

School District of Flagler County

Instructional Personnel Evaluation System



Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

This evaluation system establishes procedures for assessing the performance of all instructional personnel. Furthermore, this evaluation system is designed to develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of instructional personnel. The primary purpose of this redeveloped evaluation system is to increase student learning growth by improving the quality of instructional, administrative, and supervisory service.

The evaluation system is designed based on research-backed educational principles and practices, with a focus on aligning with the Florida Educator Accomplished Practices (FEAP) established by State Board of Education Rule, 6A-5.065, F.A.C., and most recently in 2023, serve as Florida's expectations for effective educators, providing guidance on what educators are expected to know and be able to do. The evaluation system also employs the Charlotte Danielson Model, a widely recognized framework for teacher evaluation, to guide the assessment process in alignment with the FEAPs.

These practices form the foundation for instructional personnel evaluation and professional learning systems, educator preparation programs and educator certification requirements. Effective educators apply these foundational principles through six practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Part II: Evaluation System Requirements

The instructional personnel evaluation system described meets the requirements established in section 1012.34, F.S., by ensuring alignment with educational principles, incorporating FEAP, providing feedback for professional growth, and employing the Charlotte Danielson Model for assessment.

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

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

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- 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,

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- Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

STEP BY STEP FORMAL EVALUATION PROCEDURES

STEP 1: ADMINISTRATOR INFORMS TEACHER ABOUT EVALUATION PROCESS

- School administrators meet with instructional staff during pre-planning week to orient and to inform them of evaluation criteria and procedures. (Attendance at this meeting is mandatory. Teachers must sign an attendance roster.)
- Online access to the Flagler County Teacher Evaluation Handbook is distributed at this meeting or within the first ten (10) days of employment. As additional staff are employed, administrators review the criteria and procedures of the assessment system within the first ten (10) days of each teacher's employment.

STEP 2: ADMINISTRATOR MEETS WITH TEACHER TO ASSIST IN DEVELOPMENT OF TEACHER'S INDIVIDUAL PROFESSIONAL LEARNING PLAN (IPLP)

- No later than October 15th, administrators collaborate with teachers to develop Individual Professional Learning Plans. The plan must clearly relate to specific performance data for the students to whom the teacher is assigned.
- The plan must include clearly defined training objectives and specific and measurable improvements in extent to which each training activity did accomplish the performance gains that were predicted to result from the training.

STEP 3: ADMINISTRATOR SCHEDULES OBSERVATION AND OPTIONAL PRE-OBSERVATION CONFERENCE

- Administrator sets an observation date and time with the teacher. The teacher must be given at least a one week notice prior to the announced classroom observation.
- If a Pre-Observation Conference is requested by either the teacher or the assessor, the administrator schedules the Pre-Observation conference preferably 1-5 school days before the observation.

STEP 4: ADMINISTRATOR HOLDS PRE-OBSERVATION CONFERENCE (If Applicable)

- Administrator uses the Pre-Observation Conference notes section to guide the conversation and to organize notes as he/she records evidence.
- Administrator discusses the lesson to be observed. The teacher should do most of the talking, but the administrator should ask questions and offer suggestions for improvement for the lesson.

STEP 5: ADMINISTRATOR OBSERVES TEACHER

- Administrator gathers evidence of teacher's and students' actions, statements, and questions using the observation form.
- The length of the announced formal observation lasting 30 – 45 minutes or up to one class period in secondary schools; is followed by a post-observation conference; the post-observation conference will occur within 10 days of the observation; data will be included in the summative evaluation score.

STEP 6: ADMINISTRATOR SCHEDULES POST-OBSERVATION CONFERENCE

- Administrator schedules the post-observation conference for no later than ten (10) teacher working days after the observation takes place.

STEP 7: ADMINISTRATOR ALIGNS EVIDENCE USING THE FRAMEWORK

- After the observation, the administrator identifies the relevant component(s) for each piece of evidence.
- Administrator compares the evidence listed under each component to the level of performance descriptions and chooses the level of performance for each component that most closely aligns to the evidence.
- Administrators complete the summative evaluation form for the teacher's appropriate job classification, i.e., classroom teacher, school counselor, etc.

STEP 8: ADMINISTRATOR HOLDS POST-OBSERVATION CONFERENCE – PART I

- Administrator asks the teacher to reflect on the lesson using the post-observation section of the formal observation form. Administrator discusses the evidence collected and the levels of performance chosen on the summative evaluation form.
- Administrator and teacher sign formal observation form. The teacher will have the right to initiate a written response to the assessment, the principal reviews and responds to within five (5) days. The response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file.

STEP 9: ADMINISTRATOR FINALIZES TEACHER STUDENT PERFORMANCE INDICATOR (SPI) FORM

- Administrator adds the student performance indicator data as provided by the Florida Department of Education to the Teacher SPI form upon availability of data, within 90 days after the close of the school year.

STEP 10: ADMINISTRATOR NOTIFIES TEACHER OF FINAL OVERALL RATING and HOLDS ADDITIONAL POST CONFERENCE

For teachers receiving an overall rating of effective or highly effective:

- Administrator notifies teacher of over final rating and schedules an additional post conference after the receipt of student performance data prior to September 15th.
- Administrator holds additional post conference with the teacher and presents student performance data and the finalized summative form. (Conference if needed.)
- Administrator and teacher sign summative form. The teacher will have the right to review the student performance data and initiate a written response to the evaluation, and the response shall become a permanent attachment to the evaluation instrument placed in the individual teacher's personnel file.
- Administrator and teacher may also review student data to finalize the teacher's Individual Professional Learning Plan (IPLP).

For teachers receiving an overall rating of needs improvement or unsatisfactory:

- Administrator notifies teacher in writing of overall final rating.
- Administrator schedules the post conference with teacher as soon as practical but no later than September 15th.
- Administrator holds additional post conference with the teacher and presents student performance data and the finalized summative form.

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- Administrator and teacher sign summative form. The teacher will have the right to review the student performance data and initiate a written response to the evaluation, and the response shall become a permanent attachment to the evaluation instrument placed in the individual teacher's personnel file.

TEACHER SUCCESS PLAN OF ASSISTANCE (TSP):

- In the case of a teacher who is "Unsatisfactory", a notice will be given to the teacher in writing which will include areas requiring improvement.
- Teacher and administrator will develop a TSP (Teacher Success Plan for Intensive Assistance). This plan will include a plan of action recommended for corrective action and list evidence of sufficient improvement.
- After the plan of assistance has been completed, a recommendation by the administrator will be noted on the form.

The superintendent shall notify the Florida Department of Education of any instructional personnel who receives two consecutive unsatisfactory annual evaluations and who has been given written notice by the district that his/her employment is being terminated or is not being renewed or that the school board intends to terminate, or not renew, his/her employment.

Teacher Observation Cycle

New to the District:

- 2 Informal Observations
 - Shall include components from Domains 2 & 3
 - Pre-conference if either party requested
 - Feedback provided to the teacher within 3 workdays
 - Post conference if deficiencies are noted
 - (An informal observation should precede a formal observation when possible)
- 2 Formal Observations
 - Pre-conference prior to both
 - Domains 1, 2, 3 & 4 in their entirety
 - Post conference
- Summative Evaluation (2 per year for new teachers)

1 or more years in the District:

- 2 Informal Observations
 - Shall include components from Domains 2 & 3
 - Pre-conference if either party requested
 - Feedback provided to the teacher within 3 workdays
 - Post conference if deficiencies are noted
- 1 Formal Observation
 - Pre-conference prior to both
 - Domains 1, 2, 3 & 4 in their entirety
 - Post conference
- Summative Evaluation

A teacher placed on a Success Plan may have additional informal observations, as stipulated in the development of said Success Plan.

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Any teacher, placed on a TSP, who fails to show improvement as indicated on the summative observation, and given the appropriate time to show improvement can; A) have an extension of the TSP if given the principal's authority or B) be placed on a 90-day probation (as recommended by the Superintendent or designee).

Note: a TSP is not required in the cases of significant violations of law, contract or School Board policy which calls for documentation and immediate and appropriate disciplinary action. In these situations, the assistance of district administrators should be requested.

The Teacher Success Plan procedure is the district's commitment to provide direction and support to instructional personnel who are experiencing difficulty in meeting professional performance standards. The program calls together professionals to provide assistance in helping an individual be successful as a teacher. The highest level of success is realized when a teacher ceases to rely upon external support and direction and, instead, becomes self-motivated in a personal program of professional growth.

- 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 Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers – Category II			
FCS Teacher with at least one full year teaching in the district prior to the beginning of the school year	3 Total 2 Informal 1 Formal	One Informal observation must be completed by the end of Semester 1. All observations completed no later than 3 weeks prior to the end of school. There must be at least two weeks between observations.	Within 10 work days of the observation.
Newly Hired Classroom Teachers – Category I			
Hired before the beginning of the school year	4 Total 2 Informal 2 Formal	At least one formal observation during Semester 1. All observations completed no later than 3 weeks prior to the end of school. There must be at least two weeks between observations.	Within 10 work days of the observation.
Hired after the beginning of the school year	4 Total 2 Informal 2 Formal	At least one formal observation during Semester hired. All observations completed no later than 3 weeks prior to the end of school. There must be at least two weeks between observations.	Within 10 work days of the observation.

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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	Within 10 work days of the formal observation.	When all components are completed, no later than September 15 of the following school year.
Hired after the beginning of the school year	1	Within 10 work days of the formal observation.	When all components are completed, no later than September 15 of the following school year.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	Within 10 work days of each formal observation.	When all components are completed, no later than September 15 of the following school year.
Hired after the beginning of the school year	2	Within 10 work days of each formal observation.	When all components are completed, no later than September 15 of the following school year.

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 Flagler County, instructional practice accounts for 60% of the instructional personnel performance evaluation.
2. **60%** of the teacher's overall evaluation score, shall be the Instruction Practice piece (i.e., observation). The four Domains built within the instructional practice rubric each contains a weighting from one to four. Unsatisfactory = 1 point, Needs Improvement = 2 points, Effective = 3 points, Highly Effective = 4 points. Along with each domain are areas of indicators with different weights totaling 496 points.
3. The evaluation system is designed based on research-backed educational principles and practices, with a focus on aligning with the Florida Educator Accomplished Practices (FEAP) adopted by the State Board of Education. The evaluation system employs the Charlotte Danielson Model, a widely recognized framework for teacher evaluation, to guide the assessment process. The Danielson's framework for teaching, identifies aspects of a teacher's responsibilities that empirical studies have demonstrated as promoting improved student learning. Because teaching is an extremely complex activity, this framework is useful in laying out the various areas of competence in which professional teachers need to develop expertise. Danielson divides the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility: (1) *planning and preparation*, (2) *the classroom environment*, (3) *instruction*, and (4) *professional responsibilities*.

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 Flagler County, other indicators of performance account for 5% of the instructional personnel performance evaluation.
2. Flagler County Schools uses its Individual Professional Learning Plan (IPLP) as 5% of the total evaluation (40 points). This is Flagler County's official "third metric" of its evaluation system. All goals set in the IPLP must be measurable, manageable, and attainable.
3. The IPLP constitutes 5% (40 points) of the evaluation system. Teachers set measurable goals which are then approved by their evaluation administrator for appropriateness. At the close of the school year, teachers return their IPLP with supporting data to score their outcomes on a 1.0-4.0 range. If a teacher scores a 1.0, they earn 10 points. If they score a 1.5, they earn 15 points. 2.0 earns 20 points. 2.5 earns 25 points. 3.0 earns 30 points. 3.5 earns 35 points. 4.0 earns the full 40 points.

Individual Professional Learning Plan Guidelines (IPLP)

Meet with your Principal or AP to discuss your IPLP.

A. Target Group

Select a specific group of students to monitor. Strategies may be utilized for all students; however, the data for this target group will be used for your plan (e.g., Level 1 and 2 Reading Students, Algebra I Students).

B. Areas of Focus

Choose the area of focus for your professional growth objective based on the needs of your students, the school improvement plan, your certification needs, and on the discussions, you have with your administrator. Areas to consider:

1. Teaching Strategies
2. Subject Content
3. Technology
4. Assessment
5. Classroom Management (recommended for all beginning teachers)
6. Integrating Writing Strategies
7. School Safety
8. Family Involvement

C. Desired Measurable Outcome based on Student Data

Review available data for students and the School Improvement Plan (SIP). Indicate your goal for the end of the year and how you plan to measure success. Evaluation may be based on standardized achievement tests when available; however, district achievement tests, teacher-constructed tests, portfolios, and checklists of performance may also be used when appropriate.

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 Flagler 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.

Three years of data will still be used (if available), with each year counting equally at 11% per year. If three years of data is unavailable, two years of data will be used, each year counting equally at 16.5% per year towards the total evaluation (of 50% of the total SPI points possible). If two years of data are unavailable, one year of data will be used, with that year comprising 33%

of the total evaluation (or 100% of the total SPI points possible). Each year of data will be itemized on its own line when using the student performance calculator.

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.
 1. Calculate the achievement and growth percentiles for each student, district wide.
 2. Teachers verify their rosters for survey 2 and survey 3 during the FLDOE “Roster Verification” periods.
 3. Determine the class average for these two measures for each teacher.
 4. Compare the class average to a rubric.
 5. Assign an SPI rating for use in the teacher’s student data piece of the evaluation cycle.

Student performance metrics are derived from state, local, and vendor data as outlined in Appendix D.

D. Summative Rating Calculation

With the exception of the VAM 3-year aggregate ELA and/or Math scores, Flagler County will implement an “itemized approach” to its evaluation system involving student performance.

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

Highly Effective: Refers to professional teaching that innovatively involves students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school.

Effective: Refers to successful, professional teaching that is consistently at a high level.


Needs Improvement or Developing: Refers to teaching that reflects the necessary knowledge and skills to be effective, but its application is inconsistent. “Needs Improvement” will be used for teachers with 3+ years of experience. “Developing” will be used for teachers with 3 years or less experience and for experienced teachers new to the district.

Unsatisfactory: Refers to teaching that does not convey understanding of the concepts underlying the component. This level of performance is doing harm in the classroom.

3. 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.

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Summative Form Example for Grade 2 ELA Teacher, Highly Effective

 flaglerschools <small>Engage. Educate. Empower.</small>	<h3>Instructional Evaluation Form</h3>																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Employee Name</td> <td>2nd Grade ELA Teacher</td> <td style="width: 20%;">Current School</td> <td style="width: 20%; text-align: right;">▼</td> </tr> <tr> <td>Employee Email</td> <td></td> <td>Contract Type</td> <td style="text-align: right;">▼</td> </tr> <tr> <td>Position / Grade</td> <td></td> <td>Years in District</td> <td style="text-align: right;">▼</td> </tr> <tr> <td>Evaluator</td> <td></td> <td>School Year</td> <td></td> </tr> </table>	Employee Name	2nd Grade ELA Teacher	Current School	▼	Employee Email		Contract Type	▼	Position / Grade		Years in District	▼	Evaluator		School Year												
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Rule 6A-5.030, F.A.C. (Effective November 2023)

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Form IEST-2023


Instructional Evaluation System

Summative Form Example for Grade 2 ELA Teacher, Needs Improvement

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Instructional Evaluation System

Summative Form Example for Grade 9 ELA Teacher, Highly Effective

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Summative Form Example for Grade 9 ELA Teacher, Needs Improvement

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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;	1c
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1a, 1c, 1e
c. Designs instruction for students to achieve mastery;	1b, 1e
d. Selects appropriate formative assessments to monitor learning;	1f
e. Uses diagnostic student data to plan lessons;	1b
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	1c, 1d, 1f
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	1b, 1c
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;	1d, 2c, 2e
b. Manages individual and class behaviors through a well-planned management system;	2d
c. Conveys high expectations to all students;	2b
d. Respects students’ cultural linguistic and family background;	1b, 2a
e. Models clear, acceptable oral and written communication skills;	3a
f. Maintains a climate of openness, inquiry, fairness and support;	2b
g. Integrates current information and communication technologies;	1a, 1d, 2c, 3c
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.;	1b, 3c, 3e
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	1a, 3b, 3c
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	2b, 2f

Instructional Evaluation System


3. Instructional Delivery and Facilitation	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	3c
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3a, 3b, 3c
c. Identify gaps in students' subject matter knowledge;	1a, 3d
d. Modify instruction to respond to preconceptions or misconceptions;	1b, 3a, 3e
e. Relate and integrate the subject matter with other disciplines and life experiences;	3a, 3c, 3d
f. Employ questioning that promotes critical thinking;	3b
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3a, 3b, 3c, 3d, 3e
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1b, 3b, 3c, 3e
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	3a, 3b, 3d
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3b, 3d, 3e
4. Assessment	
<i>The effective educator consistently:</i>	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	1b, 1f, 3d
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1b, 1f, 3d
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	1b, 1f, 3d
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1b, 1f, 3d, 3e
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	2b, 4c
f. Applies technology to organize and integrate assessment information.	1d, 4b, 4e
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4a, 4e
b. Examines and uses data-informed research to improve instruction and student achievement;	1a, 1d, 4e
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	4d
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4c, 4d, 4e
e. Engages in targeted professional growth opportunities and reflective practices; and,	4d, 4e, 4f
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4e
6. Professional Responsibility and Ethical Conduct	
<i>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:</i>	
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	2a, 4c, 4f

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disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	2a, 4c, 4f
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	4b, 4e, 4f

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Appendix B – Observation Instruments for Classroom Teachers

Classroom Teachers Observation					 Engage. Educate. Empower.
Domain and Subdomain	Unsatisfactory 1	Needs Improvement / Developing 2	Effective 3	Highly Effective 4	Earned Rating
Domain 1, Planning and Preparation					
1a Demonstrating Knowledge of Content and Pedagogy	The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate misconceptions.	0
1b Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and acquires information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	0
1c Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.	0
1d Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	0
1e Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage student's inactive intellectual activity and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.	0
1f Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	0
Domain 2, The Classroom Environment					
2a Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	0
2b Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	0

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2c	Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, is consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2d	Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2e	Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 3, Instruction						
3a	Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffold, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3b	Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety of series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3c	Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3d	Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e	Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 4, Professional Responsibilities						

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4a	<p>Reflecting on Teaching</p> <p>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher has a generally accurate of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p> <p style="text-align: center;"><input type="checkbox"/></p>	0
4b	<p>Maintaining Accurate Records</p> <p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.</p> <p style="text-align: center;"><input type="checkbox"/></p>	0
4c	<p>Communicating with Families</p> <p>The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.</p> <p style="text-align: center;"><input type="checkbox"/></p>	0
4d	<p>Participating in the Professional Community</p> <p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p> <p style="text-align: center;"><input type="checkbox"/></p>	0
4e	<p>Growing and Developing Professionally</p> <p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher seeks opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher seeks out opportunities development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p> <p style="text-align: center;"><input type="checkbox"/></p>	0
4f	<p>Showing Professionalism</p> <p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p> <p style="text-align: center;"><input type="checkbox"/></p>	0

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Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

Non-Classroom Instructional Observation					Athletic Director, Behavior Specialist, Dean, Reading Coach, Staffing Specialist, and other non-classroom instructional
Indicators	Unsatisfactory 1	Needs Improvement / Developing 2	Effective 3	Highly Effective 4	Earned Rating
Domain 1, Planning and Preparation					
1a Demonstrating knowledge of theory and techniques	Demonstrates little understanding of theory and techniques. <input type="checkbox"/>	Demonstrates basic understanding of theory and techniques. <input type="checkbox"/>	Demonstrates understanding of theory and techniques. <input type="checkbox"/>	Demonstrates deep and thorough understanding of theory and techniques. <input type="checkbox"/>	0
1b Demonstrating knowledge of child and adolescent development	Displays little or no knowledge of child and adolescent development. <input type="checkbox"/>	Displays partial knowledge of child and adolescent development. <input type="checkbox"/>	Displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. <input type="checkbox"/>	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, displays knowledge of the extent to which individual students follow the general patterns. <input type="checkbox"/>	0
1c Establishing Goals for the program appropriate to the setting and the students served	Has no clear Goals for the program, or they are inappropriate to either the situation or the age of the students. <input type="checkbox"/>	Goals for the program are rudimentary and are partially suitable to the situation and the age of the students. <input type="checkbox"/>	Goals for the program are clear and appropriate to the situation in the school and to the age of the students. <input type="checkbox"/>	Goals for the program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues. <input type="checkbox"/>	0
1d Demonstrating knowledge of state and federal regulations and of the resources both within and beyond the school and district	Demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district. <input type="checkbox"/>	Displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly. <input type="checkbox"/>	Displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school. <input type="checkbox"/>	Knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community. <input type="checkbox"/>	0
1e Planning the program, integrated with the regular school program to meet the needs of the individual students, school and district	Program consists of a random collection of unrelated activities, lacking coherence or an overall structure. <input type="checkbox"/>	Plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader Goals. <input type="checkbox"/>	A plan has been developed that includes the important aspects of the program in the specific setting. <input type="checkbox"/>	Plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program which is based upon data. <input type="checkbox"/>	0
1f Developing a plan to evaluate the program	Has no plan to evaluate the program or resists suggestions that such an evaluation is important. <input type="checkbox"/>	Has a rudimentary plan to evaluate the program. <input type="checkbox"/>	Plan to evaluate the program is organized around clear Goals and the collection of evidence to indicate the degree to which the Goals have been met. <input type="checkbox"/>	Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. <input type="checkbox"/>	0
Domain 2, The Environment					
2a Creating an Environment of Respect and Rapport	Interactions with those served are negative or inappropriate, and the employee does not promote positive interactions. <input type="checkbox"/>	Interactions are a mix of positive and negative: the efforts at encouraging positive interactions among those served are partially successful. <input type="checkbox"/>	Interactions with those served are positive and respectful, and the employee actively promotes positive interactions. <input type="checkbox"/>	Those served seek out the appropriate personnel, reflecting a high degree of comfort and trust in the relationship. Models for those served how to engage in positive interactions. <input type="checkbox"/>	0
2b Establishing a culture for productive communication	Makes no attempt to establish a culture for productive communication as a whole, either among students or among teachers, or between students, staff, teachers and parents. <input type="checkbox"/>	Attempts to promote a culture for productive and respectful communication between and among students, staff, teachers and parents are partially successful. <input type="checkbox"/>	Promotes a culture for productive and respectful communication between and among students, staff teachers and parents. <input type="checkbox"/>	The culture for productive and respectful communication between and among students, staff, teachers and parents while guided by the appropriate personnel, is maintained by both teachers, staff, students and parents. <input type="checkbox"/>	0
2c Managing routines and procedures which are aligned to the school and districts policies and procedures	Routines for the program or classroom work are nonexistent or in disarray. <input type="checkbox"/>	Has rudimentary and partially successful routines for the program or classroom. <input type="checkbox"/>	Routines for the program or classroom work effectively. <input type="checkbox"/>	Routines for the program or classroom are seamless, and those served assist in maintaining them. <input type="checkbox"/>	0
2d Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Has established no standards of conduct for students during sessions and makes no contribution to maintaining an environment of civility in the program or school. <input type="checkbox"/>	Efforts to establish standards of conduct for sessions are partially successful. Attempts, with limited success, to contribute to the level of civility in the program or school as a whole. <input type="checkbox"/>	Has established clear standards of conduct for sessions and makes a significant contribution to the environment of civility in the program or classroom. <input type="checkbox"/>	Has established clear standards of conduct for sessions, and students contribute to maintaining them. Takes a leadership role in maintaining the environment of civility in the program or school. <input type="checkbox"/>	0
2e Organizing Physical Space	The physical environment is in disarray or is inappropriate to the planned activities. <input type="checkbox"/>	Attempts to create an inviting and well organized physical environment are partially successful. <input type="checkbox"/>	Program or classroom arrangements are inviting and conducive to the planned activities. <input type="checkbox"/>	Program or classroom arrangements are inviting and conducive to the planned activities. Students or other stakeholders have contributed ideas to the physical arrangement. <input type="checkbox"/>	0
Domain 3, Delivery of Service					
3a Assessing student needs	Does not assess student needs, or the assessments result in inaccurate conclusions. <input type="checkbox"/>	Assessments of student needs are perfunctory. <input type="checkbox"/>	Assesses student needs and knows the range of student needs in the school. <input type="checkbox"/>	Conducts detailed and individualized assessments of student needs to contribute to program planning. <input type="checkbox"/>	0
3b Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs (For personnel where applicable)	Program is independent of identified student needs. <input type="checkbox"/>	Attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. <input type="checkbox"/>	Helps students and teachers formulate academic, personal/social, and career plans for groups of students. <input type="checkbox"/>	Helps individual students and teachers formulate academic, personal/social, and career plans. <input type="checkbox"/>	0
3c Using techniques in individual and classroom programs	Has few techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. <input type="checkbox"/>	Displays a narrow range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. <input type="checkbox"/>	Uses a range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. <input type="checkbox"/>	Uses an extensive range of techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. <input type="checkbox"/>	0

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3d	Collaborates with all resources both internal and external to meet needs	Does not make connections with other programs in order to meet student needs.	Efforts to collaborate with other programs in the school are partially successful.	Collaborates with other programs within the school or district to meet student needs.	Collaborates with other programs and agencies both within and beyond the school or district to meet individual student needs.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e	Demonstrating flexibility and responsiveness	Adheres to the plan or program, in spite of evidence of its inadequacy.	Makes modest changes in the program when confronted with evidence of the need for change.	Makes revisions in the program when they are needed.	Is continually seeking ways to improve the program and makes changes as needed in response to student, parent, or teacher input.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 4, Professional Responsibilities						
4a	Reflecting on practice	Does not reflect on practice, or the reflections are inaccurate or self-serving.	Reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how the program might be improved.	Reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Draws on an extensive repertoire to suggest alternative strategies.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b	Maintaining records and submitting them in a timely fashion	Reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Reports, records, and documentation are generally accurate but are occasionally late.	Reports, records, and documentation are accurate and are submitted in a timely manner.	Approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4c	Communicating with families	Provides no information to families, either about the program as a whole or about individual students.	Provides limited though accurate information to families about the program as a whole and about individual students.	Provides thorough and accurate information to families about the program as a whole and about individual students.	Is proactive in providing information to families about the program and about individual students through a variety of means.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4d	Participating in a professional community	Relationships with colleagues are negative or self-serving, and avoids being involved in school and district events and projects.	Relationships with colleagues are cordial, and participates in school and district events and projects when specifically requested.	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4e	Engaging in professional development	Does not participate in professional development activities even when such activities are clearly needed for the development of skills.	Participation in professional development activities is limited to those that are convenient or are required.	Seeks out opportunities for professional development based on an individual assessment of need.	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4f	Showing professionalism	Displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Instructional Evaluation System

Media Specialist Observation					Media Specialists
Indicators	Unsatisfactory	Needs Improvement / Developing	Effective	Highly Effective	Earned Rating
	1	2	3	4	
Domain 1, Planning and Preparation					
1a Demonstrating Knowledge of Classroom Curriculum	The library media specialist demonstrates limited awareness of classroom curriculum and instructional content. The library media specialist rarely meets with curriculum specialists or school-based committees and/or rarely attends trainings to learn about curriculum standards and requirements. The library media specialist seldom supports classroom curriculum.	The library media specialist is knowledgeable about classroom curriculum and instructional content in one or two disciplines. The library media specialist may meet with curriculum specialists or school-based committees and/or may attend trainings to learn about curriculum standards and requirements. Awareness of classroom curriculum allows the library media specialist to support learning in one or two disciplines.	The library media specialist is knowledgeable about classroom curriculum and instructional content in multiple disciplines. The library media specialist meets with curriculum specialists and school-based committees and attends trainings to learn about curriculum standards and requirements. Awareness of classroom curriculum allows the library media specialist to support learning in multiple disciplines.	The library media specialist is knowledgeable about classroom curriculum and instructional content in most disciplines. The library media specialist meets with curriculum specialists and school-based committees and attends multiple trainings to learn about curriculum standards and requirements. Awareness of classroom curriculum allows the library media specialist to support learning in most disciplines.	0
1b Demonstrating Knowledge of Students	The library media specialist does not adequately or accurately describe students at the school. A connection between student characteristics and the media program is not clear.	The library media specialist provides general information about student characteristics and demographics. A connection between student characteristics and the media program may not be clear.	The library media specialist uses specific examples of students' situations or describes common community and family characteristics. The library media specialist makes clear connections between student characteristics and the media program. The library media specialist clearly describes a connection between student data and some aspects of program planning.	The library media specialist uses multiple specific examples of students' situations and describes common community and family characteristics. The library media specialist makes significant and complex connections between student characteristics and the media program. The library media specialist provides evidence of how student data guides most elements of library programming.	0
1c Establishing Goals for the Library Media Program Appropriate to the Setting and the Students Served; Supporting the Total School Program	The library media specialist does not specify media center goals, or goals are general in nature and do not reflect student needs based on school-wide data.	The library media specialist reviews media goals annually. A connection between media center goals and school-wide data and goals, or classroom initiatives may not be clear.	The library media specialist includes administration when annually reviewing media goals. The library media specialist adjusts goals based on student needs using available school-wide data. The library media specialist identifies what data sources were used and outlines the role of the media program in response to that data. Goals go beyond circulation data and general programming. Goals support school-wide and/or classroom goals, classroom initiatives, and/or themes.	The library media specialist includes administration and faculty when annually creating and reviewing media goals. The library media specialist routinely adjusts goals as needed based on student needs and multiple sources of available school-wide data. The library media specialist identifies what data sources were used and outlines the role of the media program in response to that data. Goals go beyond circulation data to thoroughly support programs and connect to school-wide goals, classroom initiatives, and themes.	0
1d Demonstrating Knowledge of Skills and Responsibilities of the Library Media Specialist	The library media specialist demonstrates limited understanding of best practice elements including a research model, digital literacy, and/or knowledge of population appropriate literature. LMS may not effectively connect patrons with appropriate materials. LMS may not stay current in best practice elements.	The library media specialist demonstrates a basic understanding of some best practice elements including a research model, digital literacy, and/or knowledge of population appropriate literature. LMS may have a rudimentary understanding of how to connect patrons with appropriate materials. LMS may attend mandatory meetings and trainings to stay current in best practice elements.	The library media specialist demonstrates an understanding of best practice elements including a research model, digital literacy, and knowledge of population appropriate literature. LMS understands how to connect patrons with appropriate materials. LMS actively seeks to stay current in areas of best practice elements.	The library media specialist regularly demonstrates knowledge of multiple best practices, trends in research, digital literacy, and knowledge of population appropriate literature. The library media specialist applies best practice knowledge when developing programs, ordering materials, and providing stakeholder assistance in the media center. The library media specialist actively seeks to stay current in multiple areas of best practice elements.	0
1e Collection Development and Maintenance	Library media specialist may assess and weed the collection on a limited basis or may fail to adhere to district and professional selection guidelines. When purchasing materials, the library media specialist seldom considers input from stakeholders. The collection is not balanced or does not support the curricular needs or reading interests of many users. The collection needs maintenance.	Library media specialist may assess and weed the collection but does not follow systematic procedures for doing so. The library media specialist may not adhere to district and professional selection guidelines. The library media specialist sometimes considers input from stakeholders before purchasing resources for the collection. The collection is somewhat balanced and supports the curricular needs and reading interests of some users. The collection may need maintenance.	Library media specialist consistently assesses and weeds the collection, and adheres to district and professional selection guidelines. The library media specialist proactively gives needs assessments at least annually to solicit input from stakeholders when purchasing resources for the collection. Community members' input may be solicited. The collection is balanced, maintained, and supports the curricular needs and reading interests of most users. The library media specialist may advocate for additional funds to purchase resources for the collection.	Library media specialist consistently uses a systematic analysis to assess and weed the collection and adheres to district and professional selection guidelines. Multiple needs assessments are given to solicit stakeholder input regarding the purchase of materials. Community members' input is solicited. The collection is balanced, well maintained, and supports the curricular needs and reading interests of most users. The library media specialist successfully advocates for additional funds to purchase resources for the collection.	0
1f Developing a Plan to Evaluate the Library	The library media specialist does not administer a program survey or use other data gathering methods.	The library media specialist annually administers a general program survey or uses other data-gathering methods. Efforts may only address one subgroup of stakeholders. It may be unclear how survey data impacts planning. Circulation data is used for general analysis.	The library media specialist annually administers a general program survey to multiple subgroups of stakeholders and also collects data about specific program elements or events. The library media specialist analyzes results and uses this information when planning the library media program. Library media program data is examined in subgroups of students to help monitor progress toward goals.	The library media specialist annually administers a general program survey and continuously collects data regarding specific program elements. Students, staff, and community are included in the process. The library media specialist analyzes results and uses this information when planning the media program. Library media program data is examined in subgroups of students to help monitor progress toward goals.	0
Domain 2, The Environment					
2a Creating an Environment of Respect and Rapport	Interactions between the library media specialist, students, and adults are generally negative, inappropriate, or insensitive to students' cultural backgrounds or developmental differences and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library media specialist, students, and adults are respectful, generally appropriate, and free from conflict, but may be characterized by occasional displays of insensitivity, harshness, or lack of responsiveness to cultural or developmental differences among students.	Interactions between the library media specialist, individual students, and adults are polite and respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. The library media specialist fosters an environment of civility among students in the library.	Interactions between the library media specialist, individual students, and adults are polite and respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. The library media specialist fosters an environment of civility among students in the library. Students themselves ensure a high level of civility among students in the library.	0
2b Establishing an Environment for Learning	The library media specialist has not established appropriate expectations for productivity. Students are not using the media center resources appropriately. The library media specialist has an inadequate presence in the media center or does not attend student needs.	The library media specialist has somewhat established expectations that students use the library productively. Some students may not be using the media center resources appropriately. The library media specialist is accessible to students.	The library media specialist has established expectations that students are productively engaged. Many students are using the media center resources appropriately. The library media specialist has a solid presence in the main reading room with awareness of individuals and groups using the media center.	The library media specialist has established high expectations that students are productively engaged. Students appear to have internalized these expectations. The majority of students are consistently using the media center resources appropriately. The library media specialist has a dynamic presence in the main reading room, circulating among a variety of activities and groups to assist, instruct, and provide guidance.	0


Instructional Evaluation System

2c	Establishing and Maintaining Media Center Procedures	Library guidelines and procedures are inconsistent or lacking and do not effectively provide access to the resources, the library, and the expertise of the library media specialist, and general confusion is the result. Available assistants are not used effectively.	Library guidelines and procedures are somewhat established in the areas of circulation and scheduling as allowable within the school but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the library media specialist. Available assistants may not be used effectively.	Library guidelines and procedures have been established in the area of circulation and scheduling as allowable within the school to provide for adequate access to the resources, equipment, the facility, and the expertise of the library media specialist, and function smoothly. Available assistants help programs run smoothly.	Library guidelines and procedures are sophisticated and consistent in the areas of circulation and scheduling as allowable within the school to provide for optimal access to the resources, equipment, the facility, and the expertise of the library media specialist. The operation is seamless with students assuming considerable responsibility. The procedures are communicated effectively to all stakeholders. Available assistants help programs run smoothly.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2d	Managing Student Behavior	The library media specialist has not established clear standards of conduct or does not monitor student behavior. The library media specialist response to student misbehavior is repressive, disrespectful, or negatively impacts the learning environment. The library media specialist does not appropriately reinforce positive behavior. The library media specialist does not address off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has significant negative impact on student learning.	The library media specialist has made an effort to establish standards of conduct, attempts to monitor student behavior, and responds to student misbehavior. The library media specialist appropriately reinforces positive behavior. The library media specialist addresses some off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task behavior has some negative impact on student learning.	The library media specialist has established and communicated standards of conduct, monitors student behavior, and appropriately responds to student misbehavior. Monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. The library media specialist appropriately reinforces positive behavior. The library media specialist addresses most off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task behavior has little negative impact on student learning.	The library media specialist has established and communicated standards of conduct, monitors student behavior, and appropriately responds to student misbehavior. Monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in advocating for appropriate conduct in the media center. The library media specialist appropriately reinforces positive behavior and there is significant evidence that students reinforce a positive culture. The library media specialist efficiently addresses almost all off-task, inappropriate, or challenging behavior. Inappropriate and off-task behavior has no negative impact on student learning.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2e	Organizing Physical Space	The library is not organized for safety or has poor traffic flow. The library is cluttered and uninviting. Shelves are in disarray and ongoing projects or other materials clutter the reading room or prevent access to the collection. Signage is confusing or nonexistent. Displays may be nonexistent. Media workrooms and storage areas may be cluttered or have inaccessible areas.	The library is organized for safety and ease of traffic flow but may not be inviting to stakeholders. Books and other materials lack order and accessibility is impacted by disorganization. Some signage is provided to identify collections, direct traffic, and establish procedures. Some simple displays are present. Media workrooms and storage areas may be cluttered or have inaccessible areas.	The library is inviting and organized for safety and ease of traffic flow. Areas are designated and equipped for various functions including leisure reading, classroom activities, and computer use. Books and other materials are orderly and accessible. Signage for collection subdivisions promotes reinforced use. Other signage may include traffic direction and procedural explanations. Displays of materials are timely and thematic in nature and designed to market the collection. Displays engage the stakeholders. Media workrooms and storage areas are organized and all areas are accessible. Signage may be included to enhance accessibility.	The library is inviting and very effectively organized for safety and ease of traffic flow. The library easily accommodates a variety of daily and special event functions. All books and other materials are extremely orderly and accessible. Significant signage is provided to subdivide collections, highlight curriculum-related materials, specific topics and authors of interest, and support self-directed use. Other signage may include traffic direction and procedural explanations. Multiple displays of materials are timely, thematic in nature and designed to market the collection. Displays engage the stakeholders. A connection is clear between displays and classroom activities or curriculum. Media workrooms and storage areas are neat and organized, and materials are accessible. Signage is included to enhance stakeholder accessibility.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 3, Delivery of Service						
3a	Engaging Students in Information Literacy	Little or no evidence is observed that the library media specialist works with groups to teach research and library skills.	The library media specialist conducts sessions with groups of students to teach research and/or library skills with print and/or online tools, but a clear connection to a curricular assignment may not be apparent.	The library media specialist conducts sessions with groups of students to teach research and/or library skills with print and/or online tools in the context of curricular assignments. These sessions are provided to a variety of groups and are regular elements of the media center program.	In partnership with the classroom teacher, the library media specialist systematically and actively develops and teaches research/library skill lessons and units. Lessons and units are in the context of curricular assignments. These sessions are provided to a variety of groups on a consistent and frequent basis.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3b	Cooperating and Coordinating with Stakeholders	The library media specialist does not effectively assist stakeholders with media center resources. Information sharing may be limited to signage, brochures, or referring stakeholders to other sources for assistance.	The library media specialist assists stakeholders with media center resources at a basic level or in a cursory manner. The library media specialist may be willing to assist but is hesitant or uncertain about resources available. Information is shared using a variety of media such as signage, brochures, websites, emails, announcements, etc.	The library media specialist knowledgeably assists stakeholders with media center resources. The library media specialist assists teachers in organizing materials for student assignments and activities. Information is shared using a variety of media and includes individual and group hands-on instructional sessions.	The library media specialist anticipates and meets the curricular needs of stakeholders. The library media specialist introduces stakeholders to new or additional resources and assists teachers in organizing materials for student assignments and activities in varied and complex ways. Information is shared using a variety of media. Sessions for stakeholders are systematically planned and based on needs assessment data.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3c	Engaging Students in Literature Activities	It is not evident that the library media specialist engages students in literature appreciation activities beyond locating books.	The library media specialist provides literature activities for limited groups of students. Activities may be static, ineffective, or lack connection to curricular or school-wide themes. Activities may be promoted through posters and displays etc. in the media center.	The library media specialist provides literature activities differentiated for student developmental levels, interests, and abilities. Connections may be made to classroom curriculum or schoolwide themes. Activities are promoted through a variety of media including posters, displays, morning show, etc.	The library media specialist works with classroom teachers to systematically and actively develop literature-based lessons and activities across the grade levels. The library media specialist teaches multiple lessons that vary throughout the year. Activities are promoted through a variety of media including posters, displays, morning show, etc.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3d	Assisting Stakeholders in the Use of Technology in the Library Media Center	The library media specialist's technology use is limited. When needed, the library media specialist may not provide assistance with available technologies or does so ineffectively.	The library media specialist's technology use is limited. Assistance provided to stakeholders is limited to basic technology procedures.	The library media specialist uses technology proficiently and models available technology during lessons. The library media specialist assists stakeholders with instructional applications and the use of technology for academic productivity.	The library media specialist uses cutting-edge technologies in the media center and during lessons. The library media specialist assists stakeholders with instructional applications, the use of technology for academic productivity, and new technology tools in the context of the classroom curriculum.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e	Demonstrating Flexibility and Responsiveness	The library media specialist adheres to a library media program in spite of evidence of its inadequacy. The library media specialist does not appropriately accommodate stakeholders.	The library media specialist makes limited changes in the library media program in response to data. The library media specialist responses to stakeholder requests/feedback are limited.	The library media specialist makes necessary revisions to the library media program as needed in response to data. The library media specialist seamlessly accommodates changing needs and requests on a regular basis.	The library media makes necessary revisions to the library media program based on multiple data sources. The library media specialist finds creative ways to adapt the program and continue services at a high level under challenging circumstances.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Instructional Evaluation System

3f	Delivering Instruction	There is little intellectual engagement. Instructional activities, materials, and groupings of students are inappropriate. The structure and/or pacing of the lesson is inappropriate. The instructional outcome of the lesson may be unclear to students. The library media specialist's questions do not give an accurate pulse of the class's understanding. Questions are low-level or inappropriate, eliciting recitation rather than discussion. Assessment may not be used during instruction. Students may be unaware of the assessment criteria used to evaluate their work.	There is moderate intellectual engagement. Instructional activities, materials, and groupings of students are partially appropriate. The lesson has a recognizable structure, but pacing may be inappropriate. The library media specialist attempts to explain the instructional outcome but has limited success. The library media specialist asks questions that check for understanding and elicit thoughtful responses some of the time, but most are low-level and/or posed in rapid succession. The library media specialist attempts to engage students in the discussion but may only be partially successful. Assessment involves the library media specialist monitoring of student progress. Feedback to students is uneven. Students are aware of only some of the assessment criteria used to evaluate their work.	Students are engaged in a high level of rigor. Instructional activities, materials, and groupings of students are fully appropriate. The lesson is appropriately paced. The library media specialist effectively communicates the stated objectives in context for curriculum support. The library media specialist asks questions that check for understanding and elicit thoughtful responses most of the time. The library media specialist probes for higher level of understanding. Students participate in discussion. Students' self-assessment is used. High-quality feedback is given to students. Students are fully aware of the assessment criteria used to evaluate their work.	Throughout the lesson, students are highly intellectually engaged in significant learning and make material and relevant contributions to the lesson. The structure and pacing allow for student reflection and closure. The library media specialist effectively develops the students' understanding of the stated objectives in context for curriculum support. The library media specialist asks questions that check for understanding of content and reflect high expectations. Questions probe for a higher level of understanding. Students formulate high-level questions. Assessment is used in a sophisticated manner. High-quality feedback is given to students from a variety of sources. Students are fully aware of the assessment criteria used to evaluate their work.	0
Domain 4, Professional Responsibilities						
4a	Reflecting on practice	The library media specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.	The library media specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library media program. Reflection is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	The library media specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library media program. Reflection is accurate, citing specific positive and negative characteristics. Some specific suggestions are made as to how the media program might be improved.	The library media specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library media program. The library media specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.	0
4b	Maintaining Accurate Records and Media Budget	The library media specialist does not maintain accurate or current records.	The library media specialist maintains records including a current catalog of resources, circulation records, an inventory of media center equipment, and statistics of library media use.	The library media specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of media center equipment; and statistics of library media use. These records are reported at the end of the year.	The library media specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of media center equipment; and statistics of library media use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.	0
4c	Communicating with Stakeholders	The library media specialist does not communicate with the school community about the library media program and services.	The library media specialist inconsistently communicates with the school staff and community to keep them informed and to promote the use of the library media program, new resources, and services.	The library media specialist communicates with the school staff and community to keep them informed and to promote the use of the library media program, new resources, and services.	The library media specialist effectively and consistently communicates with the school staff and community. They communicate the development of the library media program, new resources and services. The library media specialist actively solicits feedback and input from the school staff and community to improve instruction, program, and services.	0
4d	Participating in a Professional Community	The library media specialists' relationships with colleagues are frequently negative or self-serving and the library media specialist avoids or refuses to be involved in school and district events and projects.	The library media specialist participates in school and district events and projects when specifically requested. The library media specialist usually maintains a positive collaborative relationship with colleagues.	The library media specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	The library media specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.	0
4e	Growing and Developing Professionally	The library media specialist makes no attempt to go beyond what is required for maintaining certification. The library media specialist resists feedback on performance from either supervisors or more experienced colleagues. The library media specialist makes no effort to share knowledge with others or to assume professional responsibilities.	The library media specialist participates in professional activities when convenient. The library media specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. The library media specialist contributes to the profession to a limited extent.	The library media specialist seeks out opportunities for professional development to enhance professional practice. The library media specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. The library media specialist participates actively in assisting other educators.	The library media specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. The library media specialist seeks out feedback from both supervisors and colleagues. The library media specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.	0
4f	Showing professionalism	The library media specialist inconsistently adheres to standards for professional conduct, librarianship, and overall performance requirements, including attendance and punctuality. The library media specialist fails to comply with copyright laws and school and district regulations. The library media specialist has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent support supervision; resists feedback from colleagues and administrators and does not work cooperatively with students, staff, administrators or the community.	The library media specialist strives to adhere to standards for professional conduct, librarianship, and overall performance requirements, including attendance and punctuality. The library media specialist complies minimally with copyright laws and school and district regulations; doing just enough to get by. The library media specialist strives to demonstrate behaviors that model the values of respect, responsibility, honesty and integrity. However, he or she requires some support supervision. He or she responds appropriately to and acts upon feedback from colleagues and administrators and works cooperatively with students, staff, administrators and the community most of the time.	The library media specialist consistently adheres to standards for professional conduct, librarianship, and overall performance requirements, including attendance and punctuality. The library media specialist complies fully and voluntarily with copyright laws and school and district regulations. The library media specialist demonstrates high standards of respect, responsibility, honesty and integrity; performs with minimum supervision, responds well to and acts upon feedback from colleagues and administrators and works cooperatively with students, staff, administrators and the community.	The library media specialist consistently adheres to and models standards for professional conduct, librarianship, and overall performance requirements, including attendance and punctuality. The library media specialist complies fully and voluntarily with copyright laws and school and district regulations. The library media specialist helps members of the school community understand and adhere to these professional regulations. The library media specialist consistently demonstrates high standards of respect, responsibility, honesty, and integrity; performs with minimal supervision, responds well to and acts upon feedback from colleagues and administrators works cooperatively with students, staff, administrators and the community and actively encourages colleagues to do so.	0

Instructional Evaluation System

Counselor Observation					 Engage. Educate. Empower.
Domain and Subdomain	Unsatisfactory 1	Needs Improvement / Developing 2	Effective 3	Highly Effective 4	Earned Rating
Domain 1, Planning and Preparation					
1a Demonstrating Knowledge of Student and School Demographics	The school counselor displays little or no knowledge of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests and special needs, and does not seek understanding. <input type="checkbox"/>	The school counselor displays limited knowledge of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests and special needs, and attains this knowledge for groups of students. <input type="checkbox"/>	The school counselor displays knowledge of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests and special needs, and attains this knowledge for groups of students. <input type="checkbox"/>	The school counselor actively seeks and displays knowledge of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests and special needs, and attains this knowledge for groups and individual students. <input type="checkbox"/>	0
1b Establishing Goals for the School Counseling Program Appropriate to the Setting and Students Served	The school counselor has no clear data driven goals for the school counseling program and/or the goals are inappropriate to either the situation in the school and/or the age of the students. <input type="checkbox"/>	The school counselor's data driven goals are rudimentary and partially suitable to the situation in the school and the age of the students. <input type="checkbox"/>	The school counselor's data driven goals are clear and appropriate to the school and the age of the students. <input type="checkbox"/>	The school counselor's individual goals are the result of analyzing data and are highly appropriate to the situation in the school and/or the age of the students. The goals have been developed following consultation with stakeholders. <input type="checkbox"/>	0
1c Aligning Counseling Activities with the School and District Initiatives	The school counselor's plan consists of a random collection of unrelated activities, lacking coherence or overall structure. <input type="checkbox"/>	The school counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the program goals and/or school/district initiatives. <input type="checkbox"/>	The school counselor has developed a plan that includes worthwhile activities that all align with program goals and/or school/district initiatives. <input type="checkbox"/>	The school counselor's plan is highly coherent and serves to support the students individually or in groups. The counselor's plan completely aligns and supports program goals and/or school/district initiatives. <input type="checkbox"/>	0
1d Developing a Plan to Evaluate the School Counseling Program Goals	The school counselor has no process or plan to evaluate the counseling program goals and/or resists suggestions that such an evaluation is important. <input type="checkbox"/>	The school counselor has a rudimentary plan to evaluate the counseling program goals. <input type="checkbox"/>	The school counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the counseling program goals are being met. <input type="checkbox"/>	The school counselor's evaluation plan is highly sophisticated, with relevant sources of evidence and a clear path towards improving the program goals on an ongoing basis; all stakeholders provide input into the plan. <input type="checkbox"/>	0
1e Demonstrating Knowledge of Resources	The school counselor demonstrates little or no knowledge of resources available for students through the school and district. <input type="checkbox"/>	The school counselor demonstrates some knowledge of resources available for students through the school and district. <input type="checkbox"/>	The school counselor is fully aware of resources available for students through the school and district. The counselor connects students to resources based upon the situation and student need. <input type="checkbox"/>	The school counselor has extensive knowledge of resources available for students within and beyond the school and district and connects students to appropriate resources based on the situation and the student need. The counselor seeks out professional development opportunities in an effort to enhance knowledge and practice. <input type="checkbox"/>	0
Domain 2, The Environment					
2a Creating an Environment of Respect and Rapport	The school counselor's interactions with students are negative or inappropriate. The counselor does not promote positive interactions among students. <input type="checkbox"/>	The school counselor's interactions are inconsistent. The counselor's efforts at encouraging positive interactions among students are partially successful. <input type="checkbox"/>	The school counselor's interactions with students are positive and respectful and the counselor actively promotes positive student-student and student-teacher interactions. <input type="checkbox"/>	Students seek out the school counselor, reflecting a high degree of comfort and trust in the relationship. The counselor teaches students how to engage in positive interactions. <input type="checkbox"/>	0
2b Establishing and Promoting a Culture for Productive Communication	The school counselor makes no attempt to establish a culture for productive communication between and among students and teachers in the school. <input type="checkbox"/>	The school counselor attempts to establish and promote a culture throughout the school for productive and respectful communication between and among students. <input type="checkbox"/>	The school counselor establishes and promotes a culture throughout the school for productive and respectful communication between and among students and teachers. <input type="checkbox"/>	The school counselor actively establishes, promotes, and supports the culture in the school for a collaborative, productive, and respectful communication between and among students and teachers. <input type="checkbox"/>	0
2c Managing Routines and Procedures	The school counselor's routines for the guidance office and accessing the counselor's services are nonexistent or in disarray. <input type="checkbox"/>	The school counselor has rudimentary and partially successful routines for the guidance office and accessing the counselor's services. <input type="checkbox"/>	The school counselor's routines for the guidance office work effectively. The procedures established for accessing the counselor's services are clearly communicated and implemented consistently. <input type="checkbox"/>	The school counselor's routines for the guidance office and accessing the counselor's services are seamless. All stakeholders assist in maintaining them. <input type="checkbox"/>	0
2d Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	The school counselor has established no standards of conduct for students and makes no contribution to maintaining an environment of civility in the school. <input type="checkbox"/>	The school counselor's efforts to establish standards of conduct are partially successful. The counselor attempts, with limited success, to contribute to the level of civility in the school. <input type="checkbox"/>	The school counselor has established clear standards of conduct and makes a significant contribution to the environment of civility in the school. <input type="checkbox"/>	The school counselor has established clear standards of conduct and students contribute to maintaining them. The counselor takes a leadership role in maintaining the environment of civility in the school. <input type="checkbox"/>	0
2e Organizing Physical Space	The physical environment is in disarray or is inappropriate to the planned activities. <input type="checkbox"/>	The school counselor's attempts to create an inviting and well-organized physical space are partially successful. <input type="checkbox"/>	The school counselor is successful in creating an environment that is inviting and conducive to interactions and planned activities. <input type="checkbox"/>	The school counselor's space is student oriented, inviting, and conducive to interactions and planned activities. Stakeholders contribute to an inviting and information rich environment. <input type="checkbox"/>	0
Domain 3, Evaluation					
3a Assessing Student Needs	The school counselor does not assess student needs or the assessments result in inaccurate conclusions. <input type="checkbox"/>	The school counselor's assessments of student needs are perfunctory. <input type="checkbox"/>	The school counselor assesses student needs and knows the range of student needs in the school. <input type="checkbox"/>	The school counselor conducts detailed and individualized assessments of student needs to contribute to the school counseling program. The counselor's involvement directly impacts student performance. <input type="checkbox"/>	0
3b Assisting Students in the Formulation of Academic, Personal/Social, and College/Career Plans Based on Knowledge of Student Needs	The school counselor does not attempt to help students formulate academic, personal/social, and college/career goals. <input type="checkbox"/>	The school counselor attempts to help students formulate academic, personal/social, and college/career plans are partially successful. <input type="checkbox"/>	The school counselor helps students and/or teachers formulate academic, personal/social, and college/career plans for groups of students. <input type="checkbox"/>	The school counselor helps individual students and collaborates with teachers and parents to formulate academic, personal/social, and college/career plans. <input type="checkbox"/>	0
3c Interacting with Students Using Counseling Strategies Appropriate to the Setting and Students Served	The school counselor has no specific counseling strategies to help students acquire skills in decision making and problem solving for both interactions with others and future planning. <input type="checkbox"/>	The school counselor displays a narrow range of counseling strategies to help students acquire skills in decision making and problem solving for both interactions with others and future planning. <input type="checkbox"/>	The school counselor uses a range of counseling strategies to help students acquire skills in decision making and problem solving for both interactions with others and future planning. <input type="checkbox"/>	The school counselor uses an extensive range of counseling strategies to help students acquire skills in decision making and problem solving for both interactions with others and future planning. <input type="checkbox"/>	0

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3d	Communicating with Families	The school counselor provides no information to families, about the school, the counseling program, or about individual students.	The school counselor provides limited, though accurate information to families, about the school, the counseling program, or about individual students.	The school counselor provides thorough and accurate information to families, about the school, the counseling program, or about individual students.	The school counselor is proactive in providing information to families, about the school, the counseling program, or about individual students needs through a variety of means.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 4, Professional Responsibilities						
4a	Reflecting on Practice	The school counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	The school counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	The school counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. The counselor makes some specific suggestions as to how the counseling program might be improved.	The school counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. The counselor draws on an extensive repertoire to suggest alternative strategies.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b	Maintaining and Submitting Accurate Records	The school counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	The school counselor's reports, records, and documentation are generally accurate but are occasionally late.	The school counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	The school counselor's approach to record keeping is highly systematic and efficient. The counselor serves as a model for colleagues.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4c	Participating in a Professional Community	The school counselor's relationships with colleagues are negative or self-serving, and the counselor avoids being involved in district events and projects.	The school counselor's relationships with colleagues are cordial and the counselor participates in district events and projects when specifically requested.	The school counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	The school counselor makes a substantial contribution to the school and district events and projects and assumes a leadership role with colleagues.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4d	Growing and Developing Professionally	The school counselor does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. The counselor makes no effort to share knowledge with colleagues and is resistant to feedback from stakeholders.	The school counselor participates in professional development activities that are convenient or are required and makes limited contributions to the profession. The counselor accepts, with some reluctance, feedback stakeholders.	The school counselor seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The counselor welcomes feedback from stakeholders.	The school counselor actively pursues professional development opportunities and initiates activities to contribute to the profession. The counselor strategically seeks and establishes a system for feedback from stakeholders to enable the counselor to develop professionally.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4e	Showing Professionalism	The school counselor displays dishonesty in interactions with colleagues, students, and the public; violates the principles of confidentiality.	The school counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	The school counselor displays high standards of honesty, integrity, and confidentiality, in interactions with colleagues, students, and the public. Advocates for students when needed.	The school counselor holds the highest standard of honesty, integrity, and confidentiality and advocates for students by taking a leadership role with colleagues.	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Appendix D – Student Performance Measures

Student Performance Indicators, Metrics, and Operationalization (Modified in Blue, 2023-02-09)

[List of Courses with a CDF, PAA, ICE, or State Test](#)


Hold-harmless clause: A teacher who exhibits a catastrophic negative impact by including the 2022-23 student data piece, as calculated below, may request a one-time exclusion of the 2022-23 data and only use two most recent years' data instead. If a teacher does not have prior year Flagler data, they cannot use this one-time option. The option must be executed in writing to and approved by the evaluating administrator.

Student Grade, Course Enrollment, or Trigger	Associated Instrument	Teacher Evaluation Metric or Operationalization
A course or grade-level that triggers a statewide standardized assessment: <ul style="list-style-type: none"> Grades KG – 10 (ELA) Grades KG – 8 (Math) Intensive reading courses 	Statewide standardized assessments <ul style="list-style-type: none"> K-2 Star Reading / EL K-2 Star Math 3-10 FAST ELA 3-8 FAST Math 	Achievement: <ul style="list-style-type: none"> K-2, average Percentile Rank from Star (or could calculate locally) 3-10, average Percentile Rank from State (or could calculate locally) Growth: <ul style="list-style-type: none"> K-2, average Student Growth Percentile Rank from Star (or locally) 2-10 average Growth Percentile Rank, calculated locally.
A course or grade-level that triggers a statewide standardized assessment: <ul style="list-style-type: none"> Algebra 1, Geometry, US History, Biology, Civics, Grade 5/8 Science 	Statewide standardized assessments <ul style="list-style-type: none"> EOCs <ul style="list-style-type: none"> B.E.S.T. NGSSS SSA 	Achievement: <ul style="list-style-type: none"> Non-VAM Achievement Rubric For 2022-23, % on grade or higher Growth: <ul style="list-style-type: none"> Non-VAM Growth Rubric Linear regression of highest earned prior scale score (ELA/Math) to current year score (scale score or percent score) Not available for 11/12 Algebra or 12 Geometry
Junior and Senior English Courses <ul style="list-style-type: none"> English 3, Honors, ESOL English 4, Honors, ESOL English 4 College Prep Intensive Reading 	PERT Reading (see notes)	Achievement: <ul style="list-style-type: none"> Modified PAA Rubric % of students earning a <u>66 scale</u> score or higher Growth: <ul style="list-style-type: none"> Not available
A course not defined above that has a Common District Final (CDF)	Common District Final (CDF) <ul style="list-style-type: none"> Use CDF Score to Gradebook conversion 	Achievement: <ul style="list-style-type: none"> Non-VAM Achievement Rubric % of students on-grade or higher on course CDF Growth: <ul style="list-style-type: none"> Non-VAM Growth Rubric Linear regression of highest earned prior scale score (ELA/Math) to current year score (scale score or percent score)
		<ul style="list-style-type: none"> Math prior year scores use the highest of last <u>three year</u> EOC's performance.

Student Grade, Course Enrollment, or Trigger	Associated Instrument	Teacher Evaluation Metric or Operationalization
A third-party affiliate course, including AP, IB, or AICE	<ul style="list-style-type: none"> Associated affiliate or vendor exam 	Achievement <ul style="list-style-type: none"> PAA Rubric Use CDF Score to Gradebook conversion
A course that has been identified as having an associated industry certification alignment	<ul style="list-style-type: none"> Industry Certification Exam CDF or PAA (if not taking ICE) 	Success: <ul style="list-style-type: none"> SLO Rubric teacher/evaluator defined cut scores Growth: <ul style="list-style-type: none"> Not available
A course not already captured above	Principal-Approved Final (PAA) or another principal-approved instrument	
School Score (default to school score)	Statewide standardized assessments <ul style="list-style-type: none"> K-2 Star Reading / EL K-2 Star Math 3-10 FAST ELA 3-8 FAST Math 	Achievement: <ul style="list-style-type: none"> K-2, average Percentile Rank from Star (or could calculate locally) 3-10, average Percentile Rank from State (or could calculate locally) Growth: <ul style="list-style-type: none"> K-2, average Student Growth Percentile Rank from Star (or locally) 2-10 average Growth Percentile Rank, calculated locally.

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Appendix E – Summative Evaluation Forms

		<h3 style="margin: 0;">Instructional Evaluation Form</h3>	
Employee Name		Current School	▼
Employee Email		Contract Type	▼
Position / Grade		Years in District	▼
Evaluator		School Year	

Formal Observation #1 <small>Unsat = 124-216; NI/Dev = 217-309; Eff = 310-402; HF = 403-496</small>		Date	5/8/23
		Time	9:05 AM

Instructional Practice Domain	Observation #1 Points		Rating
	Earned	Possible	
Domain 1, Planning and Preparation	No Data	48	No Data
Domain 2, Classroom Environment	No Data	178	Formal / DOE Code
Domain 3, Instruction	No Data	222	No Data
Domain 4, Professional Responsibilities	No Data	48	
Formal Observation Score #1	No Data	496	

Teacher Signature		Date	
Teacher Comments			
<small>Teacher signature indicates receipt of this document and does not imply the recipient is in agreement with its content.</small>			
Administrator Signature			

Formal Observation #2 <small>Unsat = 124-216; NI/Dev = 217-309; Eff = 310-402; HF = 403-496</small>		Date	4/8/23
		Time	9:05 AM

Instructional Practice Domain	Observation #2 Points		Rating
	Earned	Possible	
Domain 1, Planning and Preparation	No Data	48	No Data
Domain 2, Classroom Environment	No Data	178	Formal / DOE Code
Domain 3, Instruction	No Data	222	No Data
Domain 4, Professional Responsibilities	No Data	48	
Formal Observation Score #2	No Data	496	

Teacher Signature		Date	
Teacher Comments			
<small>Teacher signature indicates receipt of this document and does not imply the recipient is in agreement with its content.</small>			
Administrator Signature			

Evaluation Component	Overall Evaluation Points		Final Rating
	Earned	Possible	
Formal Observation #2	No Data	496	No Data
Individual Professional Learning Plan (IPLP)	No Data	40	SLG Code
Student Performance Indicator (SPI) / DOE VAM	No Data	264	H
Total Points Earned	No Data	800	Final / DOE Code
			No Data

Teacher Signature		Date	
Teacher Comments			
<small>Teacher signature indicates receipt of this document and does not imply the recipient is in agreement with its content.</small>			
Administrator Signature			