

School District of Franklin County

Instructional Personnel Evaluation System



**APPROVED BY THE
FRANKLIN COUNTY
SCHOOL BOARD
ON 07/25/2024**

Updated [5/7/24]

Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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.

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Part I: Evaluation System Overview

Franklin County utilizes Dr. Robert Marzano's research-based strategies for school leader effectiveness in a comprehensive development system to ensure all teachers have the opportunity for maximum professional growth. The new Florida model is based on four domains of success: Standards-based Planning, Standards-based Instruction, Conditions for Learning and Professional Responsibilities; and is aligned to the Florida Educator Accomplished Practices (FEAPs).

Part II: Evaluation System Requirements

System Framework

- ☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- ☒ The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAP) adopted by the State Board of Education.
- ☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on the FEAP, and may include specific job expectations related to student support.

Training

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

Data and Reporting

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

District Procedures

- ☒ The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.
- ☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.

Instructional Evaluation System

- ☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- ☒ The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.
- ☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

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

Notifications

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

District Self-Monitoring

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

Part III: Evaluation Procedures

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	Pre-school	Orientation meeting presented by Human Resources
Newly Hired Classroom Teachers	Pre-school	Orientation meeting presented by Human Resources
Late Hires	Within 30 days of hire	One on one meeting with evaluator

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

Instructional Evaluation System

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	1 in each semester	Within 7 days
Hired after the beginning of the school year	1 or 2 based on hire date	1 in each semester of employment	Within 7 days
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	1 minimum	Prior to May 1st	Within 7 days
Hired after the beginning of the school year	1 minimum	Prior to May 1st	Within 7 days

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: Category 1 (Less than 2 yrs exp)			
Hired before the beginning of the school year	2	Midyear and Final	Within 7 days of receipt of student data
Hired after the beginning of the school year	2 if hired prior to January, 1 if hired January or later	One in each semester of employment	Within 7 days of receipt of student data
Classroom and Non-Classroom Teachers: Category 2 (3 or more yrs exp)-			
Hired before the beginning of the school year	1 minimum	Prior to May 1 st	Within 7 days of receipt of student data
Hired after the beginning of the school year	1 minimum	Prior to May 1st	Within 7 days of receipt of student data

Part IV: Evaluation Criteria

A. Instructional Practice

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 Franklin County, instructional practice accounts for 65% 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.
 - a. Franklin County takes the highest score for each given element. For example, if a teacher has two observations with one score of Applying and another of Innovating the teacher would receive the higher score of Innovating.
 - b. Elements are divided into four categories: Standards Based Planning, Standards Based Instruction, Conditions for Learning and Professional Responsibilities.
 - c. To calculate the Instructional Practice Score we take the overall score given for each category and multiply it by the weight for each of the four categories which are weighted.
 - i. Standards Based Planning – 20%
 - ii. Standards Based Instruction – 25%
 - iii. Conditions for Learning – 25%
 - iv. Professional Responsibilities – 20%
 - v. Growth Plan – 10%
 - d. All of the weighted scores are then added together for the final Instructional Practice Score
 - i. Example: Teacher has the following categorical scores
 1. Standards Based Planning score 4
 - a. $4 \times 20\% = 0.80$
 2. Standards Based Instruction score 3
 - a. $3 \times 25\% = 0.75$
 3. Conditions for Learning score 4
 - a. $4 \times 25\% = 1$
 4. Professional Responsibilities score 4
 - a. $4 \times 20\% = 0.8$
 5. Growth Plan score 4
 - a. $4 \times 10\% = .40$
 6. Total of weighted scores added together
 - a. $.80 + .75 + 1 + .80 + .40 = 3.75$

Instructional Practice Score	= Points
3.50 - 4	4
2.50 – 3.49	3
1.5 – 2.49	2
1.0 -1.4	1

B. Other Indicators of Performance

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Franklin County, other indicators of performance account for 0% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.

Franklin Count School District uses climate surveys which are sent to parents and students to gather information that may be taken into account by the site-based principal during the evaluation review process.

3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance. N/A

C. Performance of Students

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Franklin County, performance of students accounts for 35% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Student performance data will be measured through the calculating the percentage of students who have met expectations based on achievement, proficiency, and / or growth. Only students who are assigned and verified through the roster verification process for each teacher will be used in the calculations.

The SPD score is calculated following the below:

1. Calculate the total number of students assigned to the teacher over the course of three (3) years, or for the number of years for which data are available, for all assessments.
 2. Calculate the total number of students who have "Met Expectation" over the course of three (3) years, or for the number of years for which data are available, for all assessments.
 3. Determine the Percent (%) of students "Meeting Expectation" by dividing the Total Number of Students Meeting Expectation by the Total Number of Students.
- Using Table 2, convert the Percent (%) of students "Meeting Expectation" to the Student Performance Data Score that corresponds with the meeting expectation percent.

Table 2: Percentage of Students Meeting Expectations and Student Performance Score

VAM Score Conversion	Categorical Score	= Points
87 – 100% growth or proficiency on FAST assessment	Highly Effective	4
73-86% growth or Proficiency on FAST assessment	Effective	3
60-72% growth or proficiency on FAST assessment	Needs Improvement/Developing	2
0 – 59% growth or proficiency on FAST assessment	Unsatisfactory	1

D. Summative Rating Calculation

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

Final Summative Calculation Score:

Student Growth Score= 35%

Instructional Practice Score = 65%

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

Example A: A second grade teacher has a student growth score of 3.6 and an instructional practice Score of 3.9. The student growth score of 3.6 times 35% equals 1.26. The instructional practice Score of 3.9 time 65% equals 2.535. Adding the two scores together equals a summative evaluation score of 3.8, Highly Effective.

Example B: A ninth grade English Language Arts teacher has a student growth score of 1.6 and an instructional practice score of 1.2. The student growth score of 1.6 times 35% equals .56. The instructional practice Score of 1.2 times 65% equals .78. The summative evaluation score of 1.34, Unsatisfactory.

Appendix A – Evaluation Framework Standards

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
<i>The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.</i>	
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.	
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
3. The effective educator exemplifies the standards of the profession.	
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	A1a- Planning Standards-Based Lessons / Units
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	A1b- Planning Standards-Based Lessons / Units
c. Designs instruction for students to achieve mastery;	A1c- Planning Standards-Based Lessons / Units
d. Selects appropriate formative assessments to monitor learning;	A1d- Planning Standards-Based Lessons / Units
e. Uses diagnostic student data to plan lessons;	A1e- Planning Standards-Based Lessons / Units Planning to Close the Achievement Gap
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	A1f- Planning Standards-Based Lessons / Units
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.	A1g- Planning Standards-Based Lessons / Units
2. The Learning Environment	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	A2a- Using Engagement Strategies
b. Manages individual and class behaviors through a well-planned management system;	A2b- Establishing and Acknowledging Adherence to Rules and Procedures
c. Conveys high expectations to all students;	A2c- Communicating high Expectations for Each Student to Close the Achievement Gap
d. Respects students' cultural linguistic and family background;	A2d- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
e. Models clear, acceptable oral and written communication skills;	A2e- Identifying Critical Content from the Standard(s)
f. Maintains a climate of openness, inquiry, fairness and support;	A2f- Establishing and Maintaining Effective

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	Relationships in a Student-Centered Classroom
g. Integrates current information and communication technologies;	A2g- Using Engagement Strategies
h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	A2h- Planning to Close the Achievement Gap
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	A2i- Aligning Resources to Standards
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	A2j- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

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;	A3a-Identifying Critical Content from the Standard(s) Previewing New Content Helping Students Process New Content Reviewing Content Helping students Practice Skills, Strategies, and Processes Helping Students Examine Similarities and Differences Helping Students Examine their Reasoning helping Students Revise Knowledge Helping Students Engage in Cognitively Complex Tasks
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	A3b- Helping Students Examine their Reasoning Helping Students Engage in Cognitively Complex Tasks
c. Identify gaps in students' subject matter knowledge;	A3c- Using Formative Assessments to Track Student Progress Using Data
d. Modify instruction to respond to preconceptions or misconceptions;	A3d- Planning to Close the Achievement Gap
e. Relate and integrate the subject matter with other disciplines and life experiences;	A3e- Helping Students Engage in Cognitively Complex Tasks
f. Employ questioning that promotes critical thinking;	A3f- Using Questions to Help Students Elaborate on Content
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	A3g- Aligning Resources to Standards
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	A3h- Planning to Close the Achievement Gap
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	A3i- Providing Feedback and Celebrating Progress
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	A3j- Using Formative Assessments to Track Student Progress Using Data

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;	A4a- Planning to Close the Achievement Gap
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b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	A4b- Using Formative Assessments to Track Student Progress Using Data
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	A4c- Using Formative Assessments to Track Student Progress Using Data
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	A4d- Planning to Close the Achievement Gap
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	A4e-Providing Feedback and Celebrating Progress Promoting Teacher Leadership and Collaboration
f. Applies technology to organize and integrate assessment information.	A4f- Using Formative Assessments to Track Student Progress Using Data

5. Continuous Professional Improvement

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	B1a- Maintains Expertise in Content and Pedagogy
b. Examines and uses data-informed research to improve instruction and student achievement;	B1b- Maintains Expertise in Content and Pedagogy
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;	B1c- Promoting Teacher Leadership and Collaboration
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	B1d- Promoting Teacher Leadership and Collaboration
e. Engages in targeted professional growth opportunities and reflective practices; and,	B1e- Maintains Expertise in Content and Pedagogy
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	B1f- Maintains Expertise in Content and Pedagogy

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.;	B2a- Adhering to School and District Policies and Procedures
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	B2b- Adhering to School and District Policies and Procedures
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	B2c- Adhering to School and District Policies and Procedures

Instructional Evaluation System

Marzano Focused Teacher Evaluation (Florida Model) to the Florida Educator Accomplished Practices Crosswalk

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STANDARDS-BASED PLANNING	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
	Planning Standards-Based Lessons/Units: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	A1a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity
		A1b. Sequences lessons and concepts to ensure coherence and required prior knowledge
		A1c. Designs instruction for students to achieve mastery
		A1d. Selects appropriate formative assessments to monitor learning
		A1g. 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.
		A3e. Relates and integrates the subject matter with other disciplines and life experiences
		A4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
	Aligning Resources to Standard(s): Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	A2i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
		A3g. Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
	Planning to Close the Achievement Gap Using Data: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	A1e. Uses diagnostic student data to plan lessons
		A2h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.
		A3c. Identifies gaps in students' subject matter knowledge
		A3d. Modifies instruction to respond to preconceptions or misconceptions
		A3h. Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students
		A4a. 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
		A4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge

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Marzano Focused Teacher Evaluation (Florida Model) to the Florida Educator Accomplished Practices Crosswalk

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STANDARDS-BASED INSTRUCTION	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
	Identifying Critical Content from the Standards: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.	A2e. Models clear, acceptable oral and written communication skills
		A3a. Delivers engaging and challenging lessons
	Previewing New Content: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.	A3a. Delivers engaging and challenging lessons
	Helping Students Process New Content: Teacher systematically engages student groups in processing and generating conclusions about new content.	A3a. Delivers engaging and challenging lessons
	Using Questions to Help Students Elaborate on Content: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.	A3f. Employs questioning that promotes critical thinking
	Reviewing Content: Teacher engages students in brief review of content that highlights the cumulative nature of the content.	A3a. Delivers engaging and challenging lessons
	Helping Students Practice Skills, Strategies, and Processes: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.	A3a. Delivers engaging and challenging lessons
	Helping Students Examine Similarities and Differences: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.	A3a. Delivers engaging and challenging lessons
		A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
		A3e. Relates and integrates the subject matter with other disciplines and life experiences
	Helping Students Examine Their Reasoning: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.	A3a. Delivers engaging and challenging lessons
		A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
		A3e. Relates and integrates the subject matter with other disciplines and life experiences
	Helping Students Revise Knowledge: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.	A3a. Delivers engaging and challenging lessons
	Helping Students Engage in Cognitively Complex Tasks: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.	A3a. Delivers engaging and challenging lessons
		A3b. Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
		A3e. Relates and integrates the subject matter with other disciplines and life experiences

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CONDITIONS FOR LEARNING	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
	Using Formative Assessment to Track Student Progress: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.	A3c. Identifies gaps in students' subject matter knowledge
		A3j. Utilizes student feedback to monitor instructional needs and to adjust instruction
		A4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
		A4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains
		A4f. Applies technology to organize and integrate assessment information
	Providing Feedback and Celebrating Progress: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.	A3i. Supports, encourages, and provides immediate and specific feedback to students to promote student achievement
		A4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
	Organizing Students to Interact with Content: Teacher organizes students into appropriate groups to facilitate the learning of content.	A1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
	Establishing and Acknowledging Adherence to Rules and Procedures: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.	A2b. Manages individual and class behaviors through a well-planned management system
	Using Engagement Strategies: Teacher uses engagement strategies to engage or re-engage students with the content.	A2a. Organizes, allocates, and manages the resources of time, space, and attention A2g. Integrates current information and communication technologies

Marzano Focused Teacher Evaluation (Florida Model) to the Florida Educator Accomplished Practices Crosswalk

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PROFESSIONAL RESPONSIBILITIES	FL FTEM Element and Focus Statement	FEAPs 2023 Indicator
	Adhering to School and District Policies and Procedures: Teacher adheres to school and district policies and procedures.	B2a. Guidelines for student welfare adopted pursuant to Section 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, abandonment, or neglect as defined in Section 39.01, F.S.
		B2b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.
		B2c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.
	Maintaining Expertise in Content and Pedagogy: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	B1a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
		B1b. Examines and uses data-informed research to improve instruction and student achievement
		B1e. Engages in targeted professional growth opportunities and reflective practices
		B1f. Implements knowledge and skills learned in professional development in the teaching and learning process
	Promoting Teacher Leadership and Collaboration: Teacher promotes teacher leadership and a culture of collaboration.	A4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
		B1c. 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
		B1d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement

APPROVED BY THE
FRANKLIN COUNTY SCHOOL BOARD
ON 07/25/2024

Appendix B – Observation Instruments for Classroom Teachers

DOMAIN: STANDARDS BASED PLANNING

Element: Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	
	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. (A1g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND using established content standards, plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Attempts to meet all required indicators AND using established content standards, plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning <i>and provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.</i>	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale <i>and</i> the impacts on student learning.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

APPROVED BY THE
FRANKLIN COUNTY SCHOOL BOARD
ON 07/25/2024

Instructional Evaluation System

Element: Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status  = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Attempts to meet all required indicators AND teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Meets all required indicators AND teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Meets all required indicators AND teacher plan includes traditional and/or digital resources for use in standards-based units and lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Uses diagnostic student data to plan lessons (A1e)	
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	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 (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to meet all required indicators AND use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Meets all required indicators AND uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Meets all required indicators AND uses data to identify and plan to meet the needs of each student in order to close the achievement gap <i>and</i> provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

DOMAIN: STANDARDS BASED INSTRUCTION

Element: Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Previewing New Content**

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.

Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Employs questioning that promotes critical thinking (A3f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: Reviewing Content

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Helping Students Practice Skills, Strategies, and Processes**

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status  = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND when the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND when the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND when presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND when presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Engage in Cognitively Complex Tasks

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

DOMAIN: CONDITIONS FOR LEARNING

Element: Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: Providing Feedback and Celebrating Progress

Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	Share the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Establishing and Acknowledging Adherence to Rules and Procedures

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures.

Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Manages individual and class behaviors through a well-planned management system (A2b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies. (A2g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND teacher behaviors foster a sense of classroom community by acknowledgement and respect for each student, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND teacher behaviors foster a sense of classroom community by acknowledgement and respect for each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Conveys high expectations to all students (A2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

DOMAIN: PROFESSIONAL RESPONSIBILITIES

Element: Adhering to School and District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Desired Effect: Teacher adheres to school and district rules and procedures.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Guidelines for student welfare adopted pursuant to Section 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, abandonment, or neglect as defined in Section 39.01, F.S. (B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND adhere to school and district policies and procedures.	Attempts to meet all required indicators BUT adherence to school and district policies and procedures is inconsistent.	Meets all required indicators AND adheres to school and district policies and procedures.	Meets all required indicators AND adheres to school and district policies and procedures <i>and articulates how they adhere to school and district policies and procedures.</i>	Helps others by sharing evidence of how to support school and district policies and procedures.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)	
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process (B1f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND deepen knowledge in content area and classroom instructional strategies.	Attempts to meet all required indicators AND deepen knowledge in content area and classroom instructional strategies.	Meets all required indicators AND continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Meets all required indicators AND continually deepens knowledge in content and classroom instructional strategies and provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Share the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	
	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 (B1c)	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND promote teacher leadership and a culture of collaboration.	Attempts to meet all required indicators AND promote teacher leadership and a culture of collaboration.	Meets all required indicators AND promotes teacher leadership and a culture of collaboration.	Meets all required indicators AND promotes teacher leadership and a culture of collaboration <i>and provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.</i>	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Marzano Focused Teacher Evaluation Model
Florida Model for Teachers

STANDARDS-BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units					
Aligning Resources to Standard(s)					
Planning to Close the Achievement Gap Using Data					

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards <i>(Required evidence in every lesson)</i>					
Previewing New Content					
Helping Students Process New Content					
Using Questions to Help Students Elaborate on Content					
Reviewing Content					
Helping Students Practice Skills, Strategies, and Processes					
Helping Students Examine Similarities and Differences					
Helping Students Examine Their Reasoning					
Helping Students Revise Knowledge					
Helping Students Engage in Cognitively Complex Tasks					

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress					
Providing Feedback and Celebrating Progress					
Organizing Students to Interact with Content					
Establishing and Acknowledging Adherence to Rules and Procedures					
Using Engagement Strategies					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom					
Communicating High Expectations for Each Student to Close the Achievement Gap					

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4
Adhering to School and District Policies and Procedures					
Maintaining Expertise in Content and Pedagogy					
Promoting Teacher Leadership and Collaboration					

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

DOMAIN 1: PLANNING & PREPARING TO PROVIDE SUPPORT

Element: Establishing and Communicating Clear Goals for Supporting Services

Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.

Desired Effect: School/district knows the supporting services provided by the instructional support member.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs(B1a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Meets all required indicators AND establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district <i>and monitors if the school/district knows the supporting services provided.</i>	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: Helping the School/District Achieve Goals

Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals.

Desired Effect: Instructional support member helps the school/district achieve goals.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals.	Meets all required indicators AND uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals <i>and</i> monitors if their help supports the school/district achieve goals.	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: Using Available Resources

Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

Desired Effect: The use of available resources provides supporting services to the school/district.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	
	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND identifies and uses available resources to provide supporting services to the school/district.	Meets all required indicators AND identifies and uses available resources to provide supporting services to the school/district <i>and monitors if use of available resources provides supporting services to the school/district.</i>	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

Element: Demonstrating Knowledge of Students

Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.

Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND demonstrates knowledge of the unique needs of students in the school/district.	Meets all required indicators AND demonstrates knowledge of the unique needs of students in the school/district <i>and</i> monitors if services appropriately support the unique needs of students in the school/district.	Provides evidence of helping others by sharing how they provided services to appropriately support the unique needs of students in the school/district.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: Helping Students Meet Achievement Goals

Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

Desired Effect: Barriers are removed to help students meet achievement goals.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Uses diagnostic student data to plan lessons (A1e)	
	Conveys high expectations to all students (A2c)	
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	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 (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	
	Shares the importance and outcomes of student assessment data with the student and student's parents/caregiver(s) (A4e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Meets all required indicators AND helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement and monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

APPROVED BY THE
FRANKLIN COUNTY SCHOOL BOARD
ON 07/25/2024

Instructional Evaluation System

Element: Planning Standards-Based Lessons/Units (If Applicable)

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Instructional support member provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	
	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. (A1g)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning and provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale and the impacts on student learning.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

**APPROVED BY THE
FRANKLIN COUNTY SCHOOL BOARD
ON 07/25/2024**

Instructional Evaluation System

Element: **Identifying Critical Content** (If Applicable)

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons(A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND identifies critical content in a lesson or activity to which participants should pay particular attention.	Meets all required indicators AND identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student evidence.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the student evidence.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: Using Questioning Strategies (If Applicable)

Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Employs questioning that promotes critical thinking (A3f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: **Facilitating Groups** (If Applicable)

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND organizes students into appropriate groups to facilitate the learning of content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND organizes students into appropriate groups to facilitate the learning of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: **Managing Student Behavior** (If Applicable)

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Manages individual and class behaviors through a well-planned management system (A2b)	
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness, and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: Using Engagement Strategies (If Applicable)

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

Element: Reflecting and Evaluating Personal Performance

Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.

Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND reflects and evaluates the effectiveness of specific practices and behaviors.	Meets all required indicators AND reflects and evaluates the effectiveness of specific practices and behaviors and identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Data and Feedback to Support Changes to Professional Practice

Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

Desired Effect: Instructional support member demonstrates professional growth.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Meets all required indicators AND uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress and demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Element: **Demonstrating Knowledge of Professional Practice (Area of Expertise)**

Focus Statement: Instructional support member demonstrates knowledge of professional practice related to their area of expertise.

Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☐= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process. (B1f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND demonstrates knowledge of professional practice related to their area of expertise.	Meets all required indicators AND demonstrates knowledge of professional practice related to their area of expertise and is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: Promoting Positive Interactions with Colleagues and the Community

Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.

Desired Effect: Positive relationships result in support for learning.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Share the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	
	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 (B1c)	
	Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.	Meets all required indicators AND interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning and result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: Adhering to School and District Policies and Procedures

Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status  = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Guidelines for student welfare adopted pursuant to Section 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, abandonment, or neglect as defined in Section 39.01, F.S. (B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND is knowledgeable about and adheres to school and district policies and procedures.	Meets all required indicators AND is knowledgeable about and adheres to school and district rules and self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

Element: Supporting and Participating in School and District Initiatives

Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.

Desired Effect: Instructional support member actively supports and participates in school and district initiatives.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ☑= Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND supports and participates in school and district initiatives relevant to area of responsibility.	Meets all required indicators AND supports and participates in school and district initiatives relevant to area of responsibility <i>and</i> actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Appendix D – Student Performance Measures

Student Performance Measures All instructional personnel evaluations will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used.		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Pre-Kindergarten (PK)	BDI	35%
Kindergarten (K)	FAST Reading/Math	35%
First Grade (1)	FAST Reading/Math	35%
Second Grade (2)	FAST Reading/Math	35%
Third Grade (3)	FAST Reading/Math	35%
Fourth Grade (4)	FAST Reading/Math	35%
Fifth Grade (5)	FAST Reading/Math, NGSSS Science	35%
English/Language Arts, Reading Courses (6-10)	FAST Reading	35%
Math Courses (6-8)	FAST Math	35%
Biology I	State assessment EOC	35%
Science 6-8	NGSSS Science 8th	35%
English 1	FAST Reading	35%
English 2	FAST Reading	35%
Algebra 1 (Honors); Algebra 1B	State assessment EOC	35%
Geometry (Honors)	State assessment EOC	35%
Civics	Civic State EOC	35%
U.S. Government	State FCLE Exam	35%
U.S. History	State assessment EOC	35%
Other (8-12) (including non-classroom instructional personnel)	School Grade or CTE Certifications	35%
District Non-Classroom Instructional Personnel	Student performance data for this category of teachers will be the School or District Grade	35%

Appendix E – Summative Evaluation Forms

In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel. The rubric from last year's evaluation is attached. Please note that the percentages have changed for this school year as described in Part IV-:Evaluation Criteria.

Final Evaluation for **Adrienne Crook** **Finished**

Learner: [REDACTED]	Evaluator: Jennifer Moses Leach	Evaluation Category: Category 1	Observation Period: Oct 3, 2022 to Jul 31, 2023 America/New_York	Date Submitted: Aug 28, 2023
Learner UUID: 19200004	Buildings: Franklin County School			

Final Score: 3.0 - Effective

Instructional Practice	Weight: 50.0%	Student Data Measures	Weight: 50.0%
3.54		2.45	
Highly Effective		Needs Improvement	

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Formal	Apr 7, 2023, 2:07:45 PM	Marzano Focused Teacher Evaluation Model	Karen Ward
No	Standard	Formal	Apr 16, 2023, 3:37:23 PM	Marzano Focused Teacher Evaluation Model	Karen Ward
No	Standard	Informal	May 31, 2023, 6:35:44 AM	Marzano Focused Teacher Evaluation Model	Karen Ward

Final Score Scale

Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

Instructional Practice: 3.54 - Highly Effective

Instructional Practice Scale

Weight: 50.0% | Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

Instructional Evaluation System

Standards-Based Planning

Score: 3.33 - Effective

Weight: 20.0%

Look-for	Last Observations	Evaluation Score
Planning Standards-Based Lessons/Units	Ap	Applying 3
Aligning Resources to Standard(s)	In	Innovating 4
Planning to Close the Achievement Gap Using Data	Ap	Applying 3
Standards-Based Planning Score: 3.33		

Standards-Based Instruction

Score: 3.71 - Highly Effective

Weight: 25.0%

Look-for	Last Observations	Evaluation Score
Identifying Critical Content from the Standards	In In	Innovating 4
Previewing New Content	In	Innovating 4
Helping Students Process New Content	In	Innovating 4
Using Questions to Help Students Elaborate on Content	In	Innovating 4
Reviewing Content	Ap	Applying 3
Helping Students Practice Skills, Strategies, and Processes	Ap	Applying 3
Helping Students Examine Similarities and Differences	In	Innovating 4
Helping Students Examine Their Reasoning		
Helping Students Revise Knowledge		
Helping Students Engage in Cognitively Complex Tasks		
Standards-Based Instruction Score: 3.71		

Instructional Evaluation System

Conditions for Learning

Score: 3.8 - Highly Effective

Weight: 25.0%

Look-for	Last Observations	Evaluation Score
Using Formative Assessment to Track Progress		
Providing Feedback and Celebrating Progress		
Organizing Students to Interact with Content	In	Innovating 4
Establishing and Acknowledging Adherence to Rules and Procedures	In	Innovating 4
Using Engagement Strategies	In	Innovating 4
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	In	Innovating 4
Communicating High Expectations for Each Student to Close the Achievement Gap	Ap	Applying 3
Conditions for Learning Score: 3.8		

Professional Responsibilities

Score: 3.0 - Effective

Weight: 20.0%

Look-for	Last Observations	Evaluation Score
Adhering to School/District Policies and Procedures	Ap	Applying 3
Maintaining Expertise in Content and Pedagogy	Ap	Applying 3
Promoting Teacher Leadership and Collaboration	Ap	Applying 3
Professional Responsibilities Score: 3.0		

Growth Plan

Score: 4.0 - Highly Effective

Weight: 10.0%

Target Elements	Growth Score
Identifying Critical Content from the Standards	4.0 - Highly Effective
Using Engagement Strategies	4.0 - Highly Effective
Helping Students Process New Content	4.0 - Highly Effective

**APPROVED BY THE
FRANKLIN COUNTY SCHOOL BOARD
ON 07/25/2024**

Instructional Evaluation System

Student Data Measures: 2.45 - Needs Improvement

Student Data Measures Scale

Weight: 50.0% | Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

Student Data Measures

Weight: 50.0%

2.45

Needs Improvement

Overall Evaluation Comments

Comments

Approval and Notifications

Signatures

Acknowledgements:

Jennifer Moses Leach acknowledged this evaluation on Aug 28, 2023 8:21:13 AM.

Adrienne Crook acknowledged this evaluation on Nov 06, 2023 8:47:44 PM.

*Additional Acknowledgments:

Adrienne Crook acknowledged receiving the Final Score rating **3.0 - Effective** on Nov 6, 2023, 8:47:44 PM.

Adrienne Crook acknowledged receiving the Instructional Practice rating **3.54 - Highly Effective** on Nov 6, 2023, 8:47:44 PM.

Evaluator Signature:

Date:

Learner Signature:

Date:
