% of contracted days	Category 1 & 2B	2 formals 2 informals (optional) walkthroughs (optional) (All observations must occur prior to May 1 <sup>st</sup> )	
Hired after the beginning of the school year and/or worked less than 51% of contracted days	Category 4	Observations are optional and not required. Will be classified as a Category 1 or 2B the following academic year.	
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year	Category 1 & 2B	2 formals 2 informals (optional) walkthroughs (optional) (All observations must occur prior to May 1 <sup>st</sup> )	Within 10 days following observation
Hired after the beginning of the school year and/or worked more than 51% of contracted days, but less than 85% of contracted days	Category 1 & 2B	1 formal 2 informals (optional) walkthroughs (optional) (All observations must occur prior to May 1 <sup>st</sup> )	
Hired after the beginning of the school year and/or worked less than 51% of contracted days	Category 4	Observations are optional and not required. Will be classified as a Category 1 or 2B the following academic year.	

## Instructional Evaluation System

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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year	Category 2A	1 final evaluation (March/April)	On or before May 15th
	Category 3	1 midyear evaluation (December) 1 final evaluation (March/April)	
Hired after the beginning of the school year	Category 1 & 2B	1 midyear evaluation (December) 1 final evaluation (March/April)	
	Category 4	One evaluation is optional and not required. Will be classified as a Category 1 or 2B the following academic year.	
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year	Category 1 & 2B	1 midyear evaluation (December) 1 final evaluation (March/April)	On or before May 15th
Hired after the beginning of the school year and/or worked more than 51% of contracted days, but less than 85% of contracted days	Category 1 & 2B	1 midyear evaluation (December) 1 final evaluation (March/April)	On or before May 15th
Hired after the beginning of the school year and/or worked less than 51% of contracted days	Category 4	One evaluation is optional and not required. Will be classified as a Category 1 or 2B the following academic year.	

## Part IV: Evaluation Criteria

### A. Instructional Practice

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

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In DeSoto County, instructional practice accounts for 60% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

The principal rates all components of the Educator Evaluation Instrument (Appendix E) at the end of the year in a holistic manner. To determine evaluation ratings, principals evaluate the performance of the teacher based on information gathered through observations, as well as other supporting elements and evidence of performance that demonstrate professional practice and responsibilities. Principals analyze the contents of a teacher’s online portfolio (which stores the feedback received from observations). In addition to the data in the portfolio, principals consider all interactions with a teacher and all evidence available that would inform the final evaluation ratings.

- Each component of the rubric is equally weighted in the overall Instructional Practice Score.
- Within each component, each performance level is worth a different point value for the component:
  - Ineffective: 1 point
  - Approaching Effective: 2 points
  - Effective: 3 points
  - Highly Effective: 4 points
- To generate a score, the overall rating for each Instructional Practice Performance Standard is inputted on the evaluation form based upon the performance level that was designated for each component. Each rating is then weighted by 2.5 to get the total points for each standard. The points for each standard are summed to determine the total Instructional Practice Score. The maximum score for the Instructional Practice component of the evaluation is 60 points.
- The step-by-step calculation for classroom and non-classroom instructional personnel is the same.
- For an example of the rubric calculation, see the chart below:

<b>Component/Standard</b>	<b>Rating</b>	<b>Weight</b>	<b>Points</b>
1. Instructional Design and Lesson Planning	3	2.5	7.5
2. The Learning Environment	2	2.5	5
3. Instructional Delivery and Facilitation	3	2.5	7.5
4. Assessment	4	2.5	10
5. Continuous Professional Improvement	3	2.5	7.5
6. Professional Responsibility and Ethical Conduct	4	2.5	10
<b>Total Instructional Practice Score</b>			<b>47.5/60</b>

See Appendix E to view the complete evaluation documents.

### B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In DeSoto County, other indicators of performance account for 0% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable. **N/A**
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance. **N/A**

### C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In DeSoto County, performance of students accounts for 40% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

The School District of DeSoto County utilizes several measures to obtain scores for the Student Performance Component of the Instruction Personnel Evaluation. The measures utilized are determined by the position of the teacher. Some teachers receive Value Added Measure (VAM) Scores from FAST assessments, others receive scores based upon student proficiency on FAST Assessments (3rd Grade), EOCs, and Subject Area Teacher Developed Assessments. The student performance measures utilized as well as the performance standards for proficiency ratings are provided in Appendix D.

Despite the measures utilized all instructional personnel receive the same number of points for scores. The point values are as follows:

- Highly Effective - 4 points
- Effective - 3 points
- Approaching Effective/Needs Improvement - 2 points
- Ineffective/Unsatisfactory – 1 point

Student Performance comprises 40 points (or 40%) of the total 100 points available for the evaluation. Details pertaining to the Student Performance Scores are provided in Appendix D.

## Instructional Evaluation System

---

Below details how the Student Performance Component are translated into the 40 potential points.

Component/Standard	Rating	Weight	Points
7. Student Growth Component	3	10	30
<b>Total Student Growth/Performance Score</b>			<b>30/40</b>

### D. Summative Rating Calculation

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

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

#### Classroom & Non-Classroom Summative Rating:

- Each employee’s total Instructional Practice Score is calculated following the method described in Part 4, Section A. This score is on a 0–60-point scale, with 60 points being the maximum Instructional Practice Score.
- Each employee’s Student Performance Score is calculated following the method described in Part 4, Section C. This score is on a 0–40-point scale, with 40 points being the maximum score.
- The Instructional Practice Score and the Student Growth/Performance Score are summed to give a Total Evaluation score. This score is on a 0–100-point scale, with 100 points being the maximum Total Evaluation Score.

Instructional Practice Evaluation Score: 0-60 points  
 + Student Growth/Performance Score: 0-40 points

-----  
 Total Evaluation Score: 0-100 points

- The calculated Total Evaluation Score is then used to determine the following overall performance levels: Highly Effective (HE), Effective (E), Needs Improvement (NI), Unsatisfactory (U).

Final Evaluation	Total Evaluation Score
Highly Effective	90-100
Effective	70-89
Needs Improvement	50-69
Unsatisfactory	25-49

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

## Instructional Evaluation System

---

### Second Grade Teacher – Highly Effective

#### Instructional Practice Component:

<b>Component/Standard</b>	<b>Rating</b>	<b>Weight</b>	<b>Points</b>
1. Instructional Design and Lesson Planning	4	2.5	10
2. The Learning Environment	4	2.5	10
3. Instructional Delivery and Facilitation	3	2.5	7.5
4. Assessment	4	2.5	10
5. Continuous Professional Improvement	3	2.5	7.5
6. Professional Responsibility and Ethical Conduct	4	2.5	10
<b>Total Instructional Practice Score</b>			<b>55/60</b>

#### Student Performance Component

The teacher received a Highly Effective rating for her student performance on the FAST STAR Student Growth Percentile (SGP). Highly Effective is worth 4 points.

<b>Component/Standard</b>	<b>Rating</b>	<b>Weight</b>	<b>Points</b>
7. Student Growth Component	4	10	40
<b>Total Student Growth/Performance Score</b>			<b>40/40</b>

## Instructional Evaluation System

Overall Evaluation Score (Second Grade Teacher):

PERFORMANCE STANDARDS		RATING	WEIGHT	POINTS
1	<b>Instructional Design and Lesson Planning</b> The educator consistently applies concepts from human development and learning theories to promote the academic success of all students.	4	2.5	10
2	<b>The Learning Environment</b> The educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.	4	2.5	10
3	<b>Instructional Delivery and Facilitation</b> The educator consistently utilizes a deep and comprehensive knowledge of the subject during instruction.	3	2.5	7.5
4	<b>Assessment</b> The educator consistently utilizes formative and summative assessments to drive instructional decisions and enhance learning.	4	2.5	10
5	<b>Continuous Professional Improvement</b> Assessment of practice based on reflection is used in conjunction with external feedback to drive continuous professional development and growth.	3	2.5	7.5
6	<b>Professional Responsibility and Ethical Conduct</b> Professional standards of conduct and compliance are consistently upheld and demonstrated in all areas of practice at the highest level.	4	2.5	10
7	<b>Student Growth Component</b> A teacher's work results in acceptable, measurable, and appropriate student academic progress.	4	10	40
<b>Total Evaluation Score</b>				<b>95.00</b>

Final Evaluation	Total Evaluation Score
Highly Effective	90-100
Effective	70-89
Needs Improvement	50-69
Unsatisfactory	25-49

Second Grade Teacher's Overall Evaluation Score is a 95.0 which is Highly Effective (HE).

## Instructional Evaluation System

---

### Ninth Grade English Language Arts Teacher – Unsatisfactory

#### Instructional Practice Component:

<b>Component/Standard</b>	<b>Rating</b>	<b>Weight</b>	<b>Points</b>
1. Instructional Design and Lesson Planning	1	2.5	2.5
2. The Learning Environment	1	2.5	2.5
3. Instructional Delivery and Facilitation	1	2.5	2.5
4. Assessment	2	2.5	5
5. Continuous Professional Improvement	3	2.5	7.5
6. Professional Responsibility and Ethical Conduct	3	2.5	7.5
<b>Total Instructional Practice Score</b>			<b>27.5/60</b>

#### Student Performance Component

The teacher received a Needs Improvement VAM rating for her student performance on the FAST Reading VAM. Needs Improvement is worth 2 points.

<b>Component/Standard</b>	<b>Rating</b>	<b>Weight</b>	<b>Points</b>
7. Student Growth Component	2	10	20
<b>Total Student Growth/Performance Score</b>			<b>20/40</b>



## Instructional Evaluation System

Overall Evaluation Score (English Language Arts Teacher):

PERFORMANCE STANDARDS		RATING	WEIGHT	POINTS
1	<b>Instructional Design and Lesson Planning</b> The educator consistently applies concepts from human development and learning theories to promote the academic success of all students.	1	2.5	2.5
2	<b>The Learning Environment</b> The educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.	1	2.5	2.5
3	<b>Instructional Delivery and Facilitation</b> The educator consistently utilizes a deep and comprehensive knowledge of the subject during instruction.	1	2.5	2.5
4	<b>Assessment</b> The educator consistently utilizes formative and summative assessments to drive instructional decisions and enhance learning.	2	2.5	5
5	<b>Continuous Professional Improvement</b> Assessment of practice based on reflection is used in conjunction with external feedback to drive continuous professional development and growth.	3	2.5	7.5
6	<b>Professional Responsibility and Ethical Conduct</b> Professional standards of conduct and compliance are consistently upheld and demonstrated in all areas of practice at the highest level.	3	2.5	7.5
7	<b>Student Growth Component</b> A teacher's work results in acceptable, measurable, and appropriate student academic progress.	2	10	20
<b>Total Evaluation Score</b>				<b>47.50</b>

Final Evaluation	Total Evaluation Score
Highly Effective	90-100
Effective	70-89
Needs Improvement	50-69
Unsatisfactory	25-49

The Ninth Grade English Language Arts Teacher's Overall Evaluation Score is a 47.50 which is Unsatisfactory (U).

## Appendix A – Evaluation Framework Standards Crosswalk

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

<b>Alignment to the Florida Educator Accomplished Practices</b>	
<b>Foundational Principles</b>	
<i>The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.</i>	
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.	
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
3. The effective educator exemplifies the standards of the profession.	
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
<b>Practice</b>	<b>Evaluation Indicators</b>
<b>1. Instructional Design and Lesson Planning</b>	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	Instructional Design and Lesson Planning
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Instructional Design and Lesson Planning
c. Designs instruction for students to achieve mastery;	Instructional Design and Lesson Planning
d. Selects appropriate formative assessments to monitor learning;	Instructional Design and Lesson Planning
e. Uses diagnostic student data to plan lessons;	Instructional Design and Lesson Planning
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	Instructional Design and Lesson Planning
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	Instructional Design and Lesson Planning
<b>2. The Learning Environment</b>	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	The Learning Environment
b. Manages individual and class behaviors through a well-planned management system;	The Learning Environment
c. Conveys high expectations to all students;	The Learning Environment
d. Respects students’ cultural linguistic and family background;	The Learning Environment
e. Models clear, acceptable oral and written communication skills;	The Learning Environment
f. Maintains a climate of openness, inquiry, fairness and support;	The Learning Environment
g. Integrates current information and communication technologies;	The Learning Environment
h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	The Learning Environment
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	The Learning Environment
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	The Learning Environment

## Instructional Evaluation System

<b>3. Instructional Delivery and Facilitation</b>	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	Instructional Delivery and Facilitation
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Instructional Delivery and Facilitation
c. Identify gaps in students' subject matter knowledge;	Instructional Delivery and Facilitation
d. Modify instruction to respond to preconceptions or misconceptions;	Instructional Delivery and Facilitation
e. Relate and integrate the subject matter with other disciplines and life experiences;	Instructional Delivery and Facilitation
f. Employ questioning that promotes critical thinking;	Instructional Delivery and Facilitation
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Instructional Delivery and Facilitation
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Instructional Delivery and Facilitation
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	Instructional Delivery and Facilitation
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Instructional Delivery and Facilitation
<b>4. Assessment</b>	
<i>The effective educator consistently:</i>	
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;	Assessment
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Assessment
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Assessment
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Assessment
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Assessment
f. Applies technology to organize and integrate assessment information.	Assessment
<b>5. Continuous Professional Improvement</b>	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Continuous Professional Improvement
b. Examines and uses data-informed research to improve instruction and student achievement;	Continuous Professional Improvement
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;	Continuous Professional Improvement
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Continuous Professional Improvement
e. Engages in targeted professional growth opportunities and reflective practices; and,	Continuous Professional Improvement
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Continuous Professional Improvement

## Instructional Evaluation System

---

### 6. Professional Responsibility and Ethical Conduct

*Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:*

a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	Professional Responsibility and Ethical Conduct
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	Professional Responsibility and Ethical Conduct
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	Professional Responsibility and Ethical Conduct

## Appendix B – Observation Instruments for Classroom Teachers

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

### Classroom Teacher Observation Form

This form can be used by the evaluator to document informal or formal classroom observations. One form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development. It is unlikely that all teacher performance standards or evaluation indicators would be documented in a single classroom visit. In fact, an observation might focus on a specific standard. Standards 1, 2, 3, and 4 are shown below as they are the most likely to be observed in a classroom visit

<b>Teacher Name</b>		<b>Date</b>	
<b>Course</b>		<b>Observation</b>	

PERFORMANCE STANDARDS		OBSERVATION NOTES
<b>1</b>	<b>Instructional Design and Lesson Planning</b> The educator consistently applies concepts from human development and learning theories to promote the academic success of all students.	
<b>2</b>	<b>The Learning Environment</b> The educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.	
<b>3</b>	<b>Instructional Delivery and Facilitation</b> The educator consistently utilizes a deep and comprehensive knowledge of the subject during instruction.	
<b>4</b>	<b>Assessment</b> The educator consistently utilizes formative and summative assessments to drive instructional decisions and enhance learning.	

<b>Additional Notes</b>

# Instructional Evaluation System

Teacher Name		Date	
Course		Observation	

**Directions:** Use this tool to select all evaluation indicators which were evident during the walkthrough.

## Instructional Design and Lesson Planning

- Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;
- Sequences lessons and concepts to ensure coherence and required prior knowledge;
- Designs instruction for students to achieve mastery;
- Selects appropriate formative assessments to monitor learning;
- Uses diagnostic student data to plan lessons;
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies;
- Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A 1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.;
- Analyzes and uses multiple sources of student learning data to guide planning;
- Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge;
- Reflects on plans after instructional delivery for future modifications;
- Develops appropriate course, unit, and daily plans, and adapts plans when needed; and
- Plans and works collaboratively with others to enhance teaching and learning.

## The Learning Environment

- Organizes, allocates, and manages the resources of time, space, and attention;
- Manages individual and class behaviors through a well-planned management system;
- Conveys high expectations to all students;
- Respects students' cultural, linguistic, and family background;
- Models clear, acceptable oral and written communication skills;
- Maintains a climate of openness, inquiry, fairness, and support;
- Integrates current information and communication technologies;
- Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;
- Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and
- Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A 1.094124, F.A.C.

## Instructional Delivery and Facilitation

- Deliver engaging and challenging lessons;
- Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- Identify gaps in students' subject matter knowledge;
- Modify instruction to respond to preconceptions or misconceptions;
- Relate and integrate the subject matter with other disciplines and life experiences;
- Employ questioning that promotes critical thinking;
- Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- Support, encourage, and provide immediate and specific feedback to students to promote student achievement;
- Utilize student feedback to monitor instructional needs and to adjust instruction;
- Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts
- Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level;

## Assessment

- 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;
- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);
- Applies technology to organize and integrate assessment information;
- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning;
- Involves students in setting learning goals and monitoring their own progress;
- Uses research-based questioning techniques to gauge student understanding;
- Collaborates with others to develop common assessments, when appropriate;

## **Appendix C – Observation Instruments for Non-Classroom Instructional Personnel**

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

### **Non-Classroom Teacher Observation Form**

This form can be used by the evaluator to document observations for non-classroom teachers. One form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development. It is unlikely that all teacher performance standards or evaluation indicators would be documented in a single observation. In fact, an observation might focus on a specific standard. Standards 1, 2, 3, and 4 are shown below as they are the most likely to be observed in a classroom visit

<b>Teacher Name</b>		<b>Date</b>	
<b>Course</b>		<b>Observation</b>	

<b>PERFORMANCE STANDARDS</b>		<b>OBSERVATION NOTES</b>
<b>1</b>	<b>Instructional Design and Lesson Planning</b> The educator consistently applies concepts from human development and learning theories to promote the academic success of all students.	
<b>2</b>	<b>The Learning Environment</b> The educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.	
<b>3</b>	<b>Instructional Delivery and Facilitation</b> The educator consistently utilizes a deep and comprehensive knowledge of the subject during instruction.	
<b>4</b>	<b>Assessment</b> The educator consistently utilizes formative and summative assessments to drive instructional decisions and enhance learning.	

<b>Additional Notes</b>

# Instructional Evaluation System

<b>Teacher Name</b>		<b>Date</b>	
<b>Course</b>		<b>Observation</b>	

**Directions:** Use this tool to select all evaluation indicators which were **evident** during the walkthrough.

## Instructional Design and Lesson Planning

- Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;
- Sequences lessons and concepts to ensure coherence and required prior knowledge;
- Designs instruction for students to achieve mastery;
- Selects **appropriate formative assessments** to monitor learning;
- Uses **diagnostic student data** to plan lessons;
- Develops learning experiences that require students to demonstrate a **variety of applicable skills and competencies**;
- Provides classroom instruction to students in prekindergarten through grade 12 that is age and **developmentally appropriate** and **aligned to the state academic standards** as outlined in Rule 6A 1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.;
- Analyzes and uses **multiple sources of student learning data** to guide planning;
- Plans accordingly** for pacing, sequencing, content mastery, transitions, and application of knowledge;
- Reflects on plans after instructional delivery** for future modifications;
- Develops appropriate course, unit, and daily plans, and adapts plans when needed; and
- Plans and works **collaboratively with others** to enhance teaching and learning.

## The Learning Environment

- Organizes, allocates, and manages the resources of time, space, and attention;
- Manages individual and class behaviors through a well-planned management system;
- Conveys **high expectations** to all students;
- Respects students' **cultural, linguistic, and family background**;
- Models clear, acceptable oral and written **communication skills**;
- Maintains a climate of **openness, inquiry, fairness, and support**;
- Integrates current **information and communication technologies**;
- Adapts the learning environment to accommodate the **differing needs and diversity of students** while ensuring that the learning environment is consistent with s. 1000.071, F.S.;
- Utilizes current and emerging **assistive technologies** that enable students to participate in high-quality communication interactions and achieve their educational goals; and
- Creates a classroom environment where students are able to demonstrate **resiliency** as outlined in Rule 6A 1.094124, F.A.C.

## Instructional Delivery and Facilitation

- Deliver **engaging and challenging lessons**;
- Deepen and enrich students' understanding through content area **literacy strategies, verbalization of thought, and application of the subject matter**;
- Identify gaps** in students' subject matter knowledge;
- Modify instruction to **respond to preconceptions or misconceptions**;
- Relate and **integrate the subject matter** with other disciplines and life experiences;
- Employ **questioning that promotes critical thinking**;
- Apply varied instructional strategies and resources, including **appropriate technology**, to provide comprehensible instruction, and to teach for student understanding;
- Differentiate instruction based on an assessment** of student learning needs and recognition of individual differences in students;
- Support, encourage, and provide **immediate and specific feedback** to students to promote student achievement;
- Utilize **student feedback to monitor instructional needs** and to adjust instruction;
- Demonstrates an understanding of **appropriate accommodations for diverse learners and students learning in unique contexts**;
- Uses **content-specific language, correct vocabulary and grammar, and acceptable forms of communication** as they relate to a specific discipline and/or grade level;

## Assessment

- 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;
- Designs and aligns formative and summative assessments** that match learning objectives and lead to mastery;
- Uses a **variety of assessment tools** to monitor student progress, achievement and learning gains;
- Modifies assessments and **testing conditions** to accommodate learning styles and varying levels of knowledge;
- Shares the importance and outcomes of student assessment data** with the student and the **student's parent/caregiver(s)**;
- Applies technology** to organize and integrate assessment information;
- Uses **pre-assessment data** to develop expectations for students, to differentiate instruction, and to document learning;
- Involves **students in setting learning goals and monitoring their own progress**;
- Uses research-based **questioning techniques** to gauge student understanding;
- Collaborates with others to **develop common assessments**, when appropriate;



## Appendix D – Student Performance Measures

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

### Student Academic Progress Table

The following charts identify by grade level and subject area what data will be used to calculate the teachers’ final evaluation. If a teacher has multiple preps or multiple courses, we will only utilize one subject area for VAM Score (score would include all sections of the subject, courses with the most sections will prevail unless one of the courses is a state-tested subject).

Student Performance Measures												
Teaching Assignment	Assessment(s)	Performance Standard(s)										
Pre-Kindergarten (PK)	FAST Early STAR - Student Growth Percentile (SGP)	See Renaissance Growth Chart on Page 27 for rating details.										
Kindergarten (K)	FAST Early STAR - Student Growth Percentile (SGP)											
First Grade (1)	FAST STAR - Student Growth Percentile (SGP)											
Second Grade (2)	FAST STAR - Student Growth Percentile (SGP)											
Third Grade (3)	FAST Reading Proficiency/Growth or FAST Mathematics Proficiency/Growth	For Gr. 3 Reading and Mathematics & Gr. 5 Science <table border="1"> <thead> <tr> <th>Proficiency / Growth</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>&lt;85%</td> <td>Highly Effective</td> </tr> <tr> <td>65%-84%</td> <td>Effective</td> </tr> <tr> <td>45%-64%</td> <td>Approaching Effective</td> </tr> <tr> <td>0%-44%</td> <td>Ineffective</td> </tr> </tbody> </table>	Proficiency / Growth	Rating	<85%	Highly Effective	65%-84%	Effective	45%-64%	Approaching Effective	0%-44%	Ineffective
Proficiency / Growth	Rating											
<85%	Highly Effective											
65%-84%	Effective											
45%-64%	Approaching Effective											
0%-44%	Ineffective											
Fourth Grade (4)	FAST Reading VAM or FAST Mathematics VAM											
Fifth Grade (5)	FAST Reading VAM, FAST Mathematics VAM, or Gr. 5 Science Proficiency											
Other (K-5) (including non-classroom instructional personnel)	School FAST Reading VAM or Subject Area Teacher Developed Assessment											

## Instructional Evaluation System

Student Performance Measures			
Teaching Assignment	Assessment(s)	Performance Standard(s)	
English/Language Arts, Reading Courses (6-8)	FAST Reading VAM		
Math Courses (6-8)	FAST Mathematics VAM		
Science Courses (8)	Gr. 8 Science EOC Proficiency	For Gr. 8 Science EOC & Civics EOC	
Other (6-8) (including non-classroom instructional personnel)	School FAST Reading VAM or Subject Area Teacher Developed Assessment Civics EOC Proficiency	Proficiency	Rating
		<85%	Highly Effective
		65%-84%	Effective
		45%-64%	Approaching Effective
		0%-44%	Ineffective
English 1	FAST Reading VAM		
English 2	FAST Reading VAM		
English 3	School FAST Reading VAM or Subject Area Teacher Developed Assessment		
English 4	School FAST Reading VAM or Subject Area Teacher Developed Assessment		
AP English Comp	School FAST Reading VAM or Subject Area Teacher Developed Assessment		
Algebra 1 (Honors); Algebra 1B	Algebra I EOC VAM		
Pre-AICE Mathematics 1	Geometry EOC	Proficiency	Rating
		<85%	Highly Effective
		65%-84%	Effective
		45%-64%	Approaching Effective
		0%-44%	Ineffective
IB Middle Years Algebra 1 Honors	N/A		
Geometry (Honors)	N/A		

## Instructional Evaluation System

Student Performance Measures			
Teaching Assignment	Assessment(s)	Performance Standard(s)	
IB Middle Years Geometry Honors	N/A		
Pre-AICE Mathematics 2	N/A		
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB; Integrated Science 3 (Honors)	Biology I EOC [Biology 1 (Honors); Biology Technology;]  N/A [Biology 1 Pre-IB; Integrated Science 3 (Honors)]	Proficiency	Rating
		<85%	Highly Effective
		65%-84%	Effective
		45%-64%	Approaching Effective
		0%-44%	Ineffective
Pre-AICE Biology	N/A		
IB Middle Years Biology Honors	N/A		
Civics	Civics EOC Proficiency	Proficiency	Rating
		<85%	Highly Effective
		65%-84%	Effective
		45%-64%	Approaching Effective
		0%-44%	Ineffective
U.S. History	US History EOC Proficiency	Proficiency	Rating
		<85%	Highly Effective
		65%-84%	Effective
		45%-64%	Approaching Effective
		0%-44%	Ineffective
ROTC	School FAST Reading VAM		

## Instructional Evaluation System

Student Performance Measures												
Teaching Assignment	Assessment(s)	Performance Standard(s)										
Other (9-12) (including non-classroom instructional personnel)	School FAST Reading VAM or Subject Area Teacher Developed Assessment	Subject Area Teacher Developed Test: <table border="1" style="margin: 5px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d9d9d9;"> <th style="padding: 5px;">Proficiency</th> <th style="padding: 5px;">Rating</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">&lt;85%</td> <td style="padding: 5px;">Highly Effective</td> </tr> <tr> <td style="padding: 5px;">65%-84%</td> <td style="padding: 5px;">Effective</td> </tr> <tr> <td style="padding: 5px;">45%-64%</td> <td style="padding: 5px;">Approaching Effective</td> </tr> <tr> <td style="padding: 5px;">0%-44%</td> <td style="padding: 5px;">Ineffective</td> </tr> </tbody> </table>	Proficiency	Rating	<85%	Highly Effective	65%-84%	Effective	45%-64%	Approaching Effective	0%-44%	Ineffective
Proficiency	Rating											
<85%	Highly Effective											
65%-84%	Effective											
45%-64%	Approaching Effective											
0%-44%	Ineffective											
District Non-Classroom Instructional Personnel	School FAST Reading VAM											

### Renaissance STAR Growth Chart

	Unsatisfactory		Needs Improvement		Effective		Highly Effective
	<b>1</b>	<b>1.5</b>	<b>2</b>	<b>2.5</b>	<b>3</b>	<b>3.5</b>	<b>4</b>
Grade K-2	0-20	21-25	26-39	40-44	45-60	61-65	66+

EXAMPLE:

	STAR Score	Scale Score
Student A	48	3
Student B	59	3
Student C	41	2.5
Student D	62	3.5
Student E	67	4
Teacher Score / Average	$(3+3+2.5+3.5+4)/5$ = 3.2 (Effective)	

# Instructional Evaluation System

## Appendix E – Summative Evaluation Forms

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

### Classroom Teacher Evaluation Form

#### Final Teacher Performance Evaluation Report

<b>Teacher Name</b>		<b>School Year</b>		
<b>Course</b>		<b>Evaluator</b>		
PERFORMANCE STANDARDS		RATING	WEIGHT	POINTS
<b>1</b>	<b>Instructional Design and Lesson Planning</b> The educator consistently applies concepts from human development and learning theories to promote the academic success of all students.		2.5	
<b>2</b>	<b>The Learning Environment</b> The educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.		2.5	
<b>3</b>	<b>Instructional Delivery and Facilitation</b> The educator consistently utilizes a deep and comprehensive knowledge of the subject during instruction.		2.5	
<b>4</b>	<b>Assessment</b> The educator consistently utilizes formative and summative assessments to drive instructional decisions and enhance learning.		2.5	
<b>5</b>	<b>Continuous Professional Improvement</b> Assessment of practice based on reflection is used in conjunction with external feedback to drive continuous professional development and growth.		2.5	
<b>6</b>	<b>Professional Responsibility and Ethical Conduct</b> Professional standards of conduct and compliance are consistently upheld and demonstrated in all areas of practice at the highest level.		2.5	
<b>7</b>	<b>Student Growth Component</b> A teacher’s work results in acceptable, measurable, and appropriate student academic progress.		10	
<b>Total Evaluation Score</b>				<b>0.00</b>

Evaluator Notes:

Signature of Employee: \_\_\_\_\_  
Date: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_  
Date: \_\_\_\_\_

Final Evaluation	Total Evaluation Score
Highly Effective	90-100
Effective	70-89
Needs Improvement	50-69
Unsatisfactory	25-49

# Instructional Evaluation System

## 1. Instructional Design and Lesson Planning

Instructional Design and Lesson Planning Performance Ratings			
Ineffective (1)	Approaching Effective (2)	Effective (3)	Highly Effective (4)
The teacher fails to plan or plans without adequately using state-adopted standards, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of state-adopted standards, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher plans using state-adopted standards, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.
<b>Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.</b>			
<b>The educator consistently applies concepts from human development and learning theories to promote the academic success of all students.</b>			
<b>Evaluation Indicators:</b>			
1.1 Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;			Evident    Partial    Not Evident
1.2 Sequences lessons and concepts to ensure coherence and required prior knowledge;			Evident    Partial    Not Evident
1.3 Designs instruction for students to achieve mastery;			Evident    Partial    Not Evident
1.4 Selects appropriate formative assessments to monitor learning;			Evident    Partial    Not Evident
1.5 Uses diagnostic student data to plan lessons;			Evident    Partial    Not Evident
1.6 Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies;			Evident    Partial    Not Evident
1.7 Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.;			Evident    Partial    Not Evident
1.8 Analyzes and uses multiple sources of student learning data to guide planning;			Evident    Partial    Not Evident
1.9 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge;			Evident    Partial    Not Evident
1.10 Reflects on plans after instructional delivery for future modifications;			Evident    Partial    Not Evident
1.11 Develops appropriate course, unit, and daily plans, and adapts plans when needed; and			Evident    Partial    Not Evident
1.12 Plans and works collaboratively with others to enhance teaching and learning.			Evident    Partial    Not Evident
<b>Potential Artifacts/Documentation:</b>			
<ul style="list-style-type: none"> <li>*Teacher Observation Form</li> <li>Copies of lesson plans.</li> <li>Course syllabus.</li> <li>Intervention plans.</li> <li>Evidence of using data about student learning to guide planning and instruction</li> </ul>	<ul style="list-style-type: none"> <li>Differentiation in lesson planning and practice</li> <li>Analysis of classroom assessment</li> <li>Data-driven curriculum revision work, such as sample lesson or unit plans, course syllabus, intervention plan, substitute learning plan, or annotated learning objectives</li> </ul>		
<b>Teacher Artifacts/Documentation:</b>			
<b>Evaluator Artifacts/Documentation:</b>			
<b>Evaluator Notes:</b>			

Rule 6A-5.030, F.A.C. (Effective November 2023)

Page 30

Form IEST-2023

# Instructional Evaluation System

## 2. The Learning Environment

The Learning Environment Performance Rating			
Ineffective (1)	Approaching Effective (2)	Effective (3)	Highly Effective (4)
The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.
<b>Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.</b>			
<b>The educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.</b>			
<b>Evaluation Indicators:</b>			
2.1 Organizes, allocates, and manages the resources of time, space, and attention;			Evident    Partial    Not Evident
2.2 Manages individual and class behaviors through a well-planned management system;			Evident    Partial    Not Evident
2.3 Conveys high expectations to all students;			Evident    Partial    Not Evident
2.4 Respects students' cultural linguistic and family background;			Evident    Partial    Not Evident
2.5 Models clear, acceptable oral and written communication skills;			Evident    Partial    Not Evident
2.6 Maintains a climate of openness, inquiry, fairness and support;			Evident    Partial    Not Evident
2.7 Integrates current information and communication technologies;			Evident    Partial    Not Evident
2.8 Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;			Evident    Partial    Not Evident
2.9 Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and			Evident    Partial    Not Evident
2.10 Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.			Evident    Partial    Not Evident
<b>Potential Artifacts/Documentation:</b>			
<ul style="list-style-type: none"> <li>● *Teacher Observation Form</li> <li>● Copy of classroom management system.</li> <li>● Schedule of everyday classroom routines.</li> <li>● Diagram of alternative classroom arrangements used for special purposes with explanatory comments</li> <li>● Schedule of daily classroom routines</li> </ul>	<ul style="list-style-type: none"> <li>● List of classroom rules with a brief explanation of the procedures used to develop and reinforce them</li> <li>● Explanation of behavior management philosophy and procedures</li> <li>● Diagram of the classroom with identifying comment</li> </ul>		
<b>Teacher Artifacts/Documentation:</b>			
<b>Evaluator Artifacts/Documentation:</b>			
<b>Evaluator Notes:</b>			

Rule 6A-5.030, F.A.C. (Effective November 2023)

Page 31

Form IEST-2023

## Instructional Evaluation System

### 3. Instructional Delivery and Facilitation

Instructional Delivery and Facilitation Performance Rating			
Ineffective (1)	Approaching Effective (2)	Effective (3)	Highly Effective (4)
The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.
<b>Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.</b>			
<b>The educator consistently utilizes a deep and comprehensive knowledge of the subject during instruction.</b>			
<b>Evaluation Indicators:</b>			
3.1 Deliver engaging and challenging lessons;		Evident	Partial    Not Evident
3.2 Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;		Evident	Partial    Not Evident
3.3 Identify gaps in students' subject matter knowledge;		Evident	Partial    Not Evident
3.4 Modify instruction to respond to preconceptions or misconceptions;		Evident	Partial    Not Evident
3.5 Relate and integrate the subject matter with other disciplines and life experiences;		Evident	Partial    Not Evident
3.6 Employ questioning that promotes critical thinking;		Evident	Partial    Not Evident
3.7 Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;		Evident	Partial    Not Evident
3.8 Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;		Evident	Partial    Not Evident
3.9 Support, encourage, and provide immediate and specific feedback to students to promote student achievement;		Evident	Partial    Not Evident
3.10 Utilize student feedback to monitor instructional needs and to adjust instruction;		Evident	Partial    Not Evident
3.11 Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English Language Learners, gifted learners, students with disabilities, etc.);		Evident	Partial    Not Evident
3.12 Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level;		Evident	Partial    Not Evident
<b>Potential Artifacts/Documentation:</b>			
<ul style="list-style-type: none"> <li>● *Teacher Observation Form</li> <li>● Copies of lesson plans or assessments</li> <li>● Samples of handouts/presentation visuals.</li> </ul>		<ul style="list-style-type: none"> <li>● Annotated photographs of class activities.</li> <li>● Evidence of guided instructional activities (graphic organizers, frames, anchor charts, word walls, etc)</li> </ul>	
<b>Teacher Artifacts/Documentation:</b>			
<b>Evaluator Artifacts/Documentation:</b>			
<b>Evaluator Notes:</b>			



# Instructional Evaluation System

## 4. Assessment

Assessment Performance Rating			
Ineffective (1)	Approaching Effective (2)	Effective (3)	Highly Effective (4)
The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.	The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.	The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.
<b>Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.</b>			
<b>The educator consistently utilizes formative and summative assessments to drive instructional decisions and enhance learning.</b>			
<b>Evaluation indicators:</b>			
4.1 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;			Evident      Partial      Not Evident
4.2 Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;			Evident      Partial      Not Evident
4.3 Uses a variety of assessment tools to monitor student progress, achievement and learning gains;			Evident      Partial      Not Evident
4.4 Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;			Evident      Partial      Not Evident
4.5 Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);			Evident      Partial      Not Evident
4.6 Applies technology to organize and integrate assessment information;			Evident      Partial      Not Evident
4.7 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning;			Evident      Partial      Not Evident
4.8 Involves students in setting learning goals and monitoring their own progress;			Evident      Partial      Not Evident
4.9 Uses research-based questioning techniques to gauge student understanding; and			Evident      Partial      Not Evident
4.10 Collaborates with others to develop common assessments, when appropriate;			Evident      Partial      Not Evident
<b>Potential Artifacts/Documentation:</b> <ul style="list-style-type: none"> <li>● *Teacher Observation Form</li> <li>● Copies of lesson plans.</li> <li>● Assessment data.</li> <li>● Copy of scoring rubric from a student project.</li> <li>● Copies of student work.</li> </ul>	<ul style="list-style-type: none"> <li>● Reports prepared for parents/students.</li> <li>● Samples of both formative and summative assessments.</li> <li>● Disaggregated analysis and reflection of student assessments.</li> <li>● Brief report describing record keeping system and how it is used to monitor.</li> </ul>		
<b>Teacher Artifacts/Documentation:</b>			
<b>Evaluator Artifacts/Documentation:</b>			
<b>Evaluator Notes:</b>			

## 5. Continuous Professional Improvement

<b>Continuous Professional Improvement Performance Rating</b>			
<b>Ineffective (1)</b>	<b>Approaching Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>
The teacher fails to and/or infrequently takes advantage of professional growth opportunities.	The teacher is inconsistent in participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.	The teacher demonstrates a commitment and takes responsibility for personal professional growth that results in the enhancement of student learning.	The teacher frequently initiates activities that contribute to the enrichment of the wider school community.
<b>Performance ratings are NOT made at the evaluation indicator level, but at the performance standard level.</b>			
<b>Assessment of practice based on reflection is used in conjunction with external feedback to drive continuous professional development and growth.</b>			
<b>Evaluation Indicators:</b>			
5.1 Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;		Evident	Partial      Not Evident
5.2 Examines and uses data-informed research to improve instruction and student achievement;		Evident	Partial      Not Evident
5.3 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;		Evident	Partial      Not Evident
5.4 Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;		Evident	Partial      Not Evident
5.5 Engages in targeted professional growth opportunities and reflective practices; and,		Evident	Partial      Not Evident
5.6 Implements knowledge and skills learned in professional development in the teaching and learning process.		Evident	Partial      Not Evident
<b>Potential Artifacts/Documentation:</b>			
<ul style="list-style-type: none"> <li>• Copies of lesson plans.</li> <li>• Observation data.</li> <li>• Assessment data.</li> <li>• Professional learning records.</li> <li>• Evidence of responding to feedback provided by the supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection journals.</li> <li>• Examples of collaborative work.</li> <li>• Documentation of school transcripts, recent courses.</li> <li>• Communication logs.</li> </ul>		
<b>Teacher Artifacts/Documentation:</b>			
<b>Evaluator Artifacts/Documentation:</b>			
<b>Evaluator Notes:</b>			

## 6. Professional Responsibility and Ethical Conduct

<b>Professional Responsibility and Ethical Conduct Performance Rating</b>			
<b>Ineffective (1)</b>	<b>Approaching Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>
The teacher fails to adhere to legal, ethical, and professional standards, and/or demonstrates a reluctance or disregard toward school policy.	The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders.	The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately.	The teacher serves as a role model in professional behavior, uses optimal means of communication and mentors and leads colleagues in the improvement of their instructional practice.
<b>Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.</b>			
<b>Professional standards of conduct and compliance are consistently upheld and demonstrated in all areas of practice at the highest level.</b>			
<b>Evaluation indicators:</b>			
6.1 Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;			Evident      Partial      Not Evident
6.2 The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.;			Evident      Partial      Not Evident
6.3 The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.;			Evident      Partial      Not Evident
6.4 Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements;			Evident      Partial      Not Evident
6.5 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance);			Evident      Partial      Not Evident
6.6 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies;			Evident      Partial      Not Evident
6.7 Engages in activities outside the classroom intended for school and student enhancement;			Evident      Partial      Not Evident
6.8 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students’ well-being, progress, and success;			Evident      Partial      Not Evident
6.9 Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students’ progress;			Evident      Partial      Not Evident
6.10 Serves as a contributing member of the school’s professional learning community through collaboration with teaching colleagues and staff; and			Evident      Partial      Not Evident
6.11 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.			Evident      Partial      Not Evident
<b>Potential Artifacts/Documentation:</b>	<ul style="list-style-type: none"> <li>• Examples of collaborative work with peers</li> <li>• Certificates or other documentation from professional development activities taken or given (e.g., workshops, conferences, official transcripts from courses, National Board certification, etc.)</li> </ul>		
	<ul style="list-style-type: none"> <li>• Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.</li> <li>• Samples of communication with students, parents/caregivers, and peers</li> <li>• Instructional leadership or research projects</li> <li>• Work done in support of state and national organizations</li> </ul>		
<b>Teacher Artifacts/Documentation:</b>			
<b>Evaluator Artifacts/Documentation:</b>			
<b>Evaluator Notes:</b>			

**7. Student Academic Progress**

<b>Professional Responsibility and Ethical Conduct Performance Rating</b>			
<b>Ineffective (1)</b>	<b>Approaching Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>
The work of the teacher does not achieve acceptable student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners.
Please see <i>Student Academic Progress Table</i> rating information.			
<i>Evaluator Notes:</i>			

# Instructional Evaluation System

## Non-Classroom Teacher Evaluation Forms

### Final Teacher Performance Evaluation Report

<b>Teacher Name</b>		<b>School Year</b>	
<b>Course</b>		<b>Evaluator</b>	

PERFORMANCE STANDARDS		RATING	WEIGHT	POINTS
<b>1</b>	<b>Instructional Design and Lesson Planning</b> The educator consistently applies concepts from human development and learning theories to promote the academic success of all students.		2.5	
<b>2</b>	<b>The Learning Environment</b> The educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.		2.5	
<b>3</b>	<b>Instructional Delivery and Facilitation</b> The educator consistently utilizes a deep and comprehensive knowledge of the subject during instruction.		2.5	
<b>4</b>	<b>Assessment</b> The educator consistently utilizes formative and summative assessments to drive instructional decisions and enhance learning.		2.5	
<b>5</b>	<b>Continuous Professional Improvement</b> Assessment of practice based on reflection is used in conjunction with external feedback to drive continuous professional development and growth.		2.5	
<b>6</b>	<b>Professional Responsibility and Ethical Conduct</b> Professional standards of conduct and compliance are consistently upheld and demonstrated in all areas of practice at the highest level.		2.5	
<b>7</b>	<b>Student Growth Component</b> A teacher's work results in acceptable, measurable, and appropriate student academic progress.		10	
<b>Total Evaluation Score</b>				<b>0.00</b>

Evaluator Notes:

Signature of Employee: \_\_\_\_\_

Date:

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

Date:

Final Evaluation	Total Evaluation Score
Highly Effective	90-100
Effective	70-89
Needs Improvement	50-69
Unsatisfactory	25-49

## Instructional Evaluation System

### 1. Instructional Design and Lesson Planning

Instructional Design and Lesson Planning Performance Ratings					
Ineffective (1)	Approaching Effective (2)	Effective (3)		Highly Effective (4)	
The teacher fails to plan or plans without adequately using state-adopted standards, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of state-adopted standards, the school's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The teacher plans using state-adopted standards, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.		The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	
<b>Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.</b>					
<b>The educator consistently applies concepts from human development and learning theories to promote the academic success of all students.</b>					
<b>Evaluation Indicators:</b>					
1.1 Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	Evident	Partial	Not Evident	Not Applicable	
1.2 Sequences lessons and concepts to ensure coherence and required prior knowledge;	Evident	Partial	Not Evident	Not Applicable	
1.3 Designs instruction for students to achieve mastery;	Evident	Partial	Not Evident	Not Applicable	
1.4 Selects appropriate formative assessments to monitor learning;	Evident	Partial	Not Evident	Not Applicable	
1.5 Uses diagnostic student data to plan lessons;	Evident	Partial	Not Evident	Not Applicable	
1.6 Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies;	Evident	Partial	Not Evident	Not Applicable	
1.7 Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.;	Evident	Partial	Not Evident	Not Applicable	
1.8 Analyzes and uses multiple sources of student learning data to guide planning;	Evident	Partial	Not Evident	Not Applicable	
1.9 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge;	Evident	Partial	Not Evident	Not Applicable	
1.10 Reflects on plans after instructional delivery for future modifications;	Evident	Partial	Not Evident	Not Applicable	
1.11 Develops appropriate course, unit, and daily plans, and adapts plans when needed; and	Evident	Partial	Not Evident	Not Applicable	
1.12 Plans and works collaboratively with others to enhance teaching and learning.	Evident	Partial	Not Evident	Not Applicable	
<b>Potential Artifacts/Documentation:</b>		<ul style="list-style-type: none"> <li>• Differentiation in lesson planning and practice.</li> <li>• Analysis of assessment data.</li> <li>• Data-driven curriculum revision work, such as sample lesson or unit plans, course syllabus, intervention plan, substitute learning plan, or annotated learning objectives.</li> <li>• Therapy plans.</li> <li>• Individual Education Plans.</li> <li>• Psychological reports.</li> </ul>			
<b>Teacher Artifacts/Documentation:</b>					
<b>Evaluator Artifacts/Documentation:</b>					
<b>Evaluator Notes:</b>					

## 2. The Learning Environment

<b>The Learning Environment Performance Rating</b>					
<b>Ineffective (1)</b>	<b>Approaching Effective (2)</b>	<b>Effective (3)</b>		<b>Highly Effective (4)</b>	
The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.		The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	
<b>Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.</b>					
<b>The educator consistently maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.</b>					
<b>Evaluation Indicators:</b>					
2.1 Organizes, allocates, and manages the resources of time, space, and attention;	Evident	Partial	Not Evident	Not Applicable	
2.2 Manages individual and class behaviors through a well-planned management system;	Evident	Partial	Not Evident	Not Applicable	
2.3 Conveys high expectations to all students;	Evident	Partial	Not Evident	Not Applicable	
2.4 Respects students' cultural linguistic and family background;	Evident	Partial	Not Evident	Not Applicable	
2.5 Models clear, acceptable oral and written communication skills;	Evident	Partial	Not Evident	Not Applicable	
2.6 Maintains a climate of openness, inquiry, fairness and support;	Evident	Partial	Not Evident	Not Applicable	
2.7 Integrates current information and communication technologies;	Evident	Partial	Not Evident	Not Applicable	
2.8 Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	Evident	Partial	Not Evident	Not Applicable	
2.9 Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	Evident	Partial	Not Evident	Not Applicable	
2.10 Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	Evident	Partial	Not Evident	Not Applicable	
<b>Potential Artifacts/Documentation:</b>		<ul style="list-style-type: none"> <li>List of classroom rules with a brief explanation of the procedures used to develop and reinforce them.</li> <li>Explanation of behavior management philosophy and procedures.</li> <li>Diagram of the classroom with identifying comment.</li> <li>Documentation of group communications.</li> <li>Training feedback.</li> </ul>			
<ul style="list-style-type: none"> <li>*Teacher Observation Form</li> <li>Copy of classroom management system.</li> <li>Schedule of everyday classroom routines.</li> <li>Diagram of alternative classroom arrangements used for special purposes with explanatory comments.</li> <li>Schedule of daily classroom routines.</li> </ul>					
<b>Teacher Artifacts/Documentation:</b>					
<b>Evaluator Artifacts/Documentation:</b>					
<b>Evaluator Notes:</b>					

### 3. Instructional Delivery and Facilitation

<b>Instructional Delivery and Facilitation Performance Rating</b>				
<b>Ineffective (1)</b>	<b>Approaching Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>	
The teacher fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students.	The teacher is inconsistent in his/her use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.	
<b>Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.</b>				
<b>The educator consistently utilizes a deep and comprehensive knowledge of the subject during instruction.</b>				
<b>Evaluation Indicators:</b>				
3.1 Deliver engaging and challenging lessons;	Evident	Partial	Not Evident	Not Applicable
3.2 Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Evident	Partial	Not Evident	Not Applicable
3.3 Identify gaps in students' subject matter knowledge;	Evident	Partial	Not Evident	Not Applicable
3.4 Modify instruction to respond to preconceptions or misconceptions;	Evident	Partial	Not Evident	Not Applicable
3.5 Relate and integrate the subject matter with other disciplines and life experiences;	Evident	Partial	Not Evident	Not Applicable
3.6 Employ questioning that promotes critical thinking;	Evident	Partial	Not Evident	Not Applicable
3.7 Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Evident	Partial	Not Evident	Not Applicable
3.8 Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Evident	Partial	Not Evident	Not Applicable
3.9 Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Evident	Partial	Not Evident	Not Applicable
3.10 Utilize student feedback to monitor instructional needs and to adjust instruction;	Evident	Partial	Not Evident	Not Applicable
3.11 Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English Language Learners, gifted learners, students with disabilities, etc.);	Evident	Partial	Not Evident	Not Applicable
3.12 Uses content specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level;	Evident	Partial	Not Evident	Not Applicable
<b>Potential Artifacts/Documentation:</b>	<ul style="list-style-type: none"> <li>• Annotated photographs of class activities.</li> <li>• Evidence of guided instructional activities (graphic organizers, frames, anchor charts, word walls, etc.).</li> </ul>			
<ul style="list-style-type: none"> <li>• *Teacher Observation Form.</li> <li>• Copies of lesson plans or assessments.</li> <li>• Copy of training outline/plans.</li> <li>• Samples of handouts/presentation visuals.</li> <li>• Therapy notes.</li> <li>• Samples of Individual Education Plans.</li> </ul>				
<b>Teacher Artifacts/Documentation:</b>				
<b>Evaluator Artifacts/Documentation:</b>				
<b>Evaluator Notes:</b>				



## Instructional Evaluation System

### 4. Assessment

Assessment Performance Rating					
Ineffective (1)	Approaching Effective (2)	Effective (3)	Highly Effective (4)		
The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, and/or fails to provide student feedback in a timely manner.	The teacher uses a limited selection of assessment strategies and/or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, and/or in providing timely feedback.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.	The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.		
<b>Performance ratings are NOT made at the evaluation indicator level, but at the performance standard level.</b>					
<b>The educator consistently utilizes formative and summative assessments to drive instructional decisions and enhance learning.</b>					
<b>Evaluation Indicators:</b>					
4.1 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;	Evident	Partial	Not Evident	Not Applicable	
4.2 Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Evident	Partial	Not Evident	Not Applicable	
4.3 Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Evident	Partial	Not Evident	Not Applicable	
4.4 Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Evident	Partial	Not Evident	Not Applicable	
4.5 Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);	Evident	Partial	Not Evident	Not Applicable	
4.6 Applies technology to organize and integrate assessment information;	Evident	Partial	Not Evident	Not Applicable	
4.7 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning;	Evident	Partial	Not Evident	Not Applicable	
4.8 Involves students in setting learning goals and monitoring their own progress;	Evident	Partial	Not Evident	Not Applicable	
4.9 Uses research-based questioning techniques to gauge student understanding; and	Evident	Partial	Not Evident	Not Applicable	
4.10 Collaborates with others to develop common assessments, when appropriate.	Evident	Partial	Not Evident	Not Applicable	
<b>Potential Artifacts/Documentation:</b>		<ul style="list-style-type: none"> <li>Annotated photographs of class activities.</li> <li>Evidence of guided instructional activities (graphic organizers, frames, anchor charts, word walls, etc.).</li> <li>Copies of therapy plans and progress notes.</li> <li>Copies of psychological reports.</li> <li>Training feedback.</li> </ul>			
<b>Teacher Artifacts/Documentation:</b>					
<b>Evaluator Artifacts/Documentation:</b>					
<b>Evaluator Notes:</b>					

## 5. Continuous Professional Improvement

<b>Continuous Professional Improvement Performance Rating</b>				
<b>Ineffective (1)</b>	<b>Approaching Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>	
The teacher fails to and/or infrequently takes advantage of professional growth opportunities.	The teacher is inconsistent in participating in professional growth opportunities, and/or applying learning from growth opportunities in the classroom.	The teacher demonstrates a commitment and takes responsibility for personal professional growth that results in the enhancement of student learning.	The teacher frequently initiates activities that contribute to the enrichment of the wider school community.	
<b>Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.</b>				
<b>Assessment of practice based on reflection is used in conjunction with external feedback to drive continuous professional development and growth.</b>				
<b>Evaluation Indicators:</b>				
5.1 Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Evident	Partial	Not Evident	Not Applicable
5.2 Examines and uses data-informed research to improve instruction and student achievement;	Evident	Partial	Not Evident	Not Applicable
5.3 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;	Evident	Partial	Not Evident	Not Applicable
5.4 Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Evident	Partial	Not Evident	Not Applicable
5.5 Engages in targeted professional growth opportunities and reflective practices; and,	Evident	Partial	Not Evident	Not Applicable
5.6 Implements knowledge and skills learned in professional development in the teaching and learning process.	Evident	Partial	Not Evident	Not Applicable
<b>Potential Artifacts/Documentation:</b>	<ul style="list-style-type: none"> <li>• Reflection journals.</li> <li>• Examples of collaborative work.</li> <li>• Documentation of school transcripts, recent courses.</li> <li>• Communication logs.</li> <li>• Copy of training plans/outline.</li> </ul>			
<b>Teacher Artifacts/Documentation:</b>				
<b>Evaluator Artifacts/Documentation:</b>				
<b>Evaluator Notes:</b>				

## 6. Professional Responsibility and Ethical Conduct

<b>Professional Responsibility and Ethical Conduct Performance Rating</b>				
<b>Ineffective (1)</b>	<b>Approaching Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>	
The teacher fails to adhere to legal, ethical, and professional standards, and/or demonstrates a reluctance or disregard toward school policy.	The teacher is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders.	The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately.	The teacher serves as a role model in professional behavior, uses optimal means of communication and mentors and leads colleagues in the improvement of their instructional practice.	
<b>Performance ratings are <u>NOT</u> made at the evaluation indicator level, but at the performance standard level.</b>				
<b>Professional standards of conduct and compliance are consistently upheld and demonstrated in all areas of practice at the highest level.</b>				
<b>Evaluation Indicators:</b>				
6.1 Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	Evident	Partial	Not Evident	Not Applicable
6.2 The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.;	Evident	Partial	Not Evident	Not Applicable
6.3 The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.;	Evident	Partial	Not Evident	Not Applicable
6.4 Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements;	Evident	Partial	Not Evident	Not Applicable
6.5 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance);	Evident	Partial	Not Evident	Not Applicable
6.6 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies;	Evident	Partial	Not Evident	Not Applicable
6.7 Engages in activities outside the classroom intended for school and student enhancement;	Evident	Partial	Not Evident	Not Applicable
6.8 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students’ well-being, progress, and success;	Evident	Partial	Not Evident	Not Applicable
6.9 Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students’ progress;	Evident	Partial	Not Evident	Not Applicable
6.10 Serves as a contributing member of the school’s professional learning community through collaboration with teaching colleagues and staff; and	Evident	Partial	Not Evident	Not Applicable
6.11 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.	Evident	Partial	Not Evident	Not Applicable
<b>Potential Artifacts/Documentation:</b> <ul style="list-style-type: none"> <li>• Examples of collaborative work with peers.</li> <li>• Certificates or other documentation from professional development activities taken or given (e.g., workshops, conferences, official transcripts from courses, National Board certification, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.</li> <li>• Samples of communication with students, parents/caregivers, and peers.</li> <li>• Instructional leadership or research projects.</li> <li>• Work done in support of state and national organizations.</li> </ul>			
<b>Teacher Artifacts/Documentation:</b>				
<b>Evaluator Artifacts/Documentation:</b>				
<b>Evaluator Notes:</b>				

**7. Student Academic Progress**

<b>Student Academic Progress Rating</b>			
<b>Ineffective (1)</b>	<b>Approaching Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>
The work of the teacher does not achieve acceptable student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher serves as a model for others and results in a high level of student achievement with all populations of learners.
Please see <i>Student Academic Progress Table</i> rating information.			
<b>Evaluator Notes:</b>			