School District of Volusia County

Instructional Personnel Evaluation System

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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 section 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 district's needs. 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.

> 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

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

In Volusia County Schools, educator effectiveness is considered one of the most influential factors affecting student achievement, making actionable meaningful feedback that increases employee engagement, retention, and performance of the highest priority. The professional growth of our educators is an ongoing focus embedded into the evaluation process. The Volusia System for Empowering Teachers (VSET) is designed to supply time for rich and productive discussions between observed personnel and evaluators and to support every educator's professional growth. Our goal is to promote innovative and effective instruction in every classroom. We will support educators' professional growth in two main ways:

1) **Job-embedded professional learning:** By observing instructional practice, administrators can identify areas of strength and areas for continued growth. This feedback may also help observed personnel with professional learning for their differentiated needs. Additionally, observation and evaluation results will help identify districtwide and site-based disparities and needs and drive school improvement planning.

2) **Evaluation:** The evaluation of educator performance is based on multiple measures of effectiveness, including administrative assessment of performance and student achievement. The Volusia System for Empowering Teachers (VSET) is based on sound educational principles and contemporary research on effective educational practices. Instructional personnel evaluation instruments are aligned to the Florida Educator Accomplished Practices (FEAPs) and the teaching framework found in Enhancing Professional Practice: A Framework for Teaching developed by Dr. Charlotte Danielson. According to the Florida Department of Education, the Florida Educator Accomplished Practices serve as the state's standards for effective instructional practice and form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems. (Rule 6A-5.065).

   Student Growth Measure (SGM): Volusia County Public Schools uses a customized student growth measure model to assess each teacher's impact on student achievement. Each teacher's final student growth measure score is based on an average of three (3) years of data, when available. An effect size model will be used for the personnel assessed on the Florida Assessment of Student Thinking (FAST) scores. Student achievement is 35% of the total evaluation score.

   Instructional Practice Evaluation: Principals evaluate educators based on information gathered through observations of practice, as well as other supporting elements and evidence of performance that prove professional practice and responsibilities and is 65% of the total evaluation score.

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 (FEAPs) adopted by the State Board of Education.

☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs 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 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.

Evaluation Procedures

☒ 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'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.

➢ 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 development; 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 development programs, pursuant to section 1012.98(10), 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 the 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 development; 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 & Ongoing	▪ All instructional employees are trained via district-provided materials on the observation, evaluation process, and procedures within the first 30 days of school and before an observation can occur. ▪ More training is available via a Canvas course. ▪ The VSET Handbook is posted for all employees on the VCS Intranet and the VSET Help Tab within the evaluation platform. ▪ Rubrics, guides, and protocol documents are always posted and available to all employees on the VCS Intranet and the VSET Help Tab within the evaluation platform.
Newly Hired Classroom Teachers	Start of the School Year & Ongoing	▪ Required New Teacher Training provides all new employees an overview of The Framework for Teaching, the observation, and the evaluation process. ▪ All instructional employees are trained via district-provided materials on the observation, evaluation process, and procedures within the first 30 days of school and before an observation can occur. ▪ More training is available via a Canvas course. ▪ The VSET Handbook is posted for all employees on the VCS Intranet and the VSET Help Tab within the evaluation platform. ▪ Rubrics, guides, and protocol documents are always posted and available to all employees on the VCS Intranet and the VSET Help Tab within the evaluation platform.
Late Hires	Within the first 30 days of employment	▪ All late hires will complete training on the evaluation process, observation, and procedures via a Canvas course or in-person training (when offered) within their first 30 workdays and before an observation can occur. ▪ The VSET Handbook is posted for all employees on the VCS Intranet and the VSET Help Tab within the evaluation platform. ▪ Rubrics, guides, and protocol documents are always posted and available to all employees on the VCS Intranet and the VSET Help Tab within the evaluation platform.

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 Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	2 observations	1 per semester	The best practice is to post feedback into the employee's evaluation plan within ten (10) business days of the observation.
Hired after the beginning of the school year	2 observations* *Employees hired after the 100th employee workday are not observed as they will not work 100 days within the school year.	1 per semester	The best practice is to post feedback into the employee's evaluation plan within ten (10) business days of the observation.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2 observations	1 per semester	The best practice is to post feedback into the employee's evaluation plan within ten (10) business days of the observation.
Hired after the beginning of the school year	2 observations* *Employees hired after the 100th employee workday are not observed as they will not work 100 days within the school year.	1 per semester	The best practice is to post feedback into the employee's evaluation plan within ten (10) business days of the observation.

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
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	**Existing Employees:** 1 Final Evaluation	Final Evaluation: Quarter 4	Final Evaluation: by the last instructional workday of the school year.
Hired after the beginning of the school year	**New Employees:** 1 Mid-Year Evaluation 1 Final Evaluation *Employees hired after the 100th employee workday are not observed.	Mid-Year Evaluation: Quarter 2 Final Evaluation: Quarter 4	Mid-Year Evaluation: by the last instructional workday before Winter Break. Final Evaluation: by the last instructional workday of the school year.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	**New Employees:** 1 Mid-Year Evaluation 1 Final Evaluation	Mid-Year Evaluation: Quarter 2 Final Evaluation: Quarter 4	Mid-Year Evaluation: by the last instructional workday before Winter Break. Final Evaluation: by the last instructional workday of the school year.
Hired after the beginning of the school year	**New Employees:** 1 Mid-Year Evaluation 1 Final Evaluation *Employees hired after the 100th employee workday are not observed.	Mid-Year Evaluation: Quarter 2 Final Evaluation: Quarter 4	Mid-Year Evaluation: by the last instructional workday before Winter Break. Final Evaluation: by the last instructional workday of the school 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 Volusia County, instructional practice accounts for 40% 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.

Classroom Teachers and Non-Classroom Instructional Personnel:
The administrator rates all components of the Volusia System for Empowering Teachers (VSET) Plan (rubric detailed in Appendix B) at the end of the year. To determine the observation score, administrators evaluate the teacher's performance based on evidence gathered through observations and other supporting elements and evidence of performance that demonstrate professional practice and responsibilities. Administrators analyze the evidence collected within the teacher's VSET plan (which stores the feedback received from observations) and consider additional data provided by the teacher, considering all interactions with a teacher and all evidence available to inform the observation score, including informal classroom observations and walkthroughs.

The evaluation rubric is organized by domain and component; each component is weighted differently for the observation score, as shown below:

Evidence and artifacts are collected for "off-stage" Domains 1 and 4:

Domain 1 – Planning and Preparation – 20%	*Domain 4 – Professional Responsibilities - 20%*
2.5% Demonstrating knowledge of content & pedagogy	**5.0% Reflecting on teaching**
2.5% Demonstrating knowledge of students	**5.0% Maintaining accurate records**
5.0% Setting instructional outcomes	2.5% Communicating with families
2.5% Demonstrating knowledge of resources	2.5% Participating in a professional community
2.5% Designing coherent instruction	2.5% Growing and developing professionally
5.0% Assessing Student Learning	2.5% Showing professionalism

Observable behaviors are documented through "on-stage" Domains 2 and 3:

Domain 2- The Classroom Environment - 20 %	*Domain 3 – Instruction -40%*
5.0% Creating an environment of respect & rapport	5.0% Communicating with students
5.0% Establishing a culture for learning	**10.0% Using questioning & discussion techniques**
3.0% Managing classroom procedures	**10.0% Engaging students in learning**
4.0% Managing student behavior	**10.0% Using assessment in instruction**
3.0% Organizing physical space	5.0% Demonstrating flexibility & responsiveness

Within each component, each performance level is worth a different point value for the component:

- Distinguished/Highly Effective= 4
- Proficient/Effective= 3
- Basic/Developing (1-3 years experience)/ Needs Improvement (greater than 3 years of experience)= 2
- Unsatisfactory= 1

To generate the observation score, the points awarded by component are based on the rated performance level (score 1-4) and calculated based on the assigned component weight. The sum of each component is then totaled to determine the observation scale score. An example is provided below:

Domain	Component	Admin Rating	Weight	Total
Domain 1 Planning and Preparation	1a Knowledge of Content and Pedagogy	3	2.50%	7.5
Domain 1 Planning and Preparation	1b Demonstrating Knowledge of Students	3	2.50%	7.5
Domain 1 Planning and Preparation	1c Setting Instructional Outcomes	3	5%	15
Domain 1 Planning and Preparation	1d Knowledge of Resources	3	2.50%	7.5
Domain 1 Planning and Preparation	1e Designing Coherent Instruction	3	2.50%	7.5
Domain 1 Planning and Preparation	1f Designing Student Assessments	3	5%	15
Domain 2 The Classroom Environment	2a Environment of Respect and Rapport	4	5%	20
Domain 2 The Classroom Environment	2b Establishing a Culture for Learning	4	5%	20
Domain 2 The Classroom Environment	2c Managing Classroom Procedures	3	3%	9
Domain 2 The Classroom Environment	2d Managing Student Behavior	3	4%	12
Domain 2 The Classroom Environment	2e Organizing Physical Space	3	3%	9
Domain 3 Instruction	3a Communicating with Students	3	5%	15
Domain 3 Instruction	3b Questioning and Discussion Techniques	3	10%	30
Domain 3 Instruction	3c Engaging Students in Learning	3	10%	30
Domain 3 Instruction	3d Using Assessment in Instruction	3	10%	30
Domain 3 Instruction	3e Demonstrating Flexibility and Responsiveness	3	5%	15
Domain 4 Professional Responsibilities	4a Reflecting on Teaching	4	5%	20
Domain 4 Professional Responsibilities	4b Maintaining Accurate Records	3	5%	15
Domain 4 Professional Responsibilities	4c Communicating with Families	3	2.50%	7.5
Domain 4 Professional Responsibilities	4d Participating in Professional Community	3	2.50%	7.5
Domain 4 Professional Responsibilities	4e Growing and Developing Professionally	4	2.50%	10
Domain 4 Professional Responsibilities	4f Showing Professionalism	4	2.50%	10
Total			100%	320

The observation score is determined using the chart below.

OBSERVATION SCORE SCALE		
4	Distinguished	350-400
3	Proficient	250-349
2	Basic/Needs Improvement	150-249
1	Unsatisfactory	100-149

Example: A total observation score of 320 calculates to an observation cut score of 3 in the Instructional Practice Score formula.

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 in 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 performance indicators. In Volusia County, other indicators of performance account for 25% of the instructional personnel performance evaluation.

2. VSET includes a Deliberate Practice Plan (DPP), weighted at 25% for all instructional staff. The DPP is scored by the evaluator, calculated on a 1-4 scale, using four established levels of performance—Unsatisfactory (1), Basic/Needs Improvement (2), Proficient (3), or Distinguished (4).

   Professional growth planning is a process of inquiry focused on what teachers need to learn and to do to improve their practice, resulting in improved student learning. In this process, teachers engage in self-assessment, analysis of both quantitative and qualitative data, and the priorities of both the school and district. The DPP includes a meaningful learning cycle that engages teachers in learning or improving a skill related to one's professional practice. A learning cycle will align with one of the components in the Framework for Teaching. The teacher may work on the activities of the learning cycle individually as well as collaboratively with colleagues.

   The evaluator supports the implementation of the goals and checks progress throughout the year. The DPP is a vehicle by which the teacher sets and charts professional growth, reflecting on the questions: What instructional strategy was implemented? What was learned by the teacher? What was the impact on the teacher's professional practice? Meeting success in the professional learning activity is not dependent on student data. However, student data may support the fact that the goals were met.

   Professional learning activities provided by the district may include but are not limited to district or school-based professional learning opportunities for in-service credit. Other professional learning may consist of workshops, approved online courses, approved book studies, lesson studies, endorsement or add-on certification programs, and job-embedded professional learning (no in-service credit). These may include but are not limited to work in professional learning communities, collaborative groups, and online reading/research.

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.

   The teacher has two opportunities to submit a professional learning cycle for review and feedback before the DPP is rated, once in January and once in March. The administrator rates the DPP as part of the Year-End Evaluation according to the rubric below:

Unsatisfactory	Basic	Proficient	Distinguished
Missing learning cycle	Incomplete learning cycle	1 complete learning cycle	2 or more complete learning cycles (a minimum of one of two learning cycles must be completed by January)

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 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 the instructional assignment. In Volusia County, students' performance accounts for 35% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for deciding the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

    The Volusia County Schools' performance of students' component for the teacher evaluation system has been developed with the input of district staff, teachers, the Volusia United Educators, and school administrators. It has been modified to meet the needs and values of Volusia County and to comply with state law.

    The Student Growth Measure (SGM) of growth or achievement will comprise 35% of the total evaluation for all instructional personnel. An effect size model will be used for the personnel assessed on the Florida Assessment of Student Thinking (FAST) scores. Volusia County Schools may use the VAM score the state provides when available. The teachers falling into the "Highly Effective" category will receive 4 points for SGM. The teachers in the "Effective" category will receive 3 points for SGM. The teachers in the "Needs Improvement/Developing" category will receive 2 points for SGM. The teachers in the "Unsatisfactory" category will receive 1 point for SGM.

    All teachers can review and correct rosters using the Florida Department of Education's Roster Verification Tool (RVT). School administrators and district staff will review teacher input on the RVT to ensure that the teacher input is accurate and in compliance with roster verification

rules. Students must be in the same school for both survey 2 and survey 3, and only one survey to count in the teacher's SGM if the teacher teaches a block or semester-long course. Teachers not teaching a block or semester-long course can use the RVT to remove students not enrolled for both survey periods.

For all instructional personnel, when available, the student performance component will include student performance data for at least three years, including the current year and the two years immediately preceding the current year. If less than the three most recent years of data are available and appropriate, those years for which data are available must be used. For teachers with only one year of state-calculated VAM data, at least 10 students must be verified on the roster for the teacher's VAM to be calculated in the final evaluation. For teachers with 2 years of state-calculated VAM data, at least 20 students must be verified on the roster for the teacher's VAM to be calculated into the final evaluation. For teachers with 3 years of state-calculated VAM data, at least 20 students must be verified on the roster for the teacher's VAM to be calculated into the final evaluation.

Teachers newly hired to the district and veteran teachers will have the same calculations applied to their final evaluations. Teachers hired after Survey 3 will receive the school's state-calculated ELA VAM score in their evaluation when available or the school's calculated ELA effect size.

For instructional personnel who do not teach courses assessed by statewide or international standardized assessments, the school's ELA effect size measure will be used. For instructional personnel who teach VAM eligible courses according to 6A-5.0411, the state VAM score will be used as detailed below in the "Student Performance Measures" table. For instructional personnel who teach courses assessed by PM1 and PM3, an effect size model for assessments will be used as detailed below in the "Student Performance Measures" table. For instructional personnel who teach courses assessed by EOC, AICE, AP, IB, and FAA a proficiency model for assessments will be used and are detailed below in the "Student Performance Measures" table. For teachers that teach courses that fall under more than one SGM calculation with at least 10 students (VAM score, Proficiency Model, or Effect Size), the SGM that yields the highest score will be used within the instructional evaluation.

The effect size calculation will use the formula below, where the difference in assessment averages is divided by the average standard deviation.

Effect Size = $(\mu_1 - \mu_2)/\sigma$

D. Summative Rating Calculation

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

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

Each employee's summative rating is based on the following components:

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INSTRUCTIONAL PRACTICE SCORE
Administrative Evaluation *.40 *1.53846
+ Deliberate Practice Plan *.25 *1.53846
= Instructional Practice Score (Cut Score Applied)

SUMMATIVE SCORE
Instructional Practice Score *.65
+ Student Growth Measure *.35
= Summative Score (Cut Score Applied)

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- Each employee's Instructional Practice Score is calculated following the method described on pages 11-13.
- Each employee's VAM/Student Growth Measure score is decided as described on pages 13-14.
- The Instructional Practice and VAM/Student Growth Measures are summed to give a Summative Evaluation Rating.

The calculated Summative Evaluation Rating is then used to decide the performance levels, HE, E, NI, and U, based on the chart below:

Summative Evaluation Rating	Performance Level
4	Highly Effective (HE)
3	Effective (E)
2	Needs Improvement (NI)
1	Unsatisfactory (U)

2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four performance levels. 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.

Second Grade Teacher
For a second-grade teacher to receive a Summative Score of Highly Effective (4), they would need an Instructional Practice Score of 4 and an Effect Size Score of 3 or 4. For the same

second-grade teacher to receive a Summative Score of Unsatisfactory (1), they would need an Instructional Practice Score of 1 and an Effect Size Score of 1 or 2. As shown below:

Effect Size	Instructional Practice Score	Summative Score
1	1	1
2	1	1
3	1	2
4	1	2

Effect Size	Instructional Practice Score	Summative Score
1	2	2
2	2	2
3	2	2
4	2	3

Effect Size	Instructional Practice Score	Summative Score
1	3	2
2	3	3
3	3	3
4	3	3

Effect Size	Instructional Practice Score	Summative Score
1	4	3
2	4	3
3	4	4
4	4	4

Ninth Grade English Language Arts Teacher

For a ninth-grade English language arts teacher to receive a Summative Score of Highly Effective (4), they would need an Instructional Practice Score of 4 and a VAM Score of 3 or 4. For the same ninth-grade English language arts teacher to receive a Summative Score of Unsatisfactory (1), they would need an Instructional Practice Score of 1 and a VAM Score of 1 or 2. As shown below:

VAM Score	Instructional Practice Score	Summative Score
1	1	1
2	1	1
3	1	2
4	1	2

VAM Score	Instructional Practice Score	Summative Score
1	2	2
2	2	2
3	2	2
4	2	3

VAM Score	Instructional Practice Score	Summative Score
1	3	2
2	3	3
3	3	3
4	3	3

VAM Score	Instructional Practice Score	Summative Score
1	4	3
2	4	3
3	4	4
4	4	4

Appendix A – Evaluation Framework Crosswalk

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

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.	
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.	
The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
The effective educator exemplifies the standards of the profession.	
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.	
Practice	**Evaluation Indicators**
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards, taking into consideration varying aspects of rigor and complexity;	1A
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1C
c. Designs instruction for students to achieve mastery;	1E
d. Selects appropriate formative assessments to monitor learning;	1F
e. Uses diagnostic student data to plan lessons;	1B, 1C
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies and	1F
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.	1C, 1E, 3C
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	1B, 2E
b. Manages individual and class behaviors through a well-planned management system;	2D
c. Conveys high expectations to all students;	2B
d. Respects students' cultural, linguistic, and family background;	1B, 2A, 2B
e. Models clear, acceptable oral and written communication skills;	3A
f. Maintains a climate of openness, inquiry, fairness, and support;	1B, 2A, 2B
g. Integrates current information and communication technologies;	3A, 2E

h. Adapts the learning environment to accommodate students' differing needs and diversity while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	1B, 2B, 4F
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals and	2E
j. Creates a classroom environment where students can demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	2B

3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	3C
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3A, 3B, 3C, 3D, 3E
c. Identify gaps in students' subject matter knowledge;	3D
d. Modify instruction to respond to preconceptions or misconceptions;	3A, 3E
e. Relate and integrate the subject matter with other disciplines and life experiences;	3A
f. Employ questioning that promotes critical thinking;	3B
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding;	1E, 3C
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1E, 3D
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	3D
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3D, 3E
4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	1F
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1F
c. Uses a variety of assessment tools to monitor student progress, achievement, and learning gains;	3D
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1F
e. Share the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	3D, 4C
f. Applies technology to organize and integrate assessment information.	3D
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on student's needs;	Deliberate Practice Plan
b. Examines and uses data-informed research to improve instruction and student achievement;	1A, 1E, 4A, 4E
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;	4A, 4B, 4D, 4E

d. Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement;	4C, 4D, 4F
e. Engages in targeted professional growth opportunities and reflective practices; and	4A, 4F
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4D

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.;	4C, 4F
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	4F
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	4F

Appendix B – Observation Instruments for Classroom Teachers

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

	1 UNSATISFACTORY	2 BASIC/DEVELOPING/ NEEDS IMPROVEMENT	3 PROFICIENT/EFFECTIVE	4 DISTINGUISHED/HIGHLY EFFECTIVE
1a Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1b Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, skills, language proficiency, interests, and special needs, and does notseek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, skills, language proficiency, interests, and specialneeds, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, skills, language proficiency, interests, and special needs, and attains this knowledge for groupsof students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, skills, language proficiency, interests, and special needs froma variety of sources. This information is acquired for individual students.

1c Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
1d Knowledge of Resources	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.

1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to student needs.
1f Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

2a Environment of Respect and Rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
2b Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.

2c Managing Classroom Procedures	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.
2d Managing Student Behavior	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e Organizing Physical Space	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

3a Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
3b Questioning and Discussion Techniques	Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
3d Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

3e Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
4a Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
4c Communicating with Families	Teacher communicates minimally about students' progress and does not respond to parental concerns or responds insensitively to them. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. The communication that does take place may not be sensitive to those families.	Teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families, with students contributing to the communication. Teacher responds to family concerns with professional sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
4d Participating in Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
4e Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

4f Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.
	The teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school.	Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.	Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.	Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices.
	Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher's decisions and recommendations are based on limited but genuinely professional considerations.	Teacher maintains an open mind in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
		Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

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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.

VOLUSIA FRAMEWORK FOR TEACHING
Media Teacher

1 UNSATISFACTORY	2 BASIC/DEVELOPING/NEEDS IMPROVEMENT	3 PROFICIENT/EFFECTIVE	4 DISTINGUISHED
Domain 1: Planning and Preparation			
1a: Demonstrating Knowledge of Content			
Media Teacher is not familiar with the curriculum and does not understand the connections to the resources, literacy, and the research process.	Media Teacher is familiar with the curriculum but cannot articulate connections between literacy and the research process.	Media Teacher displays knowledge of the curriculum, resources, literacy, and the research process and is able to develop connections.	Media Teacher displays extensive knowledge of the curriculum, resources, literacy, and the research process, and develops meaningful connections.
1b: Demonstrating Knowledge of Students			
Media Teacher makes little or no attempt to acquire knowledge of the students' information literacy needs. Media Teacher does not understand the need for this information in planning and developing the collection.	Media Teacher demonstrates some knowledge of the students' information literacy needs and shows some understanding of this need in planning and developing the collection.	Media Teacher demonstrates adequate knowledge of the students' information literacy needs. Media Teacher uses this knowledge in planning and developing the collection.	Media Teacher has a thorough knowledge of the students' information literacy needs and uses this knowledge expertly in planning instruction, developing, and promoting the resources in the collection.
1c: Establishing Goals for the Media Program			
Media Teacher has no clear goals for the media program, does not display a real understanding of the school's instructional goals, and is suitable for only some students.	Media Teacher's goals for the media program are rudimentary and indicate a partial understanding of the school's instructional goals. Outcomes are suitable for most students.	Media Teacher's goals for the media program are clear and indicate an understanding of the school's instructional goals and are differentiated for students.	Media Teacher's goals for the media program are highly appropriate, support the school's instructional goals, and have been developed following consultations with students and colleagues.
1d: Demonstrating Knowledge of Resources			
Media Teacher is unaware of the resources within the school's media collection or those available electronically and does not seek resources outside the library media center.	Media Teacher is aware of the resources within the school's media collection and those available electronically or online. The teacher is also aware of some places to seek other resources throughout the district and the local community.	Media Teacher has commendable knowledge of the resources within the school's media collection, knowledge of and the skills to access electronic and/or online resources and seek other resources throughout the district and from agencies, organizations, and institutions within the community at large.	Media Teacher has extensive knowledge of the resources within the school's media collection, knowledge of a variety of electronic and online resources, and advanced skills for accessing these resources. The teacher actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.
1e: Designing Coherent Service Delivery			
Media Teacher has little knowledge of current and classic literature and various literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor.	Media Teacher has partial knowledge of current and classic literature and various literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor.	Media Teacher has commendable knowledge of current and classic literature and various literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor.	Media Teacher has extensive knowledge of current and classic literature and various literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor. Media Teacher differentiates instruction where appropriate.

1f: Collaborating in the Design of Learning Experiences

Media Teacher does not collaborate with teachers in planning, implementing, and assessing learning activities.	Media Teacher collaborates with some teachers to coordinate the use of the media center and its resources and may provide learning experiences that support instruction.	Media Teacher collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and literacy (information, digital, technology).	Media Teacher collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and literacy (information, digital, technology).

Domain 2: The Environment

2a: Creating an Environment of Respect and Rapport

Media Teacher's interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the Media Teacher. Some student interactions are characterized by conflict, sarcasm, or put-downs.	Media Teacher's interactions with students and staff are generally polite and respectful but may reflect inconsistencies. Respect toward the Media Teacher is not always evident.	Media Teacher demonstrates genuine caring and respect for students and staff. Most students and staff exhibit a mutual respect for the Media Teacher.	Media Teacher demonstrates genuine caring and respect for students and staff, and uses praise and positive reinforcement. Students and staff exhibit a high regard for the Media Teacher.

2b: Establishing a Culture for Learning

Media Teacher maintains a controlled and stifling environment not conducive to learning.	Media Teacher maintains an environment that is attractive, with expectations that students use the library appropriately.	Media Teacher maintains an environment that is inviting, flexible and attractive, with expectations that students be productively engaged.	Media Teacher maintains an environment that is inviting, flexible and attractive, with expectations that students are curious, on task and value the media center.

2c: Managing Procedures

Media Center policies and procedures are minimal and do not effectively provide access to the resources, the media center, and the expertise of the Media Teacher.	Media Center policies and procedures have been established in the areas of circulation and scheduling use of the media center, but sometimes function inconsistently resulting in unreliable access to resources, the facility, and the expertise of the Media Teacher.	Media Center policies and procedures have been established in the areas of circulation and scheduling use of the media center to provide adequate access to resources, the facility, and the expertise of the Media Teacher.	Media Center policies and procedures have been established in the areas of circulation and scheduling use of the media center to provide optimal, flexible access to resources, the facility, and the expertise of the Media Teacher.

2d: Managing Student Behavior

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

2e: Organizing Physical Space

Media Teacher makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Media Teacher's efforts to make use of the physical environment are uneven, resulting in occasional confusion. Signage is inconsistent.	Media Teacher makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Media Teacher makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, displays are attractive and inviting.

Domain 3: Service Delivery

3a: Maintaining and Extending the Library Collection

Media Teacher fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically assess and weed the collection of outdated materials. Collection is unbalanced among different areas.	Media Teacher is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to assess and weed the collection, and to establish balance.	Media Teacher adheres to district or professional guidelines in selecting materials for the collection, and periodically assesses and weeds the collection of outdated material. Collection is balanced among different areas.	Media Teacher selects materials for the collection thoughtfully and in consultation with teaching colleagues, and consistently assesses and weeds the collection of outdated material. Collection is balanced among different areas.

3b: Collaborating with Teachers

Media Teacher declines to collaborate with classroom teachers in the design of instructional lessons and units.	Media Teacher collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Media Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units.	Media teacher initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

3c: Engaging Students in Learning

Students are not engaged in learning due to poor design of instruction, poor grouping strategies, or inappropriate materials.	Students are somewhat engaged in learning due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in learning due to effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in learning, and as a result, take initiative in ensuring the engagement of their peers.

3d: Assessing the Media Program

Media Teacher does not assess the library media program. Media goals are unclear and not aligned with the school's instructional goals.	Media Teacher's assessment of the library media program is infrequent. Media goals are rudimentary and partially aligned with the school's instructional goals.	Media Teacher routinely assesses the library media program. Media goals are clear and aligned with the school's instructional goals.	Media Teacher's assessment of the library media program is ongoing. Media goals are highly appropriate and fully aligned with the school's instructional goals.

3e: Demonstrating Flexibility and Responsiveness

Media Teacher adheres to his or her plan, in spite of evidence of its inadequacy.	Media Teacher makes modest changes in the library media program when confronted with evidence of the need for change.	Media Teacher makes revisions to the library media program when they are needed.	Media Teacher is continually seeking ways to improve the library media program, and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

4a: Reflecting on Practice/Service Delivery

Media Teacher rarely reflects on the effectiveness of services, resources and instructional strategies, or the reflections are inaccurate or self-serving.	Media Teacher's reflection on effectiveness of services, resources, and instructional strategies is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Media Teacher's reflection provides an accurate and objective description of effectiveness of services, resources, and instructional strategies, citing specific positive and negative characteristics. Media Teacher makes some specific suggestions as to how the media program might be improved.	Media Teacher's reflection is highly accurate and perceptive, citing specific examples of effectiveness of services, resources, and instructional strategies. Media Teacher draws on an extensive repertoire to suggest alternative strategies and their likely success.

4b: Maintaining Accurate Records

Media Teacher does not maintain accurate or current records that adequately reflect the needs of the library media program.	Media Teacher maintains records, including circulation and inventory of resources, statistics of library use, and utilization of media budget. Current records reflect needs to maintain the media program.	Media Teacher maintains accurate, fairly current, and accessible records including: circulation and inventory of resources, statistics of library use, and utilization of media budget. These records are reported and reflect needs for a comprehensive media program.	Media Teacher maintains accurate, current, and easily accessible records including: circulation and inventory of resources, statistics of library use, and utilization of media budget. These records are assembled, carefully reviewed, and reported in a timely manner. Media Teacher uses data effectively to accurately reflect needs for a progressive and comprehensive media program.

4c: Communicating with Stakeholders

Media Teacher makes no effort to communicate with the school community about the library media center program and services.	Media Teacher is inconsistent in communicating with the school community about the library media program, new resources, and services.	Media Teacher regularly communicates with the school community to keep them informed and to promote the use of the library media program, new resources, and services.	Media Teacher effectively and consistently communicates with the school community to keep them informed, to promote the development of the library media program, new resources and services. The Media Teacher actively solicits feedback and input from the school community to improve instruction, program, and services.

4d: Participating in a Professional Community

Media Teacher's relationships with colleagues are negative or self-serving, and the Media Teacher avoids being involved in school and district events and projects.	Media Teacher's relationships with colleagues are cordial, and the Media Teacher participates in school and district events and projects when specifically requested.	Media Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Media Teacher makes a substantial contribution to school and district by actively participating in school events and projects, serving on school and/or district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.

4e: Growing and Developing Professionally

Media Teacher makes no attempt to participate in professional development activities, to share knowledge with others, or to assume professional responsibilities.	Media Teacher participates in professional development activities when convenient, and contributions to the profession are limited.	Media Teacher seeks out opportunities for professional development to enhance professional practice. Media Teacher welcomes feedback from colleagues and administrators and participates actively in assisting other educators.	Media Teacher actively pursues professional development opportunities through professional reading, memberships, conferences and action research. Media Teacher actively seeks out feedback from colleagues and administrators. Media Teacher makes a substantial contribution to the profession through teaching workshops, writing articles, and making presentations to contribute to the profession on a school, district, state, and/or national level.

4f: Demonstrating Professionalism

Media Teacher does not adhere to professional ethics, displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Media Teacher displays knowledge of professional ethics, is honest in interactions with colleagues, students, and the public; adherence to copyright laws is inconsistent.	Media Teacher displays good knowledge of professional ethics, shows high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Media Teacher demonstrates a commitment to professional ethics and can be counted on to hold the highest standards of honesty and integrity; takes a leadership role with colleagues in helping to ensure there is no plagiarism or violation of copyright laws.

VOLUSIA FRAMEWORK FOR TEACHING
Counselor

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor rarely practices professional competence in the delivery of school counseling and student service delivery and in the contexts of individual, family, school, and community characteristics.	Counselor inconsistently practices professional competence in the delivery of school counseling and student service delivery and in the contexts of individual, family, school, and community characteristics.	Counselor consistently applies knowledge of School Counseling Practices and factors that impact personal, social, and educational decision making for all stakeholders.	In addition to meeting proficiency in this component, counselor is a resource for student, parents, teacher, and administrator regarding factors that impact personal, social and educational decision. making for all stakeholders.

1b: Demonstrating Knowledge of Students

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor displays little or no knowledge of child and adolescent development and or student needs, interests, and academic programs.	Counselor displays partial knowledge of child and adolescent development and or student needs, interests, and academic programs.	Counselor displays accurate understanding of student needs, interests, and academic programs and or the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to meeting proficiency in this component, counselor displays knowledge of the extent to which individual students follow the general patterns. Counselor is aware and proactive in identifying and meeting student needs, interests and ensuring appropriate placement of students in academic programs.

1c: Establishing Program Goals

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor has no clear data driven goals for the school counseling program and/or the goals are inappropriate to either the situation in the school or the age of the students.	Counselor's data driven goals are rudimentary and partially suitable to the situation in the school and the age of the students.	Counselor's data driven goals are clear and appropriate to the situation in the school and the age of the students.	Counselor's individual goals are the result of analyzing data and are highly appropriate to the situation in the school and the age of the students. The goals have been developed following consultation with stakeholders.

1d: Demonstrating Knowledge of Resources

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor demonstrates little or no knowledge of district, state or federal policies and regulations and of resources available for students.	Counselor displays partial knowledge of district, state and federal policies and regulations and of resources for students available through the school or district, but no knowledge of resources external to the school.	Counselor displays awareness of district, state and federal policies and regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of district, state and federal policies and regulations and of resources is extensive, including those available through the school or district and beyond.

1e: Aligning School Counseling Activities with the School and District Initiatives

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor's plan consists of a random collection of unrelated activities, lacking coherence or overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the program goals and/or school/district initiatives.	Counselor's plan includes worthwhile activities that all align with program goals and/or school/district initiatives.	Counselor's plan is highly coherent and serves to support the students individually and in groups. The counselor's plan completely aligns and supports program goals and/or school/district initiatives.

1f: Assessing Goal Achievement and the School Counseling Program

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor has no process or plan to evaluate the counseling program goals and/or resists suggestions that such an evaluation is important. Counselor rarely evaluates services, programs, academic or behavioral achievement at the individual group and/or systems level.	Counselor has a rudimentary plan to evaluate the counseling program goals. Counselor inconsistently incorporates data in evaluation of services, programs, academic or behavioral achievement at the individual group and/or systems level.	Counselor's evaluation plan is organized around clear goals and the collection of evidence to indicate the degree to which the counseling program goals are being met. Counselor consistently incorporates various techniques for data collection, analysis, and use of technology resources in evaluation of services, programs, academic or behavioral achievement at the individual group and/or systems level.	Counselor's evaluation plan is highly sophisticated, with relevant sources of evidence and a clear path toward improving the program goals on an ongoing basis; all stakeholders provide input into the plan. In addition to meeting proficiency in this component, counselor impacts system change as a result of the evaluation of services, programs, academic or behavioral achievement at the individual group and/or systems level.

Domain 2: The Environment

2a: Creating an Environment of Respect and Rapport

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The counselor's interactions with parents and students do not promote positive interactions. The Counselor makes no attempt to establish a culture for productive communication between and among students and teachers.	The counselor's interactions with parents and students are minimal. Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	The counselor's interactions with parents and students are positive and promote healthy interactions. Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	In addition to meeting proficiency, students seek out the counselor, reflecting a high degree of comfort and trust. The culture in the school is productive and respectful. The counselor often takes a leadership role in promoting positive interpersonal relationships.

2b: Manages a Culture of Behavioral and Mental Health Support

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor rarely integrates behavioral supports and mental health services with academic and learning goals for students.	Counselor inconsistently integrates behavioral supports and mental health services with academic and learning goals for students.	Counselor consistently integrates behavioral supports and mental health services with academic and learning goals for students.	In addition to meeting proficiency, counselor applies their expertise of behavior and mental health to positively impact school-wide academic and behavioral trends.

2c: Managing Behavioral and Mental Health Interventions

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor rarely promotes the use of evidence-based instructional, behavioral and mental health interventions targeted to the area(s) of concern based on multiple sources of assessment data.	Counselor inconsistently promotes the use of evidence-based instructional, behavioral and mental health interventions targeted to the area(s) of concern based on multiple sources of assessment data.	Counselor consistently promotes the use of evidence-based instructional, behavioral and mental health interventions targeted to the area(s) of concern and analyzes the effectiveness of the interventions.	In addition to meeting proficiency in this component, counselor provides continuous feedback regarding the effectiveness of the intervention(s) and supports the intervention provider accordingly.

2d: Managing Student Behavior

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor has not established standards of conduct for students during counseling sessions, classroom lessons and small groups and does not make a contribution to maintaining an environment of respect in the school.	Counselor has inconsistently established standards of conduct for counseling sessions, classroom lessons and small group instruction in order to contribute to maintaining an environment of respect in the school.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of respect in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of respect in the school.

2e: Organizing Physical Space

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The physical environment is in disarray or is not appropriate to the planned activities.	Counselor inconsistently attempts to create an inviting and well-organized physical environment.	Counselor consistently attempts to create an inviting and well-organized physical environment, and conducive to planned activities.	In addition to meeting proficiency in this component, Stakeholders have contributed ideas to the physical environment.

Domain 3: Service Delivery

3a: Assessing Student Needs

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor rarely assesses student needs, or the assessment results in inaccurate conclusions.	Counselor inconsistently assesses student needs. The counselor is limited in their knowledge of reviewing and deciphering student needs and assessment results.	Counselor consistently assesses and identifies the range of student needs in the school.	In addition to meeting proficiency in this component, counselor conducts detailed assessment of student needs and applies it to program planning.

3b: Information Gathering

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor rarely collects data from multiple sources as a foundation for decision-making regarding educational and behavioral outcomes.	The Counselor inconsistently collects data from multiple sources as a foundation for decision-making regarding educational and behavioral outcomes.	The Counselor consistently collects data from multiple sources as a foundation for decision-making regarding educational and behavioral outcomes.	In addition to meeting proficiency in this component, the counselor assumes a leadership position in data analysis and technology resources in order to improve educational and behavioral outcomes.

3c: Engaging Students in Goal Achievement

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor's program rarely addresses student needs or helps students and teachers formulate academic, personal/social, and career plans.	Counselor's program inconsistently addresses student needs or helps students and teachers formulate academic, personal/social, and career plans.	Counselor's program consistently addresses student needs and helps students and teachers formulate academic, personal/social, and career plans.	In addition to meeting proficiency in this component, the counselor involves stakeholders in goal planning and progress monitoring.

3d: Interacting with students and counseling strategies

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor rarely demonstrates counseling strategies to help students acquire skills in decision making and problem solving.	Counselor inconsistently demonstrates counseling strategies to help students acquire skills in decision making and problem solving	Counselor consistently demonstrates a range of counseling strategies to help students acquire skills in decision making and problem solving.	In addition to meeting proficiency in this component, the counselor takes a leadership role in educating all stakeholders in effective counseling strategies.

3e: Demonstrating Flexibility and Responsiveness

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor rarely makes revisions in the counseling program when they are needed.	Counselor inconsistently makes revisions in the counseling program when they are needed.	Counselor consistently makes revisions in the counseling program when they are needed.	In addition to meeting proficiency in this component, the counselor is continually seeking ways to improve the counseling program in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

4a: Reflecting on Practice/Service Delivery

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor rarely reflects on practice, or the reflections are inaccurate or exclusively subjective.	Counselor inconsistently reflects on practice. Reflections are moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor consistently reflects on practice. Reflections are accurate and objective, citing specific positive and negative examples. Counselor makes specific suggestions as to how the counseling program might be improved.	In addition to meeting proficiency in this component, counselor draws on an extensive repertoire to suggest alternative strategies and professionally collaborates with colleagues to improve practice.

4b: Maintaining Accurate Records

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion and misinformation or mis advisement.	Counselor's approach to record keeping is inconsistent in timeliness and accuracy.	Counselor's approach to record keeping is consistent in timeliness and accuracy.	In addition to meeting proficiency in this component, counselor serves as a model for colleagues in other schools.

4c: Communicating with Stakeholders

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor rarely provides information to stakeholders, either about the counseling program as a whole or about individual students.	Counselor inconsistently provides information to stakeholders about the counseling program as a whole or about individual students.	Counselor consistently provides thorough and accurate information to stakeholders about the counseling program as a whole and about individual students.	In addition to meeting proficiency in this component, counselor is proactive in communicating through a variety of means.

4d: Participating in a Professional Community

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor's relationships with colleagues are negative, and counselor rarely participates in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor inconsistently participates in school and district events and projects.	Counselor consistently participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	In addition to meeting proficiency in this component, counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4e: Growing and Developing Professionally

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor rarely engages in professional development activities and does not stay abreast of developments in the field.	Counselor inconsistently engages in professional development activities and stays abreast of developments in the field.	Counselor consistently engages in professional development activities and stays abreast of developments in the field.	In addition to meeting proficiency in this component, counselor applies the knowledge learned to train others.

4f: Demonstrating Professionalism

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Counselor rarely practices in ways that demonstrate knowledge of ethical, professional, and legal standards and regulations that guide education and school counseling.	Counselor inconsistently practices in ways that demonstrate knowledge of ethical, professional, and legal standards and regulations that guide education and school counseling.	Counselor consistently practices in ways that demonstrate knowledge of ethical, professional, and legal standards and regulations that guide education and school counseling.	In addition to meeting proficiency in this component, the counselor takes a leadership role in informing others of ethical, professional, and legal standards and regulations that guide education and school counseling.

VOLUSIA FRAMEWORK FOR TEACHING
THERAPEUTIC SPECIALISTS

DOMAIN 1: PLANNING AND PREPARATION

1a: Demonstrating Knowledge of Content

☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist's plans and practice reflect limited use of evidence-based practices and understanding of the prerequisite relationships important to student learning of the content.	Specialist's plans and practice are developing with respect to knowledge of evidence-based practices and prerequisite relationships. Alternative strategies may not be utilized when appropriate.	Specialist's plans and practice reflect solid knowledge of evidence-based practices and an accurate understanding of prerequisite relationships in the specialty area. Plans and practice include alternative strategies, as appropriate.	In addition to the characteristics of "Proficient" Specialist is regarded as an expert in various content areas by colleagues within their field.

1b: Demonstrating Knowledge of Students

☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist's plans and practice reflect little or no knowledge of student's backgrounds, communication, i.e., speech skills, receptive and expressive language proficiency, interests, and special needs in relation to the student's educational performance.	Specialist's plans and practice reflect developing knowledge of student's backgrounds, communication, i.e., speech skills, receptive and expressive language proficiency, interests, and special needs in relation to the student's educational performance.	Specialist's plans and practice reflect knowledge of student's backgrounds, communication, i.e., speech skills, receptive and expressive language proficiency, interests, and special needs in relation to the student's educational performance.	In addition to the characteristics of "Proficient" the Specialist is a resource for pertinent other professionals including district level, regarding the factors that impact assessment, treatment, and educational decision-making. Specialist's plans reflect student involvement in developing understanding of their own disability and needs.

1c: Goal Setting (Outcomes)

☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Session outcomes reflect low expectations for student learning and lack rigor for individual students. Session outcomes are either not clear or stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Session outcomes reflect moderate expectation and rigor for individual students. Outcomes are moderately clear with respect to student learning. Some outcomes may not permit viable methods of assessment.	Session outcomes reflect high expectations and rigor for individual students. Outcomes are clearly evident with respect to individual student learning and permit viable methods of assessment.	In addition to the characteristics of "Proficient" session outcomes support generalization of skills and are highly relevant to the student's broader educational program.

1d: Demonstrating Knowledge of Resources

☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist demonstrates little or no effort to familiarize him/herself with resources for use with students and to further their own content knowledge and evidence-based practices.	Specialist demonstrates an effort to familiarize him/herself with resources for use with students and to further their own content knowledge and evidence-based practices.	Specialist demonstrates knowledge of resources available through the school, district, or external sources for use with students and to further their own content knowledge and evidence-based practices.	In addition to the characteristics of "Proficient" Specialist is a resource to colleagues within their field for resources to use with students or to further their own content knowledge and evidence-based practices.

1e: Designing Coherent Instruction

☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist's intervention plan does not support session outcomes. Diagnostic plan does not address alternative activities or assessments to reach desired outcome.	Specialist's intervention plan consists of activities that partially support the session outcomes. The session may not have a clear structure or appropriate time allocations which allow for different approaches according to individual student needs. Diagnostic plan may not address alternative activities or assessments to reach desired outcome.	Specialist's intervention plan consists of specific, evidence-based activities that support the session outcomes. The session has a clear structure, appropriate time allocations, and is differentiated to support participation of all students. Diagnostic plan reflects referral concern and knowledge of student background information. Plan addresses alternative activities or assessments to reach desired outcome.	In addition to the characteristics of "Proficient" Specialist's intervention or diagnostic plan represents the coordination of in-depth content knowledge, understanding of different students' needs, and available resources, resulting in activities designed to engage students and support them individually within the broader educational program. The intervention plan allows for student reflection.

1f: Assessing Goal Achievement

☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist's plan for assessing student goal achievement contains no clear criteria or standards and is poorly aligned with outcomes. Progress monitoring has minimal impact for future service delivery.	Specialist attempts to align assessments to session outcomes; assessment criteria is partially defined. The specialist needs support to analyze data for effectiveness of the intervention and to guide instruction.	Assessments align to the session outcomes; assessment criteria are clearly defined. The Specialist uses progress monitoring to plan and analyze the effectiveness of the intervention. Assessment data guides instruction.	In addition to the characteristics of "Proficient" the students are engaged in the assessment of their performance as appropriate for their age or developmental level.

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DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT			
2a: Creating an Environment of Respect and Rapport			
☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist's interactions with some students may include negative or insensitive words. Specialist is not responsive to student instances of conflict, criticism, or verbal put-downs.	Specialist's interactions with students are appropriate but lack explicit expressions of courtesy.	Specialist's interactions with students are positive, respectful and reflect caring and acceptance. Interactions are appropriate to the age and development level of students. Students show respect toward the Specialist and work collaboratively with each other.	In addition to the characteristics of "Proficient" students show evidence of maintaining respect among peers. Specialist promotes and expects students and others in the room to show respect toward each other.
2b: Establishing a Culture for Learning			
☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
The Specialist does not communicate high outcomes and high expectations for the importance of learning and achievement. Outcomes, activities, assignments, and interactions do not support high expectations for students.	Specialist may communicate the importance of learning and achievement; however, outcomes, activities, and interactions do not reflect high expectations for students.	Specialist deliberately communicates the importance of learning and achievement. Outcomes, activities, and interactions support high expectations for students.	In addition to the characteristics of "Proficient" students' express pride in their achievements and demonstrate initiative in improving their work and/or helping peers.
2c: Managing Procedures			
☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist does not respond to student tardiness or absences. Specialist does not manage procedures, transitions, non-instructional duties, materials, and supplies, effectively.	The session started later than scheduled time due to Specialist's lack of proactive planning and/or effort. Specialist's management of procedures, transitions, non-instructional duties, materials and supplies, results in loss of instructional time.	The session started within an appropriate timeframe of the scheduled time. Specialist manages procedures, transitions, non-instructional duties, materials, and supplies, to maximize service delivery time.	In addition to the characteristics of "Proficient" Specialist's management of procedures is a model for other clinicians. Students follow classroom procedures and routines with little or no direction from Specialist.

2d: Managing Student Behavior			
☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Student behavior is poorly managed, with	Standards of conduct have been	Standards of conduct have been	In addition to the characteristics of
unclear expectations, or inappropriate response to student misbehavior. There is no evidence of preventive strategies.	established but implementation is inconsistent. Specialist's response to student misbehavior is not always successful. Preventive strategies may be used.	established and implementation is consistent. The specialist has a plan for managing and is alert to student behavior. Specialist responds to student misbehavior in ways that are appropriate, respectful, and effective. Preventive strategies, such as proximity, redirection, and reinforcement for good behavior are evident.	"Proficient" there is evidence students monitor their own behavior and that of other students according to the established rules.
2e: Organizing Physical Space			
☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
The setting is disorganized, unsafe, and not conducive to learning or evaluation.	The setting is organized and conducive to learning or evaluation for some students. Physical resources, including technology, are not used effectively.	The setting is well organized and conducive to learning or evaluation. . Setting is arranged to ensure optimal safety and accessibility. Specialist makes effective use of physical resources, including technology.	In addition to the characteristics of "Proficient" students contribute to the use or adaptation of the physical environment to enhance learning. Specialist makes efficient, creative, and highly targeted use of technology to enhance lessons.
DOMAIN 3: INSTRUCTION			
3a: Communicating with Students			
☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist's oral communication regarding expectations for learning, directions, procedures, and explanations of content are unclear, incorrect, or confusing to students. Specialist's use of language contains errors or is inappropriate to students' age or developmental levels.	Specialist's oral communication regarding expectations for learning, directions, and procedures are not fully developed to support understanding for all students. Explanation of content is imprecise. Use of scaffolding is developing.	Specialist clearly communicates expectations for learning, directions, and procedures. Explanation of content is well scaffolded with clarity, accuracy, and connects with student's knowledge and experience. Specialist's use of vocabulary is precise and serves to extend learning.	In addition to the characteristics of "Proficient" students contribute to extending the content by explaining concepts to their classmates. Specialist's use of language is a model of vivid and pertinent examples, accurate syntax, and rich and precise vocabulary to enhance student knowledge.

3b: Using Questioning and Discussion Techniques			
☐UNSATISFACTORY	☐BASIC	☐PROFICIENT	☐DISTINGUISHED
Specialist's use of questions does not advance student learning. Specialist's questioning/discussion techniques are not appropriate for the age and developmental level of the students. Specialist makes poor use of student practice time, eliciting a small or inadequate number of student responses.	Specialist lacks a range of questions when appropriate to promote student cognitive challenge. Prompts/cues are given immediately after question is posed, without adequate wait time. Some students have more opportunities than others to participate. Specialist provides practice time which elicits a modest number of student responses.	Specialist's questions promote student cognitive challenge, higher level thinking, and understanding by using a range of questions as appropriate. Specialist successfully provides opportunities for all students to participate equally in questioning and/or discussion. Specialist uses adequate wait time after posing questions as appropriate. Specialist provides quality practice time which elicits a moderately high number of responses for all students.	In addition to the characteristics of "Proficient" Specialist structures the session to promote student to student conversation, questions, and comments as appropriate. Specialist invites students to reflect on lesson or content as appropriate. Specialist consistently provides quality practice time and elicits a high number of responses for all students.

3c: Engaging Students in Learning			
☐UNSATISFACTORY	☐BASIC	☐PROFICIENT	☐DISTINGUISHED
Students are not engaged in learning or student goals are not the centerpiece of student engagement. Lesson pacing does not support student outcomes. Specialist does not scaffold instruction when needed. Activities, instructional materials, and/or resources are not appropriate for students.	Learning tasks and activities require minimal thinking or practice by students. Students are not always engaged in learning and/or when not in direct interaction with the Specialist. The pacing of the session may be too fast or too slow to adequately support session outcomes. Specialist's scaffolding does not adequately support student engagement. Activities, instructional materials, and resources may provide limited support for the instructional outcomes appropriate for the students' age and developmental level.	Individual student goals are the centerpiece of student engagement. Students are actively, intellectually engaged as participants rather than mere participants even when not in direct interaction with the Specialist. Specialist ensures participation off all students by differentiation of methods or strategies. Lesson pacing is appropriate within a well-defined structure. Specialist's scaffolding supports student engagement. Activities, instructional materials, and resources enhance session outcomes appropriate for the students' age and developmental level.	In addition to the characteristics of "Proficient" students are highly motivated to work on all tasks and are persistent even when the tasks are challenging. Specialist utilizes strategies that challenge students and promote generalization, maintenance, and transfer of skills.

3d: Using Assessment in Service Delivery			
☐UNSATISFACTORY	☐BASIC	☐PROFICIENT	☐DISTINGUISHED
Feedback to students is inaccurate or unproductive. Assessment and progress monitoring is not used in instruction. specialist does not select appropriate evaluation tools or adhere to standardized procedures and guidelines. Specialist uses a very limited array of evaluative instruments that are not effective for the presenting issue.	Feedback to students is inconsistent or sometimes inaccurate or unproductive. Assessment and progress monitoring is used inconsistently in instruction. Specialist needs support to select appropriate evaluation tools and adhere to standardized procedures and guidelines. Specialist uses a limited array of evaluative instruments that are partially effective for the presenting issue.	Feedback to students is accurate, corrective, constructive, substantive, specific, and timely. Assessment and progress monitoring is regularly used in instruction. As appropriate, students are aware of the assessment criteria. Specialist selects appropriate evaluation tools and adheres to standardized procedures and guidelines. Specialist demonstrates thorough knowledge and skill in using an array of evaluative instruments to conduct a comprehensive evaluation that effectively targets the presenting issue.	In addition to the characteristics of "Proficient", students are not only involved in collecting their own data, but also are aware of and monitor their own progress, as appropriate. Students demonstrate ability to self-assess and/or give feedback to peers.

3e: Demonstrating Flexibility and Responsiveness			
☐UNSATISFACTORY	☐BASIC	☐PROFICIENT	☐DISTINGUISHED
Specialist does not make changes or use an alternate approach when needed in response to student misunderstanding or lack of performance. Specialist fails to respond to students' questions or interest about content.	Specialist attempts to makes changes or use an alternate approach as needed in response to student understanding and performance but meets with only moderate success. Specialist inconsistently responds to student interest or inquiry about content.	Specialist makes changes or uses an alternate approach, as needed, in response to student understanding and performance. Specialist responds to student interest or inquiry about content. Specialist anticipates student need for additional information in order to avoid misunderstanding.	In addition to the characteristic of "Proficient" Specialist ensures the success of all students by using a broad repertoire of strategies. Specialist seizes opportunities to enhance goal achievement and learning from a spontaneous event, teachable moment, or student interest or inquiry.

DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES			
4a: Reflecting on Teaching			
☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist does not reflect on practice, does not know whether the session was effective or the outcomes were achieved, or provides an inaccurate assessment. The Specialist offers no suggestions for how session could be improved.	Specialist's reflection is a generally accurate assessment of the session's effectiveness and the degree to which outcomes were met. Specialist makes general suggestions about how the session could be improved.	Specialist's reflection accurately assesses the lesson's effectiveness with general references to support the judgment. Specialist reports the degree to which outcomes were met and provides evidence to support the reflection. Specialist makes specific suggestions as to how the session could be improved.	In addition to the characteristics of "Proficient" Specialist's reflection of the session's effectiveness and the extent to which outcomes were met is highly accurate, thoughtful, and perceptive. Specific examples are cited, weighing the strengths of each. Specialist draws on an extensive repertoire to suggest alternatives, including a prediction of the likely consequences of each.
4b: Maintaining Accurate Records & Data-Based Decision Making			
☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist's recordkeeping is poorly organized or confusing. Specialist does not regularly collect data and/or does not use it to monitor student progress or adjust intervention, as needed. Specialist does not interpret data from multiple sources and does not use it to guide or inform decision-making for students. .	Specialist has developed a generally organized and accurate recordkeeping system for program services. Specialist collects therapy data, but practice may not reflect the use of data to guide therapeutic decisions. Specialist does not utilize a variety of data sources to guide student decision making.	Specialist demonstrates organized, timely and accurate recordkeeping skills with which she/he regularly documents and organizes program services, i.e., intervention process, referral process, meeting dates. Specialist uses data to accurately assess student progress and level of functioning and makes adjustments in response to student data. Specialist analyzes and interprets data from multiple sources and uses it to guide or inform decision-making for individual students.	In addition to the characteristics of "Proficient", Specialist is a knowledgeable resource and model to other SLPs concerning efficient organization of records, multiple formats of data collection, and the analysis and use of multiple sources of data for decision-making.\n\nSpecialist takes action to make changes in caseload based on yearly caseload data, if needed.
4c: Communicating with Stakeholders			
☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist's relationships with colleagues are not maintained professionally. Specialist poorly communicates student performance, the effectiveness of interventions, and the rationale for professional decisions. Specialist is not involved in school/district events or projects.	Specialist maintains collegial relationships with colleagues. Specialist seeks information on student performance but may not communicate specific therapeutic information. Even when appropriate, Specialist does not engage families in the therapeutic intervention program. Specialist maintains relationships with colleagues to fulfill required school or district duties. Specialist participates in school and/or district projects when asked.	Specialist maintains professional, collegial relationships with the goal of improved therapy skills and student success. Specialist actively participates in an ongoing exchange of information regarding student performance, and the effectiveness of interventions. Specialist recruits and involves families in the intervention program when appropriate. Specialist participates in school and/or district projects.	In addition to the characteristics of "Proficient", Specialist effectively communicates data to assist educators, administrators and/or families to understand the implications and rationale for specific recommendations or therapeutic decisions. Specialist initiates collaborative efforts with families or teachers to generalize a behavior plan across settings.
4d: Compliance with School, District, and State Policies, Procedures, Regulations			
☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist inconsistently follows school and/or district policies and procedures or compliance rules and regulations. Confidentiality and/or privacy guidelines may be violated. Medicaid is not entered according to required timeline.	Specialist generally adheres to school and/or district policies and procedures. Medicaid submission is inconsistent. Specialist's knowledge of compliance rules and regulations, and speech or language eligibility is developing.	Specialist adheres to school and/or district policies and procedures. Specialist enters Medicaid regularly and consistently. Specialist follows compliance rules and regulations, especially as it pertains to speech or language eligibility. Specialist follows state and federal guidelines for confidentiality and privacy. Specialist engages in activities that promote prevention and awareness of communication disorders.	In addition to the characteristics of "Proficient", Specialist assumes a leadership role with compliance rules and regulations for evaluating, enrolling, maintaining, or dismissing students from services. Specialist makes a substantial contribution to school and/or district projects.
4e: Growing and Developing Professionally			
☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist minimally participates in professional development activities, even when such activities are needed for the development of skills or recertification.	Specialist participates in some professional development activities. Specialist needs reminders to take necessary action required for maintenance of certificate or license.	Specialist actively pursues opportunities for professional development based on individual assessment of need and commitment to the profession and students.	In addition to the characteristics of "Proficient", Specialist provides a substantial contribution to the professional growth of others. Specialist is active in professional activities to enhance their personal practice in order to provide leadership and support to colleagues.

4f: Showing Professionalism			
☐ UNSATISFACTORY	☐ BASIC	☐ PROFICIENT	☐ DISTINGUISHED
Specialist's interactions with colleagues or students lack honesty and respect. Specialist demonstrates unprofessional written or oral communication, including e-mail.	Specialist's interactions with colleagues or students are generally honest and respectful. Specialist's decisions and recommendations are based on limited though genuinely professional considerations. Specialist demonstrates generally professional written or oral communication, including e-mail.	Specialist puts students first in all considerations of their practice and supports their students' best interests. Specialist demonstrates high standards of honesty, integrity, and respect for others in their interactions with colleagues, students, and families. Specialist maintains professionalism in team or departmental decision- making. Specialist advocates for students when needed. Specialist demonstrates professional written or oral communication, including e-mail.	In addition to the characteristics of "Proficient" Specialist takes a leadership role with other SLPs in departmental decision-making. Specialist is a positive, highly proactive problem-solver. Specialist makes a concerted effort to challenge negative attitudes or practices.

Volusia County School Framework for Teaching
Positive Alternative to School Suspension (PASS)

Unsatisfactory	Basic/Developing	Proficient	Distinguished
Domain1: Planning and Preparation			
1a. Demonstrating Knowledge of Content			
The teacher plans or demonstrates little understanding of prerequisite relationships important to students' success and learning of assignments. The teacher displays little or no understanding of the range of different teaching methods or approaches with students to influence student learning success.	The teacher is familiar with essential concepts for the PASS classroom life skills curriculum but lacks awareness of how these concepts relate to one another or how they positively influence students. The teacher's plans and approaches to students do not always develop full learning opportunities.	The teacher displays solid knowledge of the essential concepts for the PASS classroom, life skills curriculum, and plans for life skills engagement. The teacher uses various methods to direct students to be accountable for their choices. The teacher actively seeks various resources to help students maximize learning opportunities.	The teacher researches and plans for life skills engagement, initiating instruction. The teacher anticipates the needs of students and connects the students to the appropriate resources. The teacher's plan and practice reflect familiarity with various pedagogical approaches, anticipating student misconceptions and often restructuring the lesson to accommodate learning.
1b. Demonstrating Knowledge of Students			
The teacher does not understand students' background, skills, language proficiency, interests, and special needs and does not seek such understanding.	The teacher indicates the importance of understanding how students learn and the student's background, skills, language proficiency, interests, and special needs and attains this knowledge for the class.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher purposefully seeks knowledge from several sources of students' background, skills, language proficiency, interests, and special needs and attains this knowledge for the class.	The teacher actively seeks knowledge of students' levels of development and their backgrounds, skills, language proficiency, interests, and special needs from various sources. This information is acquired for individual students.
1c. Establishing Program Goals			
The teacher has no clear goals for the PASS student environment and needs to fully understand the PASS goals the student population.	The teacher's goals for PASS methods are rudimentary and indicate a partial understanding of the PASS program goals for the student population.	The teacher's goals for the PASS program are clear and indicate an understanding of the school/district program goals for the student population. Outcomes reflect different opportunities for coordination and implementing incremental steps with the student to maximize outcomes/goals achieved – academic and/or behavioral. Outcomes consider the varying needs of groups of students.	The teacher's goals for the PASS program are highly appropriate, support the school's instructional goals for the student population, and have been developed following discussions with teachers, administration, district, and student feedback. Outcomes reflect different opportunities for coordination and implementing incremental steps with the student to maximize results/goals achieved – academic and/or behavioral. Outcomes consider the varying needs of individual students.

Volusia County School Framework for Teaching
Positive Alternative to School Suspension (PASS)

1d. Knowledge of Resources			
The teacher is unaware of school or district resources for classroom use, for expanding their knowledge, or for students.	The teacher displays partial knowledge of school and district resources for students and for expanding their understanding but no knowledge of external resources.	The teacher is aware and knowledgeable of resources within the PASS program network and professional development. The teacher has the skills to access electronic and/or online resources and seek other resources throughout the district and organizations within the community. The teacher explores content to elevate student success.	The teacher displays extensive knowledge of resources – not only through the school and district but also in the community, professional organizations, universities, and the internet – for classroom use, expanding their knowledge, and student success.

1e. Designing Coherent Instruction			
The series of learning experiences is poorly aligned with the life skills instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Plans consist of a random collection of unrelated activities, lacking coherence or overall structure.	Some of the learning activities and materials are suitable to reinforce instruction. Support resources are aligned to assist student understanding to complete learning experiences with an effort by the teacher to provide some variety. Instruction has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	The teacher coordinates with classroom teachers to ensure that knowledge of content/subject matter, instructions, and resources are aligned to achieve student outcomes. The teacher provides differentiation for different groups of students. The teacher utilizes learning resources to help students complete and comprehend core/non-core teacher assignments.	The teacher's instruction is highly coherent and serves to support students individually. The teacher's plan completely aligns and supports the PASS program goals and/or school/district initiatives.

1f. Assessing Goal Achievement			
The teacher has no process to evaluate or communicate student progress to the appropriate function. The teacher rarely evaluates the current environment or academic or behavioral achievement processes at an individual, group, or system level.	Assessment criteria and standards have been developed but are unclear or lack follow- through. The teacher inconsistently evaluates or communicates student success or lack of success to appropriate colleagues regarding academic or behavioral performance. The teacher inconsistently explains how students can succeed in meeting PASS program goals.	The teacher accurately assesses students' success in PASS program goals or completion of assigned work. The teacher plans assessment methodologies to maximize student completion of assignments or achieve goals.	The teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards. Assessment methodologies have been adapted for individual students as needed. The teacher collaborates with teachers in most disciplines to ensure success or completion of assignments.

Domain 2: The Environment			
2a. Creating an Environment of Respect and Rapport			
Patterns of classroom interactions between the teacher and students and among students are mostly negative, inappropriate, or insensitive to students' ages, backgrounds, and developmental levels. Sarcasm, put-downs, or conflict characterize interactions. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions between the teacher and students and among students are generally appropriate but may reflect occasional inconsistencies. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. The teacher responds successfully to disrespectful behavior among students. The net results of the interactions are polite and respectful but impersonal. Teacher creates a positive culture for academic and student accountability.	Classroom interactions between the teacher and individual students are highly respectful. Students respect the teacher and contribute to high levels of civil interaction between all class members. The net result of interactions is that of connections with students as individuals. The teacher demonstrates genuine care and respect for students, using praise and positive reinforcement.
2b. Establishing a Culture for Learning			
The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. Student completion of core teacher assignments is not expected or valued.	The classroom culture is characterized by little commitment to learning by teachers or students. The teacher appears to be only going through the motions, and students do not exhibit a commitment to the quality or completion of tasks. The teacher inconsistently integrates behavioral supports or clear expectations for students to have a successful experience – academically or behaviorally.	The classroom culture supports learning and student accountability. The teacher conveys that with hard work, students can be successful. Classroom interactions support learning or behavioral success. The teacher maintains a focused, fair, and responsive culture for all students. School and district PASS program expectations are enforced and supported. The teacher actively engages with students to complete core/non-core teacher assignments.	The teacher conveys high expectations for academics and accountability for students' individual choices. The teacher facilitates discussions regarding student choices, barriers, challenges, or situations that may inhibit student learning growth. Some students take responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.

2c. Managing Classroom Procedures			
Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is effectively managing activities, transitions, and/or handling materials and supplies. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of activities, transitions, and/or the handling of materials and supplies is inconsistent, disrupting activities and leading to confusion or frustration for students.	The classroom procedures and methods reinforce the importance of discipline, accountability, and student support. The teacher's management of activities and handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines. The teacher consistently promotes, demonstrates, enforces, and follows program expectations to ensure academic and personal accountability is acknowledged.	Instructional time is maximized because of efficient classroom routines and procedures. Routines are well-understood and are well documented and executed consistently. The routines and standards highlight the importance of meeting expectations consistently to participate in a successful experience within the PASS classroom.
2d. Managing Student Behaviors			
There are no established standards of conduct and little or no teacher monitoring of student behavior. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	The teacher monitors student behavior against established standards of conduct. The teacher uses de-escalation techniques to direct positive student outcomes. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	The teacher is a leader in mentoring, coaching, and counseling all students. Students exhibit their perspectives on how their choices affect personal outcomes. The teacher monitors student behavior by using subtle and preventive approaches. The teacher's response to student misbehaviors sensitive to individual student needs and respects students' dignity.
2 e. Organizing Physical Space			
The physical environment is unsafe, and many students do not have access to learning resources. There is poor coordination between activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. The teacher attempts to modify the physical arrangement to suit activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Some students assume responsibility for using or adapting the physical environment to advance learning or accomplish goals.

Domain 3: Program Delivery			
3a. Communicating with Students			
The teacher's directions are unclear to students, and the directions and procedures are confusing. The teacher's explanation of the activity or content contains significant errors. The teacher's spoken or written language contains errors in grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, confusing students.	The teacher's attempt to explain the expectations or directions has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation may contain minor errors; some portions are clear, and others are difficult to follow. The teacher's spoken language is correct; however, their vocabulary is limited or inappropriate for the students' ages or backgrounds.	The teacher clearly communicates procedures and directions clearly. The teacher's explanation of content is well-scaffolded, clear, accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites students to engage. The teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the student's ages and interests.	The directions and procedures are clear and anticipate possible student misunderstanding. The teacher explains activities thoroughly and clearly, developing conceptual understanding through artful scaffolding and connecting with students' interests. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabulary.
3b. Questioning and Discussion Techniques			
The teacher does not use questioning to address student needs or support solutions to help students succeed.	Teacher's questions lead students through a single path of inquiry, with answers determined in advance. The teacher attempts to frame some questions to promote student thinking and understanding, but only a few students respond. The teacher inconsistently solicits student feedback to help guide students to improved academic or behavioral success.	Although the teacher may use low-level questions, they ask the students questions to promote thinking and understanding. The teacher successfully engages most students in discussion, using various strategies to ensure that students are successful.	The teacher uses various questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. The teacher coaches and mentors students by asking questions and listening to responses to elevate personal growth for student success. Students respond positively. The teacher uses questions to explore the WHY or root cause of behaviors.

3c. Engaging Students in Learning

The activities/materials used are ineffective in helping students effectively problem-solve or achieve goals. The teacher's efforts to engage students rarely address student needs or help students understand their social/personal accountability or goals.	The teacher's efforts partially align with the instructional or behavioral outcomes but require only minimal thinking or action by students, allowing most to be passive or merely compliant. The teacher's effort to engage students may inconsistently address student needs or help students or colleagues formulate action plans to improve social/personal, and academic goals.	The teacher's efforts are aligned with the instructional or behavioral outcomes and challenge student thinking, the result being that most students display active engagement and are supported in that engagement by teacher scaffolding. The teacher's effort to engage students consistently address student needs or helps students or colleagues formulate action plans to improve social/personal academic goals. The teacher provides instruction to facilitate learning using multiple learning aids as required. The teacher encourages student-to- student learning where appropriate.	Virtually all students are intellectually engaged with suitable scaffolding by the teacher that allows students to successfully work independently to achieve academic goals. In addition, there is evidence of some student initiation of inquiry and student contribution to exploring meaningful content. The pacing of activities gives students the time to engage with and reflect upon their learning/goals and consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

3d. Using assessments in program Delivery

Assessment of students' needs is not used in program delivery. Students are unaware of the goals or expectations and the monitoring of their progress. Does not provide feedback or make suggestions to students.	Assessment of students' needs is occasionally used in program delivery. Students are minimally aware of the goals or expectations and the monitoring of their progress. Generally, provides feedback and makes suggestions to students.	Assessment of students' needs is regularly used in program delivery. Students are aware of the goals or expectations and the monitoring of their progress. Regularly provides feedback, makes suggestions, and elicits students' views regarding progress monitoring and goal achievement.	Empower and involve students in self-assessment, progress monitoring, and goal achievement. Provides high-quality feedback from various sources and makes valuable suggestions to students.

3e. Demonstrating Flexibility and Responsiveness

Adheres to the program delivery plan, even when a change would improve the program delivery. The teacher ignores student questions when students experience difficulty; the teacher blames the students.	The teacher attempts to modify the approach with students to meet their needs and provides resources with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making minor adjustments as needed to program delivery and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates service to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school or community.

Domain 4: Professional Responsibilities

4a. Reflecting on Practice/Program Delivery

The teacher rarely reflects on the effectiveness of methods and approaches, resources, or reflection on how to improve learning and behavioral growth. The teacher does not routinely engage in a self-assessment process regarding their practice. Does not accept, seek, or use feedback from stakeholders to improve practice. Does not accurately assess the program's delivery effectiveness, the degree to which outcomes were met, and/or has no suggestions for improving program delivery.	The teacher has a generally accurate impression of the program's effectiveness and the extent to which outcomes were met. The teacher makes general suggestions about how the practice could be improved.	The teacher seeks and utilizes feedback from stakeholders to improve the program. Accurately assesses the program delivery's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for program delivery improvement.	Utilizes formal and informal measures to determine areas of strengths and needs. Makes specific suggestions for improving the practice and cites specific examples. Develops a plan to improve and measure changes in practice. Continuously uses and seeks input from all stakeholders to provide a more effective program. Accurately and thoughtfully assesses the program delivery's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.

4b. Maintaining Accurate Records

The teacher does not maintain accurate or current records that reflect the program's expectations. The teacher fails to utilize information sources and technology to enhance the quality of services. Reports, records, and documentation are missing, late, illegible, or inaccurate.	The teacher's approach to record keeping is inconsistent in timeliness and accuracy. The teacher generally complies with the district/school procedures and policies for maintaining records but inconsistently reports and records. Reports or records are occasionally inaccurate or late.	The teacher's system for maintaining information on student completion of assignments, student progress, and non-instructional records are fully effective, follow district/school procedures and policies, and are accurate and timely.	The approach to record-keeping is highly systematic and efficient, consistently use information, and technology sources to enhance the quality of the program. The teacher's system for maintaining information on student completion of assignments, student progress, and non-instructional records are fully effective and complies with district/school procedures and policies for maintaining records. The teacher ensures that student work completed is returned to the core/non-core classroom.

4c. Communicating with Stakeholders

The teacher does not attempt to establish a culture for productive communication in the school community between or among stakeholders. Does not establish rapport, is openly critical, and cannot maintain a positive relationship with stakeholders.	The teacher attempts to promote a culture throughout the school for productive and respectful communication between and among stakeholders. Generally, establishes rapport and maintains positive relationships with stakeholders and occasionally collaborates with involved stakeholders.	The teacher promotes a culture throughout the school for productive and respectful communication between and among stakeholders, establishes rapport, and maintains positive relationships with stakeholders. Advocates for some students and communicates with the school personnel regularly.	The teacher promotes and fosters a culture in the school for productive and respectful communication between and among stakeholders. Establishes rapport and maintains positive relationships with stakeholders consistently. Advocates for all students and communicates with school personnel regularly. Students contribute to communication when appropriate. The teacher communicates with the administration promptly to prevent potential problems with solutions where appropriate.

4d. Participating in Professional Community

The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a the professional culture of inquiry, resisting opportunities to become involved. The teacher rarely participates in school or district events or projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher becomes involved in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation: The teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking the initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, contributing substantially and assuming a leadership role in school or district life.

4e. Growing and Developing Professionally

The teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher does not try to share knowledge with others or assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. With some reluctance, the teacher accepts feedback on teaching performance from supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skills. The teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. The teacher participates actively in assisting other educators.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher seeks feedback on teaching from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

4f. Demonstrating Professionalism

The teachers display dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school. The teacher makes decisions and recommendations based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher attempts, though inconsistently, to serve students. The teacher does not knowingly contribute to some students' being ill-served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays high honesty, integrity, and confidentiality standards in interactions with colleagues, students, and the public. The teacher actively serves students, ensuring that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or school decision-making. The teacher complies fully with school and district regulations.	The teacher takes a leadership role with colleagues and can be counted on to uphold the highest standards of honesty, integrity, and confidentiality. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in a team or school decision-making and helps ensure such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

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 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 Growth Measure Table

This table identifies which Student Growth Measure (SGM) will be used for calculation according to the course(s) a teacher is rostered. Instructional personnel that align to multiple courses with the same SGM will receive the average from each measure. Instructional personnel that align to multiple SGMs will receive the highest resulting SGM rating between the multiple SGMs. School-based instructional personnel who do not teach the courses listed below will receive the school ELA and Math Effect Size. District-based instructional personnel will receive the district ELA and Math Effect Size.

Elementary School Courses			
Course Number	Course Name	Assessment	Student Growth Measure (SGM)
5010020	BAS SKLS READ K-2	STAR ELA	Effect Size
5010041	LANG ARTS GRADE K	STAR ELA	Effect Size
5012020	MATH GRADE K	STAR Math	Effect Size
5010042	LANG ARTS GRADE 1	STAR ELA	Effect Size
5012030	MATH GRADE 1	STAR Math	Effect Size
5010043	LANG ARTS GRADE 2	STAR ELA	Effect Size
5012040	MATH GRADE 2	STAR Math	Effect Size
5010044	LANG ARTS GRADE 3	FAST ELA	Effect Size
5012050	MATH GRADE 3	FAST Math	Effect Size
7710014	Access Language Arts - Grade 3	FAA ELA	Proficiency Model
7712040	Access Mathematics Grade 3	FAA Math	Proficiency Model
5010014	English for Speakers of Other Languages Grade 3	FAST ELA	Effect Size
5012055	Grade 3 Accelerated Mathematics	FAST Math	Effect Size
5010024	Basic Skills in Reading 3-5	FAST ELA	VAM & Effect Size
5010026	Functional Reading Skills 3-5	FAST ELA	VAM & Effect Size
5012015	Foundational Skills in Mathematics 3-5	FAST Math	VAM & Effect Size
5010015	English for Speakers of Other Languages Grade 4	FAST ELA	VAM & Effect Size
5010045	Language Arts-Grade Four	FAST ELA	VAM & Effect Size
5012060	Grade Four Mathematics	FAST Math	VAM & Effect Size
7712050	Access Mathematics Grade 4	FAA Math	Proficiency Model
7710015	Access Language Arts - Grade 4	FAA ELA	Proficiency Model
5010046	Language Arts-Grade Five	FAST ELA	VAM & Effect Size
5020060	SCIENCE GRADE 5	Grade 5 Science Assessment	Proficiency Model
5012070	Grade Five Mathematics	FAST Math	VAM & Effect Size
5010016	English for Speakers of Other Languages Grade 5	FAST ELA	VAM & Effect Size
7712060	Access Mathematics Grade 5	FAA Math	Proficiency Model
7710016	Access Language Arts - Grade 5	FAA ELA	Proficiency Model
7720060	Access Science Grade 5	FAA Science	Proficiency Model

	Middle School Courses		
Course Number	Course Name	Assessment	Student Growth Measure (SGM)
1000010	M/J Intensive Reading	FAST ELA	VAM & Effect Size
1001010	M/J Language Arts 1	FAST ELA	VAM & Effect Size
1001020	M/J Language Arts, 1 Adv.	FAST ELA	VAM & Effect Size
1001025	M/J English 1 Cambridge Lower Secondary	FAST ELA	VAM & Effect Size
1001030	M/J Language Arts 1, International Baccalaureate	FAST ELA	VAM & Effect Size
1002000	M/J Language Arts 1 through ESOL	FAST ELA	VAM & Effect Size
1002180	M/J English Language Development (MC)	FAST ELA	VAM & Effect Size
1002181	M/J Developmental Language Arts Through ESOL (Reading)	FAST ELA	VAM & Effect Size
1204000	M/J Foundational Skills in Mathematics 6-8	FAST Math	VAM & Effect Size
1205010	M/J Grade 6 Mathematics	FAST Math	VAM & Effect Size
1205020	M/J Accelerated Mathematics Grade 6	FAST Math	VAM & Effect Size
1205030	M/J Mathematics 1 Cambridge Lower Secondary	FAST Math	VAM & Effect Size
1205090	M/J IB MYP Mathematics 1	FAST Math	VAM & Effect Size
7812015	Access M/J Grade 6 Mathematics	FAA Math	Proficiency Model
7810011	Access M/J Language Arts 1	FAA ELA	Proficiency Model
1000012	M/J Intensive Reading 2	FAST ELA	VAM & Effect Size
1001040	M/J Language Arts 2	FAST ELA	VAM & Effect Size
1001050	M/J Language Arts 2, Adv	FAST ELA	VAM & Effect Size
1001055	M/J English 2 Cambridge Lower Secondary	FAST ELA	VAM & Effect Size
1001060	M/J Language Arts 2, International Baccalaureate	FAST ELA	VAM & Effect Size
1002010	M/J Language Arts 2 through ESOL	FAST ELA	VAM & Effect Size
1205040	M/J Grade 7 Mathematics	FAST Math	VAM & Effect Size
1205050	M/J Accelerated Mathematics Grade 7	FAST Math	VAM & Effect Size
1205055	M/J Mathematics 2 Cambridge Lower Secondary	FAST Math	VAM & Effect Size
1205095	M/J IB MYP Mathematics 2	FAST Math	VAM & Effect Size
2106010	M/J Civics (year long)	Civics	Proficiency Model
2106015	M/J Civics (semester long)	Civics	Proficiency Model
2106016	M/J Civics & Career Planning	Civics	Proficiency Model
2106020	M/J Civics, Advanced (year long)	Civics	Proficiency Model
2106025	M/J Civics, Advanced (semester long)	Civics	Proficiency Model
2106026	M/J Civics, Advanced & Career Planning	Civics	Proficiency Model
2106027	M/J IB Middle Years Program Civics Advanced	Civics	Proficiency Model
2106028	M/J IB Middle Years Program Civics Advanced & Career Planning	Civics	Proficiency Model
2106029	Civics and Digital Technologies	Civics	Proficiency Model
7821021	Access M/J Civics	Civics	Proficiency Model
7821023	Access M/J Civics and Career Planning	Civics	Proficiency Model
7812020	Access M/J Grade 7 Mathematics	FAA Math	Proficiency Model
7810012	Access M/J Language Arts 2	FAA ELA	Proficiency Model
1000014	M/J Intensive Reading 3	FAST ELA	VAM & Effect Size

1000020	M/J Intensive Reading and Career Planning	FAST ELA	VAM & Effect Size
1001070	M/J Language Arts 3	FAST ELA	VAM & Effect Size
1001080	M/J Language Arts 3, Adv	FAST ELA	VAM & Effect Size
1001085	M/J English 3 Cambridge Lower Secondary	FAST ELA	VAM & Effect Size
1001090	M/J Language Arts 3, International Baccalaureate	FAST ELA	VAM & Effect Size
1002020	M/J Language Arts 3 through ESOL	FAST ELA	VAM & Effect Size
1002181	M/J Developmental Language Arts Through ESOL (Reading)	FAST ELA	VAM & Effect Size
1205060	M/J Mathematics 3 Cambridge Lower Secondary	FAST Math	VAM & Effect Size
1205070	M/J Grade 8 Pre-Algebra	FAST Math	VAM & Effect Size
1205100	M/J IB MYP Pre-Algebra	FAST Math	VAM & Effect Size
7812030	Access M/J Grade 8 Pre-Algebra	FAA Math	Proficiency Model
7810013	Access M/J Language Arts 3	FAA ELA	Proficiency Model
2002100	M/J COMPRE SCI 3	Grade 8 Science Assessment	Proficiency Model
2002110	M/J COMPRE SCI 3 ADV	Grade 8 Science Assessment	Proficiency Model
1200310	Algebra 1	Algebra 1	VAM & Proficiency Model
1200315	Algebra 1 for Credit Recovery	Algebra 1	VAM & Proficiency Model
1200320	Algebra 1 Honors	Algebra 1	VAM & Proficiency Model
1206310	Geometry	Geometry	Proficiency Model
1206320	Geometry Honors	Geometry	Proficiency Model

HIGH SCHOOL COURSES

Course Number	Course Name	Assessment	Student Growth Measure (SGM)
1200310	Algebra 1	Algebra 1	VAM & Proficiency Model
1200315	Algebra 1 for Credit Recovery	Algebra 1	VAM & Proficiency Model
1200320	Algebra 1 Honors	Algebra 1	VAM & Proficiency Model
1200386	Pre-AP Algebra 1	Algebra 1	VAM & Proficiency Model
1200380	Algebra 1B	Algebra 1	VAM & Proficiency Model
1200385	Algebra 1-B for Credit Recovery	Algebra 1	VAM & Proficiency Model
1209810	Cambridge Pre-AICE Mathematics 1 IGCSE Level	Algebra 1	VAM & Proficiency Model
1200390	IB Middle Years Program-Algebra 1	Algebra 1	VAM & Proficiency Model
1209820	Pre- AICE Mathematics 2	Geometry	Proficiency Model
1206810	IB Middle Years Program Geometry Honors	Geometry	Proficiency Model
1206310	Geometry	Geometry	Proficiency Model
1206320	Geometry Honors	Geometry	Proficiency Model
1001315	English 1 for Credit Recovery	FAST ELA	VAM & Effect Size
1001345	English 2 for Credit Recovery	FAST ELA	VAM & Effect Size
1001320	English Honors I	FAST ELA	VAM & Effect Size
1001350	English Honors II	FAST ELA	VAM & Effect Size
1001310	English I	FAST ELA	VAM & Effect Size
1001800	English I Pre-International Baccalaureate	FAST ELA	VAM & Effect Size
1002300	English I through ESOL	FAST ELA	VAM & Effect Size
1001340	English II	FAST ELA	VAM & Effect Size
1001810	English II Pre-International Baccalaureate	FAST ELA	VAM & Effect Size
1002310	English II through ESOL	FAST ELA	VAM & Effect Size
1001840	IB Middle Years Program English I	FAST ELA	VAM & Effect Size
1001845	IB Middle Years Program English II	FAST ELA	VAM & Effect Size
1000400	Intensive Language Arts	FAST ELA	VAM & Effect Size
1000412	Intensive Reading 1	FAST ELA	VAM & Effect Size
1000414	Intensive Reading 2	FAST ELA	VAM & Effect Size
1000416	Intensive Reading 3	FAST ELA	VAM & Effect Size
1000418	Intensive Reading 4	FAST ELA	VAM & Effect Size
1001880	International Baccalaureate English Ab Initio 1	FAST ELA	VAM & Effect Size
1001885	International Baccalaureate English Ab Initio 2	FAST ELA	VAM & Effect Size
1001870	International Baccalaureate English B 1	FAST ELA	VAM & Effect Size
1005850	International Baccalaureate English Language & Literature 1	FAST ELA	VAM & Effect Size
1005855	International Baccalaureate English Language & Literature 2	FAST ELA	VAM & Effect Size
1001560	Pre-AICE English Language	FAST ELA	VAM & Effect Size

1005380	Pre-AICE English Literature	FAST ELA	VAM & Effect Size
1007305	Speech 1	FAST ELA	VAM & Effect Size
1007315	Speech 2	FAST ELA	VAM & Effect Size
2100310	United States History	US History	Proficiency Model
2100320	United States History Honors	US History	Proficiency Model
2100480	Visions and Countervisions: Europe, U.S. and the World	US History	Proficiency Model
2000310	Biology 1	Biology	Proficiency Model
2000315	Biology 1 for Credit Recovery	Biology	Proficiency Model
2000320	Biology 1 Honors	Biology	Proficiency Model
2000322	Pre-AICE Biology	Biology	Proficiency Model
2000800	Florida's Preinternational Baccalaureate Biology 1	Biology	Proficiency Model
2002440	Integrated Science 3	Biology	Proficiency Model
2002450	Integrated Science 3 Honors	Biology	Proficiency Model
7912075	Access Algebra 1	Algebra 1	Proficiency Model
7912090	Access Algebra 1B	Algebra 1	Proficiency Model
7920015	Access Biology	Biology	Proficiency Model
7912065	Access Geometry	Geometry	Proficiency Model
7921025	Access US History	US History	Proficiency Model
0101370	AICE ART&DESIGN 1 AS	AICE Exam	Proficiency Model
2000321	AICE BIO 1 AS	AICE Exam	Proficiency Model
2000323	AICE BIO 2 AL	AICE Exam	Proficiency Model
2102324	AICE BUSINESS 1 AS	AICE Exam	Proficiency Model
2003371	AICE CHEM 1 AS	AICE Exam	Proficiency Model
2003373	AICE CHEM 2 AL	AICE Exam	Proficiency Model
0900500	AICE CL STDS 1 AS	AICE Exam	Proficiency Model
0200480	AICE COMP SCI 1 AS	AICE Exam	Proficiency Model
0108400	AICE DIG MEDIA&DES1	AICE Exam	Proficiency Model
0400346	AICE DRAMA 1 AS LEV	AICE Exam	Proficiency Model
0400347	AICE DRAMA 2 A LEVEL	AICE Exam	Proficiency Model
1009400	AICE ENG GEN PAPER	AICE Exam	Proficiency Model
1001551	AICE ENG LANG 2 AL	AICE Exam	Proficiency Model
1001550	AICE ENG LANG AS	AICE Exam	Proficiency Model
1001555	AICE ENG LANG/LIT AS	AICE Exam	Proficiency Model
1005370	AICE ENG LIT 1 AS	AICE Exam	Proficiency Model
2001381	AICE ENV MGMNT AS	AICE Exam	Proficiency Model
2109371	AICE EURO HIST 1 AS	AICE Exam	Proficiency Model
2000324	AICE EXAM COMPLETION	AICE Exam	Proficiency Model
1202370	AICE FURTHERMATH 2AL	AICE Exam	Proficiency Model
2103410	AICE GEOG 1 AS	AICE Exam	Proficiency Model
1700364	AICE GLBL PERSP 1 AS	AICE Exam	Proficiency Model
1700365	AICE GLBL PERSP 2 A	AICE Exam	Proficiency Model
0200490	AICE INFO TECH 1 AS	AICE Exam	Proficiency Model
2100490	AICE INTL HIST 1 AS	AICE Exam	Proficiency Model

2002515	AICE MARINE SCI 1 AS	AICE Exam	Proficiency Model
2002535	AICE MARINE SCI 2 AL	AICE Exam	Proficiency Model
1202352	AICE MATH 1 AS	AICE Exam	Proficiency Model
1210330	AICE MATH STAT AS	AICE Exam	Proficiency Model
1100470	AICE MEDIA STUDIES A	AICE Exam	Proficiency Model
1100460	AICE MEDIA STUDIES AS	AICE Exam	Proficiency Model
1300395	AICE MUSIC 1 AS	AICE Exam	Proficiency Model
3026020	AICE PHYS ED 1 AS	AICE Exam	Proficiency Model
2003431	AICE PHYSICS 1 AS	AICE Exam	Proficiency Model
2107360	AICE PSYCH 1 AS	AICE Exam	Proficiency Model
2108310	AICE SOCIOLOGY 1 AS	AICE Exam	Proficiency Model
0708538	AICE SPAN LANG AS	AICE Exam	Proficiency Model
0708530	AICE SPANISH AL	AICE Exam	Proficiency Model
0708540	AICE SPANISH LIT AS	AICE Exam	Proficiency Model
1700372	AICE THINK SKLS 1 AS	AICE Exam	Proficiency Model
2102410	AICE TRVL&TRSM 1 AS	AICE Exam	Proficiency Model
2102420	AICE TRVL&TRSM 2 AL	AICE Exam	Proficiency Model
2100500	AICE U.S. HIST 1 AS	AICE Exam	Proficiency Model
2100505	AICE U.S. HIST 2 AL	AICE Exam	Proficiency Model
0109350	AP 2-D ART & DESIGN	AP Exam	Proficiency Model
0109360	AP 3-D ART & DESIGN	AP Exam	Proficiency Model
0100300	AP ART HIST	AP Exam	Proficiency Model
2000340	AP BIO	AP Exam	Proficiency Model
1202310	AP CALCULUS AB	AP Exam	Proficiency Model
1202320	AP CALCULUS BC	AP Exam	Proficiency Model
1700510	AP CAPSTONE RESEARCH	AP Exam	Proficiency Model
1700500	AP CAPSTONE SEMINAR	AP Exam	Proficiency Model
2003370	AP CHEM	AP Exam	Proficiency Model
2106430	AP COMP GOVT/POL	AP Exam	Proficiency Model
0200320	AP COMPUTER SCI A	AP Exam	Proficiency Model
0200335	AP COMPUTER SCI PRIN	AP Exam	Proficiency Model
0104300	AP DRAWING	AP Exam	Proficiency Model
1001420	AP ENG COMPO	AP Exam	Proficiency Model
1001430	AP ENG LIT COMPO	AP Exam	Proficiency Model
1001430	AP ENG LIT COMPO	AP Exam	Proficiency Model
2001380	AP ENV SCI	AP Exam	Proficiency Model
2109380	AP EURO HIST	AP Exam	Proficiency Model
0701380	AP FRENCH LANG & CU	AP Exam	Proficiency Model
0702380	AP GERMAN LANG & CU	AP Exam	Proficiency Model
2103400	AP HUMAN GEOG	AP Exam	Proficiency Model
2102370	AP MACROECON	AP Exam	Proficiency Model
2102370	AP MACROECON	AP Exam	Proficiency Model
2102360	AP MICROECON	AP Exam	Proficiency Model
1300330	AP MUS THEORY	AP Exam	Proficiency Model
2003421	AP PHYSICS 1	AP Exam	Proficiency Model

2003421	AP PHYSICS 1	AP Exam	Proficiency Model
2003422	AP PHYSICS 2	AP Exam	Proficiency Model
2003425	AP PHYSICS C: E&M	AP Exam	Proficiency Model
2003430	AP PHYSICS C: ME	AP Exam	Proficiency Model
2107350	AP PSYCH	AP Exam	Proficiency Model
2107350	AP PSYCH	AP Exam	Proficiency Model
0708400	AP SPANISH LANG & CU	AP Exam	Proficiency Model
0708410	AP SPANISH LIT & CU	AP Exam	Proficiency Model
1210320	AP STAT	AP Exam	Proficiency Model
2100330	AP U.S. HIST	AP Exam	Proficiency Model
2106420	AP US GOVT/POL	AP Exam	Proficiency Model
2106420	AP US GOVT/POL	AP Exam	Proficiency Model
2109420	AP WORLD HIST: MODERN	AP Exam	Proficiency Model
2000810	IB BIOLOGY 2	IB Exam	Proficiency Model
2000820	IB BIOLOGY 3	IB Exam	Proficiency Model
2003810	IB CHEMISTRY 2	IB Exam	Proficiency Model
2003820	IB CHEMISTRY 3	IB Exam	Proficiency Model
0200810	IB COMPTR SCIENCE 2	IB Exam	Proficiency Model
0200820	IB COMPTR SCIENCE 3	IB Exam	Proficiency Model
2109805	IB CONTEMP HISTORY 2	IB Exam	Proficiency Model
0300660	IB DANCE 2	IB Exam	Proficiency Model
0300670	IB DANCE 3	IB Exam	Proficiency Model
2102820	IB ECONOMICS 2	IB Exam	Proficiency Model
2102830	IB ECONOMICS 3	IB Exam	Proficiency Model
1001830	IB ENGLISH LIT 4	IB Exam	Proficiency Model
2001375	IB ENV SYS & SOC 2	IB Exam	Proficiency Model
0107472	IB FILM STUDIES 2	IB Exam	Proficiency Model
0107474	IB FILM STUDIES 3	IB Exam	Proficiency Model
0701840	IB FRENCH 5	IB Exam	Proficiency Model
0701865	IB FRENCH 6	IB Exam	Proficiency Model
2103800	IB GEOGRAPHY 2	IB Exam	Proficiency Model
0702840	IB GERMAN 5	IB Exam	Proficiency Model
1201330	IB MATH: ANLYS/APPR2	IB Exam	Proficiency Model
1201335	IB MATH: ANLYS/APPR3	IB Exam	Proficiency Model
1209305	IB MATH: APPS/INT 2	IB Exam	Proficiency Model
1209310	IB MATH: APPS/INT 3	IB Exam	Proficiency Model
1300818	IB MUSIC 2	IB Exam	Proficiency Model
1300820	IB MUSIC 3	IB Exam	Proficiency Model
2003845	IB PHYSICS 2	IB Exam	Proficiency Model
2003850	IB PHYSICS 3	IB Exam	Proficiency Model
2107810	IB PSYCHOLOGY 2	IB Exam	Proficiency Model
2107820	IB PSYCHOLOGY 3	IB Exam	Proficiency Model
0708840	IB SPANISH 5	IB Exam	Proficiency Model
0708865	IB SPANISH 6	IB Exam	Proficiency Model
0400820	IB THEATRE 2	IB Exam	Proficiency Model

0400830	IB THEATRE 3	IB Exam	Proficiency Model
0114825	IB VISUAL ARTS 2	IB Exam	Proficiency Model
0114835	IB VISUAL ARTS 3	IB Exam	Proficiency Model

*The following model tables will be used for teachers who do **not** have a state VAM.

Effect Size Model Table:

FAST Math Grades 3-8, FAST ELA Grades 3-10, STAR Grades K-2, School FAST ELA, District FAST ELA

VAM Rating	Effect Size Calculation
Highly Effective (HE)	E.S. $\geq$ .40
Effective (E)	.15 $\leq$ E.S. < .40
Needs Improvement/Basic (NI/B)	0.00 $\leq$ E.S. < .15
Unsatisfactory (U)	E.S. < 0.00

Student Performance Measure Tables:

Other (K-12), Science Courses (8), Geometry, Civics, Biology, and US History

Percentage of students scoring level 2 or higher.

VAM Rating	Student Performance Model
Highly Effective (HE)	> 50 %
Effective (E)	35% – 50%
Needs Improvement/Basic (NI/B)	20% – 35%
Unsatisfactory (U)	< 20%

Advances Placement Courses

Percentage of students scoring level 2 or higher.

VAM Rating	Student Performance Model
Highly Effective (HE)	> 50 %
Effective (E)	35% – 50%
Needs Improvement/Basic (NI/B)	20% – 35%
Unsatisfactory (U)	< 20%

International Baccalaureate or AICE Courses

Percentage of students scoring level 3 or higher

VAM Rating	Student Performance Model
Highly Effective (HE)	> 50 %
Effective (E)	35% – 50%
Needs Improvement/Basic (NI/B)	20% – 35%
Unsatisfactory (U)	< 20%

Form IEST-2023

Appendix E – Summative Evaluation Forms

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

VOLUSIA COUNTY SCHOOLS — 2022-2023 VSET-Summative Scores for TEACHER

VAM Score	Summative Level
4	4

Observation Score	Dp Score	Observation Weight	Dp Weight	Observation Weighted Score	DP Weighted Score	IPS Raw Score	IPS Level	IPS Cut Score
4.0	4	0.4	0.25	2.46154	1.53846	4	Distinguished	4

Domain	Component	Admin Rating	Weight	Total
Domain 1 Planning and Preparation	1a Knowledge of Content and Pedagogy	4	2.5%	10
Domain 1 Planning and Preparation	1b Demonstrating Knowledge of Students	4	2.5%	10
Domain 1 Planning and Preparation	1c Setting Instructional Outcomes	3	5%	15
Domain 1 Planning and Preparation	1d Knowledge of Resources	4	2.5%	10
Domain 1 Planning and Preparation	1e Designing Coherent Instruction	3	2.5%	7.5
Domain 1 Planning and Preparation	1f Designing Student Assessments	4	5%	20
Domain 2 The Classroom Environment	2a Environment of Respect and Rapport	3	5%	15
Domain 2 The Classroom Environment	2b Establishing a Culture for Learning	3	5%	15
Domain 2 The Classroom Environment	2c Managing Classroom Procedures	3	3%	9
Domain 2 The Classroom Environment	2d Managing Student Behavior	4	4%	16
Domain 2 The Classroom Environment	2e Organizing Physical Space	4	3%	12
Domain 3 Instruction	3a Communicating with Students	4	5%	20
Domain 3 Instruction	3b Questioning and Discussion Techniques	3	10%	30
Domain 3 Instruction	3c Engaging Students in Learning	3	10%	30
Domain 3 Instruction	3d Using Assessment in Instruction	3	10%	30
Domain 3 Instruction	3e Demonstrating Flexibility and Responsiveness	4	5%	20
Domain 4 Professional Responsibilities	4a Reflecting on Teaching	4	5%	20
Domain 4 Professional Responsibilities	4b Maintaining Accurate Records	4	5%	20
Domain 4 Professional Responsibilities	4c Communicating with Families	4	2.5%	10
Domain 4 Professional Responsibilities	4d Participating in Professional Community	4	2.5%	10
Domain 4 Professional Responsibilities	4e Growing and Developing Professionally	4	2.5%	10
Domain 4 Professional Responsibilities	4f Showing Professionalism	4	2.5%	10
Total			100%	349.5

2022-2023 Summative Scale Scores

4= Distinguished/ Highly Effective
3= Proficient/Effective
2= Basic/Developing (1-3 years experience)/Needs Improvement (greater than 3 years experience)
1= Unsatisfactory