

School District of Baker County

Instructional Personnel Evaluation System



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Purpose

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

Instructions

Each 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

The purpose of the Baker County School District (BCSD) Instructional Personnel Evaluation System is to establish procedures for determining the level of performance of all instructional personnel and promote the professional growth of instructional staff. The expectation of the evaluation process is that it will also lead to increased academic and social student outcomes which promote the district vision of preparing individuals to be lifelong learners, self-sufficient, and responsible citizens of good character.

This evaluation system is shaped by requirements found in the Florida Statutes, Florida Administrative Code, contractual agreements between the district and the instructional bargaining unit, the Florida Educator Accomplished Practices, and guidelines established by the Florida Department of Education (FDOE). This instructional personnel evaluation system supports increased student achievement and the overall school improvement process. Throughout the evaluation process, both evaluatees and evaluators will maintain a focus on professional growth. In addition, the opportunity for parental input is embedded in the system.

The procedures outlined follow the seven-step evaluation process referenced in Figure 1 below.

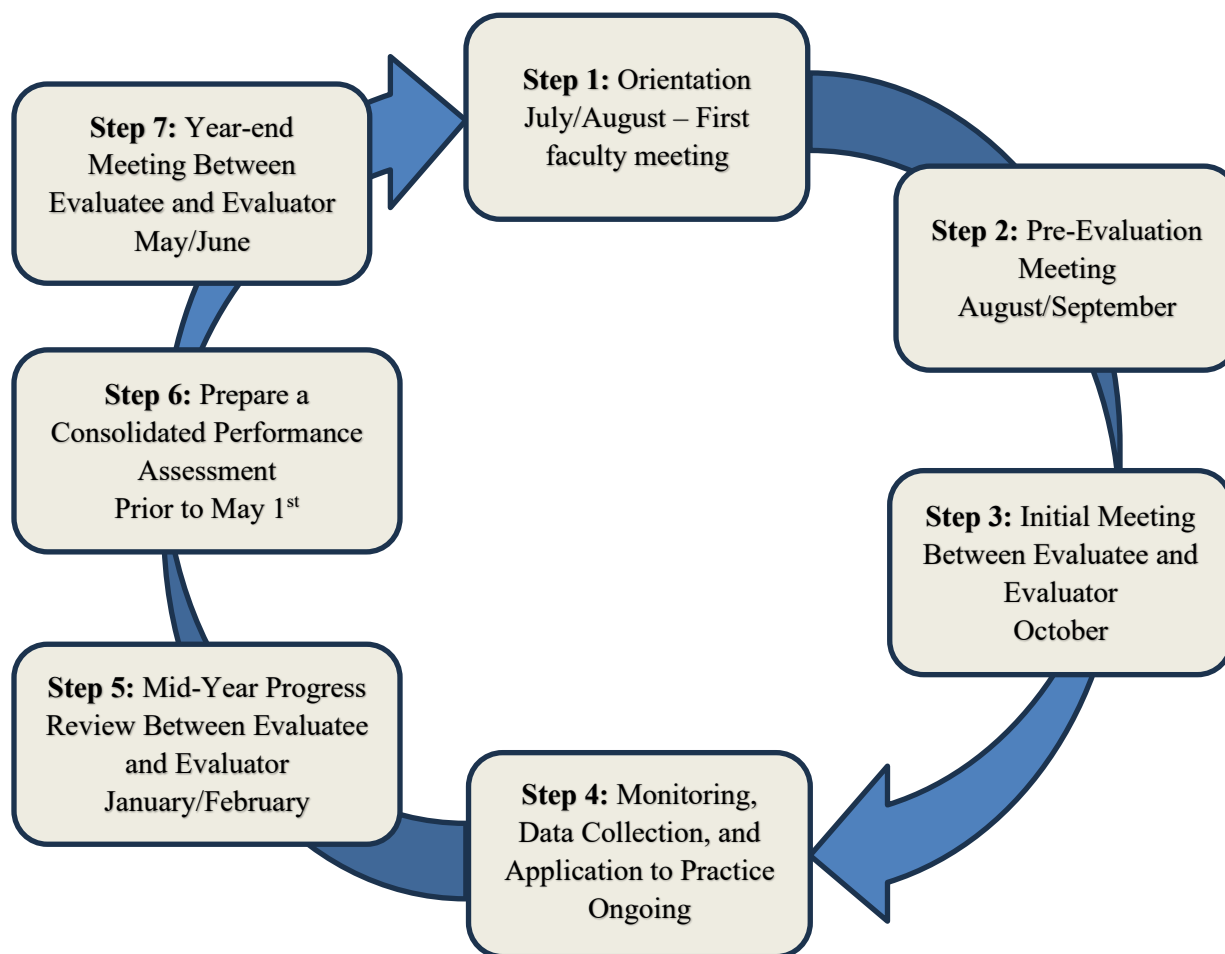


Figure 1

Instructional Evaluation System

The BCSD School Instructional Personnel Evaluation System is designed to achieve the outcomes previously mentioned through measuring instructor performance in nine domains. The district evaluation framework for instructional personnel is based upon Florida Educator Accomplished Practices (FEAPs). The FEAPs have been grouped into six standards and an additional standard of Student Growth and Achievement has been added for evaluation purposes:

- Standard 1: Instructional Design and Lesson Planning*
- Standard 2: The Learning Environment*
- Standard 3: Instructional Delivery and Facilitation*
- Standard 4: Student Learning and Continuous School Improvement*
- Standard 5: Continuous Professional Improvement*
- Standard 6: Professional Responsibility and Ethical Conduct*
- Standard 7: Student Growth and Achievement**

*These areas represent the instructional practice domains and are combined to comprise two-thirds of the overall instructional personnel evaluation score.

**This area represents the student achievement domain and comprises one-third of the overall instructional personnel evaluation score.

The evaluation processes related to these nine domains are governed by the following guidelines:

- The endowment of fairness and sound legal principles
- Provision of the opportunity for supervisors to plan, coach, and counsel individuals for higher levels of performance
- Establishment of data collection and analysis procedures to provide feedback on individual, team, and system levels
- Focus on the improvement of academic and social student outcomes
- Focus on continuous improvement and individual professional growth
- The annual assessment will be based on the performance and experience of the individual
- There is an annual orientation on the instructional personnel evaluation system and provision of guidance related to observing, coaching, and counseling for instructional staff

This instructional personnel evaluation system is designed to promote both individual teacher professional growth and the continuous improvement of the school in which the instructor serves. Through the seven steps of the evaluation process, the evaluatee and evaluator will utilize the outlined processes to achieve both personal and school improvement outcomes. The assessment system incorporates the following:

- The school mission and vision statements
- The school improvement plan as structured by the Florida Continuous Improvement Management System (CIMS)
- Specific job description found at <https://www.bakerk12.org/domain/168>
- Practices and/or results that are compatible with human resources development models that focus both on the employee and the system purpose
- The expectation that performance evaluation for an individual is finalized only after thorough planning sessions that include extensive evaluatee input
- A system structure that provides expectations for the processes to be implemented in a reasonable fashion
- The concept that data should be collected from a variety of sources which are clearly articulated through the seven-steps previously identified

- Current research which provides best practices for evaluatee performance appraisal
- The situational context of the evaluatee's service.

Part II: Evaluation System Requirements

System Framework

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

Training

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

Data Reporting

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

District Procedures

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

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

Use of Results

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

Notifications

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

District Self-Monitoring

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

Part III: Evaluation Procedures

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	During the first week of pre-planning	Opening faculty meeting of the school year
Newly Hired Classroom Teachers	Within twenty days of assuming job duties	Onboarding training if hired after the opening faculty meeting of the school year
Late Hires	Within twenty days of assuming job duties	Onboarding training

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers within their first three years of instructional employment			
Hired before the beginning of the school year	2	First completed prior to January 20 th . Second completed prior to May 1 st .	All evaluations are required to be communicated with the instructor within ten working days of the observation.
Hired after the beginning of the school year	2	First completed prior to January 20 th . Second completed prior to May 1 st .	All evaluations are required to be communicated with the instructor within ten working days of the observation.
Newly Hired Classroom and Non-Classroom Teachers within their first year of instructional employment			
Hired before the beginning of the school year	2	First completed prior to January 20 th . Second completed prior to May 1 st .	All evaluations are required to be communicated with the instructor within ten working days of the observation.
Hired after the beginning of the school year	2	First completed prior to January 20 th . Second completed prior to May 1 st .	All evaluations are required to be communicated with the instructor within ten working days of the observation.

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- 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 with three or more years of instructional experience in the district			
Classroom and Non-Classroom Teachers with three or more years of experience	1	Only observation completed prior to May 1 st .	All evaluations are required to be communicated with the instructor within ten working days of the observation.

Part IV: Evaluation Criteria

A. Instructional Practice

- Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Baker County, instructional practice accounts for 66²/₃ % of the instructional personnel performance evaluation.
- Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

The district evaluation framework for instructional personnel is based upon Florida Educator Accomplished Practices (FEAPs). The FEAPs have been grouped into six standards and an additional standard of Student Growth and Achievement has been added for evaluation purposes:

- Standard 1: Instructional Design and Lesson Planning*
- Standard 2: The Learning Environment*
- Standard 3: Instructional Delivery and Facilitation*
- Standard 4: Student Learning and Continuous School Improvement*
- Standard 5: Continuous Professional Improvement*
- Standard 6: Professional Responsibility and Ethical Conduct*
- Standard 7: Student Growth and Achievement**

Within these six standards are nested 67 indicators. These indicators are directly correlated to the Florida Educator Accomplished Practices as found in Florida State Board of Education [Rule 6A-5.065, F.A.C.](#) Indicators may be omitted on the observation and data collection form based on the classroom/non-classroom teaching assignment if both the evaluatee and evaluator agree to the omission(s). For each indicator, instructional staff are

rated by their evaluators according to the following rubric:

Highly Effective

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

Effective

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

Needs Improvement/Developing

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

Unsatisfactory

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

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 Baker County, other indicators of performance account for 0 % of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

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 Baker County, performance of students accounts for 33¹/₃ % 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.

Descriptions of the step-by step calculations for determining the student performance rating for classroom and non-classroom instructional personnel is organized by teaching assignment in the following chart.

Teaching Assignment	Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Percentage associate with Final Summative
1.	INSTRUCTIONAL EMPLOYEE (KINDERGARTEN)	Category score (points earned) is commensurate to the average of the three following student growth and achievement criteria: (A) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Early Literacy Assessment or making learning gains (defined as maintaining or improving the percentile rank on the FAST STAR Early Literacy Assessment from the first administration to the last administration of the assessment for the current school year) (B) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Math Assessment or making learning gains (defined as maintaining or improving the percentile rank for the FAST STAR Math Assessment from the first administration to the last administration of the assessment for the current school year) (C) The Fourth Nine Weeks Kindergarten Skills Checklists’ average score for the students the teacher serves	33 ¹ / ₃ %

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2.	<p>INSTRUCTIONAL COACH EMPLOYEE (KINDERGARTEN)</p> <p>SCHOOL-WIDE INSTRUCTIONAL EMPLOYEE (KINDERGARTEN)</p>	<p>Up to 60 points (60% of category score) may be earned for the average of the three following student growth and achievement criteria:</p> <p>(A) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Early Literacy Assessment or making learning gains (defined as maintaining or improving the percentile rank on the FAST STAR Early Literacy Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(B) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Math Assessment or making learning gains (defined as maintaining or improving the percentile rank for the FAST STAR Math Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(C) The school-wide Fourth Nine Weeks Kindergarten Skills Checklists' average score.</p> <p>Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.</p>	33 ¹ / ₃ %
3.	GUIDANCE COUNSELOR* (KINDERGARTEN)	<p>Up to 60 points (60% of category score) may be earned for the average of the three following student growth and achievement criteria:</p> <p>(A) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Early Literacy Assessment or making learning gains (defined as maintaining or improving the percentile rank on the FAST STAR Early Literacy Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(B) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Math Assessment or making learning gains (defined as maintaining or improving the percentile rank for the FAST STAR Math Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(C) The school-wide Fourth Nine Weeks Kindergarten Skills Checklists' average score.</p> <p>Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.</p>	33 ¹ / ₃ %
4.	MEDIA SPECIALIST** (KINDERGARTEN)	<p>Up to 60 points (60% of category score) may be earned for the average of the three following student growth and achievement criteria:</p> <p>(A) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Early Literacy Assessment or making learning gains (defined as maintaining or improving the percentile rank on the FAST STAR Early Literacy Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(B) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Math Assessment or making learning gains (defined as maintaining or improving the percentile rank for the FAST STAR Math Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(C) The school-wide Fourth Nine Weeks Kindergarten Skills Checklists' average score.</p> <p>Up to 40 points (40% category score) may be earned for documented contacts with parents that result in specific student improvement; increase in circulation of age appropriate materials; increase in number of library media skills classes taught; increase in active participation in the development of instructional units; increase in use of technology by students and teachers; and use of school improvement goals as a factor in determining media needs.</p>	33 ¹ / ₃ %

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5.	INSTRUCTIONAL EMPLOYEE (Grades 1 and 2)	<p>Category score (points earned) is commensurate to the average of the two following student growth and achievement criteria:</p> <p>(A) The percent of students scoring proficient (defined as scoring a level 3 or higher on the PM3 administration of the FAST Reading assessment for the current school year) or making learning gains (defined as maintaining or improving the percentile rank on the FAST Reading assessment from the previous year's PM3 FAST Reading assessment to the current year's PM 3 FAST Reading assessment)</p> <p>(B) The percent of students scoring proficient (defined as scoring a level 3 or higher on the PM3 administration of the FAST Math assessment for the current school year) or making learning gains (defined as maintaining or improving the percentile rank on the FAST Math assessment from the previous year's PM3 FAST Math assessment to the current year's PM3 FAST Math assessment)</p>	33 ¹ / ₃ %
6.	INSTRUCTIONAL EMPLOYEE (Grade 3)	<p>Category score (points earned) is commensurate to the following student growth and achievement criteria:</p> <p>The percent of students scoring proficient (defined as scoring a level 3 or higher) using the PM3 FAST ELA and/or PM3 FAST Math or making learning gains (defined as maintaining or improving the percentile rank for the FAST Reading and/or FAST Math assessment from the previous year's PM3 FAST Reading and/or Math assessment to the current year's PM3 FAST Reading and/or Math assessment)</p>	33 ¹ / ₃ %
7.	INSTRUCTIONAL COACH EMPLOYEE (Grades 1-5) SCHOOL-WIDE INSTRUCTIONAL EMPLOYEE (Grades 1-5) INSTRUCTIONAL – PHYSICAL EDUCATION, MUSIC, COMPUTER LAB (Grades 1-5)	<p>Up to 60 points (60% of category score) may be earned for the average percent of students making learning gains or achieving a level 3 or higher using the FAST Reading Assessment, the percent of students making learning gains or achieving a level 3 or higher using the FAST Math Assessment, the percent of students scoring proficient or making learning gains on FAST ELA, the percent of students scoring proficient or making learning gains on FAST Math, and the percent of students proficient on the Statewide Science Assessment, whichever is applicable.</p> <p>(A) The percent of students proficient or making learning gains using the FAST Reading Assessment _____ (Grades 1 and 2)</p> <p>(B) The percent of students proficient or making learning gains using the FAST Math Assessment _____ (Grades 1 and 2)</p> <p>(C) The percent of students scoring proficient or making learning gains on FAST ELA _____ (Grades 3, 4 and 5)</p> <p>(D) The percent of students scoring proficient or making learning on FAST Math _____ (Grades 3, 4 and 5)</p> <p>(E) The percent of students scoring proficient on the fifth grade Statewide Science Assessment _____ (Grade 5)</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p> <p>Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.</p>	33 ¹ / ₃ %

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8.	<p style="text-align: center;">GUIDANCE COUNSELOR* (Grades 1-5)</p>	<p>Up to 60 points (60% of category score) may be earned for the average percent of students making learning gains or achieving a level 3 or higher using the FAST Reading Assessment, the percent of students making learning gains or achieving a level 3 or higher using the FAST Math Assessment, the percent of students scoring proficient or making learning gains on FAST ELA, the percent of students scoring proficient or making learning gains on FAST Math, and the percent of students proficient on the Statewide Science Assessment, whichever is applicable.</p> <p>(A) The percent of students proficient or making learning gains using the FAST Reading Assessment _____ (Grades 1 and 2)</p> <p>(B) The percent of students proficient or making learning gains using the FAST Math Assessment _____ (Grades 1 and 2)</p> <p>(C) The percent of students scoring proficient or making learning gains on FAST ELA _____ (Grades 3, 4 and 5)</p> <p>(D) The percent of students scoring proficient or making learning on FAST Math _____ (Grades 3, 4 and 5)</p> <p>(E) The percent of students scoring proficient on the fifth grade Statewide Science Assessment _____ (Grade 5)</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p> <p>Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.</p>	33 ¹ / ₃ %
9.	<p style="text-align: center;">MEDIA SPECIALIST** (Grades 1-5)</p>	<p>Up to 60 points (60% of category score) may be earned for the average percent of students making learning gains or achieving a level 3 or higher using the FAST Reading Assessment, the percent of students making learning gains or achieving a level 3 or higher using the FAST Math Assessment, the percent of students scoring proficient or making learning gains on FAST ELA, the percent of students scoring proficient or making learning gains on FAST Math, and the percent of students proficient on the Statewide Science Assessment, whichever is applicable.</p> <p>(A) The percent of students proficient or making learning gains using the FAST Reading Assessment _____ (Grades 1 and 2)</p> <p>(B) The percent of students proficient or making learning gains using the FAST Math Assessment _____ (Grades 1 and 2)</p> <p>(C) The percent of students scoring proficient or making learning gains on FAST ELA _____ (Grades 3, 4 and 5)</p> <p>(D) The percent of students scoring proficient or making learning on FAST Math _____ (Grades 3, 4 and 5)</p> <p>(E) The percent of students scoring proficient on the fifth grade Statewide Science Assessment _____ (Grade 5)</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p> <p>Up to 40 points (40% category score) may be earned for documented contacts with parents that result in specific student improvement; increase in circulation of age appropriate materials; increase in number of library media skills classes taught; increase in active participation in the development of instructional units; increase in use of technology by students and teachers; and use of school improvement goals as a factor in determining media needs.</p>	33 ¹ / ₃ %

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10.	INSTRUCTIONAL EMPLOYEE (Grades 4 and 5)	<p>Category score (points earned) is commensurate to the weighted-average of:</p> <ul style="list-style-type: none"> (A) The percent of students scoring proficient or making learning gains, as defined by the FDOE’s Scale Scores for Learning Gains, by Subject, on the PM3 FAST ELA assessment (B) The percent of students scoring proficient or making learning gains, as defined by the FDOE’s Scale Scores for Learning Gains, by Subject, on the PM3 FAST Math assessment (C) The average of the percent of students scoring proficient on the fifth grade Statewide Science Assessment and/or the percent of students scoring proficient or making learning gains, as defined by the FDOE’s Scale Scores for Learning Gains, by Subject, on the PM3 FAST ELA and/or PM3 FAST Math assessments <p>Averages will be applied according to the teacher’s assignment. Teachers that only instruct ELA courses will not have FAST math scores included in the calculation. Teachers that only instruct math courses will not have FAST ELA scores included in the calculation. Teachers that instruct a combination of either ELA, Math, or Science courses will have a weighted-average percentage of each assessment included in the calculation as applicable according to their teaching assignment.</p>	33 ¹ / ₃ %
11.	INSTRUCTIONAL COACH EMPLOYEE (Grades 6-12) SCHOOL-WIDE INSTRUCTIONAL EMPLOYEE (Grades 6 – 12)	<p>Up to 60 points (60% of category score) may be earned for the average percent of students scoring proficient or making learning gains on the FAST ELA, FAST Math, Algebra I EOC, Statewide Science Assessment, and Geometry EOC along with the percent of students scoring proficient on the Civics EOC, Biology I EOC, and US History EOC</p> <ul style="list-style-type: none"> (A) The percent of students proficient or making learning gains on the FAST ELA _____ (Grades 6 through 10) (B) The percent of students proficient or making learning gains on the FAST Math _____ (Grades 6 through 8) (C) The percent of students scoring proficient on the Civics EOC _____ (D) The percent of students scoring proficient on the eighth grade Statewide Science Assessment _____ (E) The percent of students scoring proficient or making learning gains on the Algebra I EOC _____ (F) The percent of students scoring proficient on the Biology I EOC _____ (G) The percent of students scoring proficient or making learning gains on the Geometry EOC _____ (H) The percent of students scoring proficient on the US History EOC _____ <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p> <p>Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.</p>	33 ¹ / ₃ %

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12.	GUIDANCE COUNSELOR* (Grades 6-12)	<p>Up to 60 points (60% of category score) may be earned for the average percent of students scoring proficient or making learning gains on the FAST ELA, FAST Math, Algebra I EOC, Statewide Science Assessment, and Geometry EOC along with the percent of students scoring proficient on the Civics EOC, Biology I EOC, and US History EOC</p> <p>(A) The percent of students proficient or making learning gains on the FAST ELA _____ (Grades 6 through 10)</p> <p>(B) The percent of students proficient or making learning gains on the FAST Math _____ (Grades 6 through 8)</p> <p>(C) The percent of students scoring proficient on the Civics EOC _____</p> <p>(D) The percent of students scoring proficient on the eighth grade Statewide Science Assessment _____</p> <p>(E) The percent of students scoring proficient or making learning gains on the Algebra I EOC _____</p> <p>(F) The percent of students scoring proficient on the Biology I EOC _____</p> <p>(G) The percent of students scoring proficient or making learning gains on the Geometry EOC _____</p> <p>(H) The percent of students scoring proficient on the US History EOC _____</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p> <p>Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.</p>	33 ¹ / ₃ %
13.	MEDIA SPECIALIST** (Grades 6-12)	<p>Up to 60 points (60% of category score) may be earned for the average percent of students scoring proficient or making learning gains on the FAST ELA, FAST Math, Algebra I EOC, Statewide Science Assessment, and Geometry EOC along with the percent of students scoring proficient on the Civics EOC, Biology I EOC, and US History EOC</p> <p>(A) The percent of students proficient or making learning gains on the FAST ELA _____ (Grades 6 through 10)</p> <p>(B) The percent of students proficient or making learning gains on the FAST Math _____ (Grades 6 through 8)</p> <p>(C) The percent of students scoring proficient on the Civics EOC _____</p> <p>(D) The percent of students scoring proficient on the eighth grade Statewide Science Assessment _____</p> <p>(E) The percent of students scoring proficient or making learning gains on the Algebra I EOC _____</p> <p>(F) The percent of students scoring proficient on the Biology I EOC _____</p> <p>(G) The percent of students scoring proficient or making learning gains on the Geometry EOC _____</p> <p>(H) The percent of students scoring proficient on the US History EOC _____</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p> <p>Up to 40 points (40% category score) may be earned for documented contacts with parents that result in specific student improvement; increase in circulation of age appropriate materials; increase in number of library media skills classes taught; increase in active participation in the development of instructional units; increase in use of technology by students and teachers; and use of school improvement goals as a factor in determining media needs.</p>	33 ¹ / ₃ %

Instructional Evaluation System

14.	Instructional Employee (Grades 6 – 8)	<p>Category score (points earned) is commensurate to the average of:</p> <p>(A) scoring proficient on the FAST ELA – or – making learning gains on the FAST ELA and/or</p> <p>(B) scoring proficient on the FAST Math – or – making learning gains on the FAST Math</p> <p>Averages will be applied according to the teacher’s schedule. Teachers that only instruct ELA courses will not have FAST math scores included in the calculation. Teachers that only instruct math courses will not have FAST ELA scores included in the calculation. Teachers that instruct a combination of either ELA and Math courses will have an equal percentage of each assessment included in the calculation.</p>	
15.	CIVICS INSTRUCTIONAL EMPLOYEE	<p>Category score (points earned) is commensurate to the average of:</p> <p>(A) The percent of students scoring proficient on Civics EOC</p> <p>The percent of students scoring proficient on Civics EOC or making learning gains on the FAST ELA</p>	33 ¹ / ₃ %
16.	COMBO CIVICS AND SOCIAL STUDIES INSTRUCTIONAL EMPLOYEE	<p>Category score (points earned) is commensurate to the weighted average of the following according to the teaching assignment:</p> <p>(A) The percent of students scoring proficient on the Civics EOC averaged with the percent of students proficient on the Civics EOC or making learning gains on the FAST ELA</p> <p>(B) The percent of students scoring proficient or making learning gains on the FAST ELA</p>	33 ¹ / ₃ %
17.	COMBO SEVENTH AND EIGHTH GRADE SCIENCE INSTRUCTIONAL EMPLOYEE	<p>Category score (points earned) is commensurate to the weighted average of the following according to the teaching assignment:</p> <p>(A) The percent of students scoring proficient on the eighth grade Statewide Science Assessment averaged with the percent of students scoring at least the same scale score or higher on the eighth grade Statewide Science Assessment as compared to the fifth grade Statewide Science Assessment</p> <p>(B) The percent of students scoring proficient or making learning gains on the FAST ELA and/or FAST Math</p>	33 ¹ / ₃ %
18.	COMBO EIGHTH GRADE ALGEBRA I INSTRUCTIONAL EMPLOYEE	<p>Category score (points earned) is commensurate to the weighted average of:</p> <p>(A) The percent of students scoring proficient or making learning gains on the Algebra I EOC</p> <p>(B) The percent of students scoring proficient or making learning gains on the FAST Math</p>	33 ¹ / ₃ %
19.	EIGHTH GRADE ALGEBRA I INSTRUCTIONAL EMPLOYEE	<p>Category score (points earned) is commensurate to the percent of students scoring proficient or making learning gains on the Algebra I EOC</p>	
20.	EIGHTH GRADE SCIENCE INSTRUCTIONAL EMPLOYEE	<p>Category score (points earned) is commensurate to:</p> <p>(A) The percent of students scoring proficient on the eighth grade Statewide Science Assessment or students scoring at least the same scale score or higher on the eighth grade Statewide Science Assessment as compared to the fifth grade Statewide Science Assessment</p>	33 ¹ / ₃ %
21.	NON-ELA AND NON- EOC INSTRUCTIONAL EMPLOYEE (Grades 9 – 12)	<p>Percent of students scoring proficient using an End of Year (EOY) exam</p>	33 ¹ / ₃ %

Instructional Evaluation System

22.	ELA INSTRUCTIONAL EMPLOYEE (Grades 9 and 10)	Category score (points earned) is commensurate to the percent of students scoring proficient or making learning gains on the FAST ELA	33 ¹ / ₃ %
23.	ELA INSTRUCTIONAL EMPLOYEE (Grades 11 and 12)	Percent of students scoring proficient using an End-of-Year (EOY) exam	33 ¹ / ₃ %
24.	NINTH GRADE ALGEBRA I INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the percent of students scoring proficient or making learning gains on the Algebra I EOC	33 ¹ / ₃ %
25.	GEOMETRY INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the percent of students scoring proficient or making learning gains on the Geometry EOC	33 ¹ / ₃ %
26.	US HISTORY EOC INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the percent of students scoring proficient on the US History EOC	33 ¹ / ₃ %
27.	BIOLOGY I EOC INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the percent of students scoring proficient on the Biology I EOC	33 ¹ / ₃ %
28.	FULL-TIME SUPPORT FACILITATION	Category score (points earned) is commensurate to the percent of assigned students classified as ESE (including the Language Impaired exceptionality, excluding the Speech Impaired and Gifted exceptionalities) scoring proficient or making learning gains on the State mandated assessments according to the proficiency and learning gain criteria set by the Florida Department of Education and this assessment system. For this type of student, if neither of the state proficiency or learning gain criteria are met, then the percentage of adequate progress or attainment of IEP academic goals will be weighted proportionally in the student performance criteria.	33 ¹ / ₃ %
29.	TEACHER THAT INSTRUCTS CLASSES PART OF THE DAY AND PROVIDES SUPPORT THE OTHER PORTION OF THE DAY. (Grades 6- 8)	Category score (points earned) is commensurate to the weighted average of: (A) The percent of students attaining or making adequate progress toward attainment of their IEP goals (B) The average of the percent of students attaining or making adequate progress toward attainment of their IEP goals and the percent of students scoring proficient or making learning gains on the FAST ELA and/or FAST Math	33 ¹ / ₃ %

Instructional Evaluation System

30.	INSTRUCTIONAL ESE SELF-CONTAINED EMPLOYEE	<p>Category score (points earned) is commensurate to the percent of assigned students classified as ESE (including the Language Impaired exceptionality, excluding the Speech Impaired and Gifted exceptionalities) scoring proficient or making learning gains on the State mandated assessments according to the proficiency and learning gain criteria set by the Florida Department of Education and this assessment system. For this type of student, if neither of the state proficiency or learning gain criteria are met, then the percentage of adequate progress or attainment of IEP academic goals will be weighted proportionally in the student performance criteria.</p>	33 ¹ / ₃ %
31.	INSTRUCTOR DISTRICT-WIDE ASSIGNMENT	<p>Category score (points earned) is commensurate to the percent of students attaining or making adequate progress toward attainment of their IEP and/or EP goals</p>	33 ¹ / ₃ %
32.	INSTRUCTOR SCHOOL-WIDE ALTERNATIVE EDUCATION EMPLOYEE	<p>Category score (points earned) is commensurate to the average percent of students scoring proficient or making learning gains on the FAST ELA, FAST Math, Algebra I EOC, Statewide Science Assessment, and Geometry EOC along with the percent of students scoring proficient on the Civics EOC, Biology I EOC, and US History EOC. For this instructional assignment, school-wide data of the following will be used in the calculation.</p> <p>(A) The percent of students proficient or making learning gains on the FAST ELA _____ (Grades 6 through 10)</p> <p>(B) The percent of students proficient or making learning gains on the FAST Math _____ (Grades 6 through 8)</p> <p>(C) The percent of students scoring proficient on the Civics EOC _____</p> <p>(D) The percent of students scoring proficient on the eighth grade Statewide Science Assessment _____</p> <p>(E) The percent of students scoring proficient or making learning gains on the Algebra I EOC _____</p> <p>(F) The percent of students scoring proficient on the Biology I EOC _____</p> <p>(G) The percent of students scoring proficient or making learning gains on the Geometry EOC _____</p> <p>(H) The percent of students scoring proficient on the US History EOC _____</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p>	33 ¹ / ₃ %
33.	INSTRUCTOR SCHOOL-WIDE DROPOUT PREVENTION EDUCATION EMPLOYEE	<p>Category score (points earned) is commensurate to the average percent of students scoring proficient or making learning gains on the FAST ELA, FAST Math, Algebra I EOC, Statewide Science Assessment, and Geometry EOC along with the percent of students scoring proficient on the Civics EOC, Biology I EOC, and US History EOC. For this instructional assignment, school-wide data of the following will be used in the calculation.</p> <p>(A) The percent of students proficient or making learning gains on the FAST ELA _____ (Grades 6 through 10)</p> <p>(B) The percent of students proficient or making learning gains on the FAST Math _____ (Grades 6 through 8)</p> <p>(C) The percent of students scoring proficient on the Civics EOC _____</p> <p>(D) The percent of students scoring proficient on the eighth grade Statewide Science Assessment _____</p> <p>(E) The percent of students scoring proficient or making learning gains on the Algebra I EOC _____</p> <p>(F) The percent of students scoring proficient on the Biology I EOC _____</p> <p>(G) The percent of students scoring proficient or making learning gains on the Geometry EOC _____</p> <p>(H) The percent of students scoring proficient on the US History EOC _____</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p>	33 ¹ / ₃ %
34.	LICENSED PSYCHOLOGIST	<p>Category score (points earned) is commensurate to the percentage of documented student gains through IEP/MTSS implementation</p>	33 ¹ / ₃ %

Instructional Evaluation System

35.	ADULT EDUCATION AND MIDDLE SCHOOL CAREER SPECIALIST	Category score (points earned) is commensurate to the percent of individual electronic career plans developed	33 ¹ / ₃ %
36.	ADULT EDUCATION INSTRUCTOR EMPLOYEE	Category score (points earned) is commensurate to the average of: (A) The percent of students meeting Adults with Disabilities Benchmarks (B) The percent of students attaining or making adequate progress toward attainment of their IEP goals	33 ¹ / ₃ %
37.	BEHAVIOR ANALYST	Category score (points earned) is commensurate to the percentage of documented student gains through IEP/MTSS implementation	33 ¹ / ₃ %
38.	SCHOOL PSYCHOLOGIST	Category score (points earned) is commensurate to the percentage of documented student gains through IEP/MTSS implementation	33 ¹ / ₃ %
39.	SPEECH PATHOLOGIST	Category score (points earned) is commensurate to the percentage of documented student gains through IEP/MTSS implementation	33 ¹ / ₃ %
40.	SPEECH PATHOLOGIST - KINDERGARTEN	Category score (points earned) is commensurate to the percentage of documented student gains through IEP/MTSS implementation	33 ¹ / ₃ %
41.	STAFFING SPECIALIST	Category score (points earned) is commensurate to the percentage of documented student gains through IEP/MTSS implementation	33 ¹ / ₃ %
42.	NINTH GRADE ALGEBRA I EOC AND EOY INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the weighted average of: (A) The percent of students scoring proficient or making learning gains on the Algebra I EOC (B) The percent of students scoring proficient using an End-of-Year (EOY) exam	33 ¹ / ₃ %
43.	GEOOMETRY EOC AND EOY INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the weighted average of: (A) The percent of students scoring proficient or making learning gains on the Geometry EOC (B) The percent of students scoring proficient using an End-of-Year (EOY) exam	33 ¹ / ₃ %
44.	US HISTORY EOC AND EOY INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the weighted average of: (A) The percent of students scoring proficient or making learning gains on the US History EOC (B) The percent of students scoring proficient using an End-of-Year (EOY) exam	33 ¹ / ₃ %
45.	BIOLOGY I EOC AND EOY INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the weighted average of: (A) The percent of students scoring proficient or making learning gains on the Biology I EOC (B) The percent of students scoring proficient using an End-of-Year (EOY) exam	33 ¹ / ₃ %

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46.	COMBO ELA INSTRUCTIONAL EMPLOYEE (Grades 9 - 12)	<p>Category score (points earned) is commensurate to the weighted average of:</p> <p>(A) The percent of students scoring proficient or making learning gains on the FAST ELA</p> <p>(B) The percent of students scoring proficient using an End-of-Year (EOY) exam</p>	33 ¹ / ₃ %
47.	DISTRICT-LEVEL TECHNOLOGY SPECIALIST	<p>Category score (points earned) is commensurate to the average percent of students scoring proficient or making learning gains on the FAST ELA, FAST Math, Algebra I EOC, Statewide Science Assessment, and Geometry EOC along with the percent of students scoring proficient on the Civics EOC, Biology I EOC, and US History EOC</p> <p>(A) Percent of students scoring proficient (defined as scoring at the 50th percentile rank or higher on the last administration of the STAR Early Literacy Assessment for the school year) or making learning gains (defined as maintaining the same percentile rank or improving by at least one percent on the percentile rank metric for the STAR Early Literacy Assessment from the first administration to the last administration of the assessment for the school year)</p> <p>(B) The Fourth Nine Weeks Kindergarten Skills Checklists' average score for the students the teacher serves</p> <p>(C) The percent of students scoring proficient (defined as scoring at the 50th percentile rank or higher on the last administration of the STAR Reading assessment for the school year) or making learning gains (defined as maintaining the same percentile rank or improving by at least one percent on the percentile rank metric for the STAR Reading assessment from the first administration to the last administration of the assessment for the school year) on the STAR Reading assessment</p> <p>(D) The percent of students scoring proficient (defined as scoring at the 50th percentile rank or higher on the last administration of the STAR Math assessment for the school year) or making learning gains (defined as maintaining the same percentile rank or improving by at least one percent on the percentile rank metric for the STAR Math assessment from the first administration to the last administration of the assessment for the school year) on the STAR Math assessment</p> <p>(E) The percent of students proficient or making learning gains on the FAST ELA _____ (Grades 6 through 10)</p> <p>(F) The percent of students proficient or making learning gains on the FAST Math _____ (Grades 6 through 8)</p> <p>(G) The percent of students scoring proficient on the Civics EOC _____</p> <p>(H) The percent of students scoring proficient on the eighth grade Statewide Science Assessment _____</p> <p>(I) The percent of students scoring proficient or making learning gains on the Algebra I EOC _____</p> <p>(J) The percent of students scoring proficient on the Biology I EOC _____</p> <p>(K) The percent of students scoring proficient or making learning gains on the Geometry EOC _____</p> <p>(L) The percent of students scoring proficient on the US History EOC _____</p> <p style="text-align: center;">Combined ___ divided by # of indicators = ___ Total Student Performance</p>	33 ¹ / ₃ %
	Special notes for all classroom instructor evaluations	<ul style="list-style-type: none"> ○ For all classroom instructional assignments, only students assigned to the instructor for both surveys two and three will be used in the student performance calculation. Non-survey two-three match students will be removed from the calculation. ○ For all classroom instructional assignments, Students absent for twenty-five percent or more of class time during the school year will be removed from the student performance criteria for all instructional assignments. ○ Teachers that have assigned students classified as ESE (including the Language Impaired exceptionality, excluding the Speech Impaired and Gifted exceptionalities) will have those specific students removed from their standard assessment component of category nine if the students do not meet the proficiency or learning gain expectations set by the Florida Department of Education and this assessment system. For this type of student, the percentage of adequate progress or attainment of IEP academic goals will be weighted proportionally in the student performance criteria for all instructional assignments. ○ Teachers that have assigned students classified as ELL will have those specific students removed from their standard assessment component of category seven if the students do not meet the proficiency or learning gain expectations set by the Florida Department of Education and this assessment system. For this type of student, the percentage of 	

Instructional Evaluation System

adequate progress or attainment of Individual Progress Monitoring Plan academic goals will be weighted proportionally in the student performance criteria for all instructional assignments.

Instructional Evaluation System

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

OVERALL RATING

	Page	Points Earned	Points Possible
STANDARD 1: INSTRUCTIONAL DESIGN AND LESSON PLANNING	2		35
STANDARD 2: THE LEARNING ENVIRONMENT	3		35
STANDARD 3: INSTRUCTIONAL DELIVERY AND FACILITATION	4		35
STANDARD 4: STUDENT LEARNING AND CONTINUOUS SCHOOL IMPROVEMENT	5		30
STANDARD 5: CONTINUOUS PROFESSIONAL IMPROVEMENT	6		30
STANDARD 6: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT	7		35
Subtotal for Standards 1-6			
STANDARD 7: STUDENT GROWTH AND ACHIEVEMENT	8		100

Overall Score _____

Unsatisfactory	Needs Improvement	Effective	Highly Effective
0-60	61 - 180	181 - 270	271 – 300

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The following example is required as part of this template submission. Second grade highly effective teacher:

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Appendix B – Observation Instruments for Classroom Teachers

SCHOOL DISTRICT OF BAKER COUNTY 2025-2026
INSTRUCTIONAL EMPLOYEE
OBSERVATION AND DATA COLLECTION/ANALYSIS FORM

Name ROBBIE, MAREOT Position SECOND GRADE School WESTSIDE ELEMENTARY
 Final Overall Score 281 Final Overall Performance Indicator HIGHLY EFFECTIVE

Comments of the Evaluator _____

Comments of the Evaluatee _____

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

This evaluation has been discussed with me. Yes No

Will Tennell 1/13/2025 Mareot Robbie 1/13/2025
 Signature of Evaluator Date Signature of Evaluatee Date

Signature does not necessarily indicate agreement with this evaluation.

Evaluator Documentation (required for Performance Responsibilities rated as unsatisfactory or needs improvement/developing)

Instructional Evaluation System

STANDARD 1: INSTRUCTIONAL DESIGN AND LESSON PLANNING Performance Values (Check One)

Performance Responsibilities	U	N/I/D	E	HE
1a.1 Aligns instruction with state-adopted standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1a.2 Consideration of varying aspects of rigor and complexity during instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1b.1 Sequence of lessons and concepts to ensure coherence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1b.2 Consideration of the required prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1c. Design of the instruction for students to achieve mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1d. Selection of appropriate formative assessments to monitor learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1e. Use of diagnostic student data to plan lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1f. Development of learning experiences that require students to demonstrate a variety of applicable skills and competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1g. Classroom instruction provided to students 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.56	=	
Effective	3	X	2.33	=	6.99
Highly Effective	6	X	3.89	=	23.34
Category Raw Score 30.33					

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-20	Effective 21-31	Highly Effective 32-35
Summative Scale Value			30	

Instructional Evaluation System

STANDARD 2: THE LEARNING ENVIRONMENT Performance Values (Check One)

Performance Responsibilities	U	N/I/D	E	HE
2a.1 Organization, allocation, and the management of the resource of time (i.e. pacing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a.2 Organization, allocation, and management of the resource of space (i.e. classroom layout)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a.3 Organization, allocation, and management of the resource of attention (i.e. circulation, questioning, & support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2b.1 Management of class behaviors through a well-planned management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2b.2 Management of individual student behaviors through a well-planned management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2c. Communication of high expectations to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2d. Respect of students' cultural linguistic and family background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2e.1 Modeling of clear, acceptable oral communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2e.2 Modeling of clear, acceptable written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2f.1 Maintains a climate of openness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2f.2 Maintains a climate of inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2f.3 Maintains a climate of fairness and support	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2g. Integration of current information and communication technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2h.1 Adaptation of the learning environment to accommodate the differing needs and diversity of students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2h.2 Evidence of the learning environment is consistent with s. 1000.071, F.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2i. Utilization of current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2j. Creation of a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	0.82	=	
Effective	5	X	1.24	=	6.2
Highly Effective	12	X	2.06	=	24.72
Category Raw Score 31					

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-20	Effective 21-31	Highly Effective 32-35
Summative Scale Value			31	

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STANDARD 3: INSTRUCTIONAL DELIVERY AND FACILITATION Performance Values (Check)

Performance Responsibilities	U	N/I/D	E	HE
3a.1 Delivery of engaging lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3a.2 Delivery of challenging lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3b.1 Deepening and enrichment of students' understanding through content area literacy strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3b.2 Deepening and enrichment of students' understanding through verbalization of thought	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3b.3 Deepening and enrichment of students' understanding through verbalization of thought application of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3c. Identification of gaps in students' subject matter knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3d.1 Modification of instruction to respond to preconceptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3d.2 Modification of instruction to respond to misconceptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3e. Relation and integration of the subject matter with other disciplines and life experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3f. Questioning that promotes critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3g.1 Application of varied instructional strategies to provide comprehensible instruction, and to teach for student understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3g.2 Application of varied instructional resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3h.1 Differentiation of instruction based on an assessment of student learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3h.2 Differentiation of instruction based on recognition of individual differences in students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3i.1 Immediate feedback that is supported, encouraged, and provided to students to promote student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3i.2 Specific feedback that is supported, encouraged, and provided to students to promote student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3j.1 Utilization of student feedback to monitor instructional needs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3j.2 Utilization of student feedback to adjust instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	0.78	=	
Effective	3	X	1.17	=	3.51
Highly Effective	15	X	1.94	=	29.1
Category Raw Score 32.61					

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-20	Effective 21-31	Highly Effective 32-35
Summative Scale Value				33

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Instructional Evaluation System

Instructional Evaluation System

STANDARD 4: STUDENT LEARNING AND CONTINUOUS SCHOOL IMPROVEMENT	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
4a.1 Application of data from multiple assessments and measures to diagnose student's learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4a.2 Application of data from multiple assessments and measures to inform instruction based on student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4b.1 Design and alignment of formative assessments that match learning objectives and lead to mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4b.2 Design and alignment of summative assessments that match learning objectives and lead to mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4c. Use of a variety of assessment tools to monitor student progress, achievement and learning gains	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4d. Modification of assessments and testing conditions to accommodate learning styles and varying levels of knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4e.1 Sharing of the importance and outcomes of student assessment data with the student	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4e.2 Sharing of the importance and outcomes of student assessment data with the student's parent/caregiver(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4f. Application of technology to organize and integrate assessment information	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.22	=	
Effective	7	X	2.22	=	15.54
Highly Effective	2	X	3.33	=	6.66
Category Raw Score					22.20

Category Raw Score	Unsatisfactory 0-10	Needs Improvement/Developing 11-19	Effective 20-26	Highly Effective 27-30
Summative Scale Value			22	

Instructional Evaluation System

STANDARD 6: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
6a. Adherence to guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6b. Adherence to the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6c. Adherence to the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	4.67	=	
Effective		X	7.00	=	
Highly Effective	3	X	11.67	=	35.01
Category Raw Score					35.01

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-20	Effective 21-31	Highly Effective 32-35
Summative Scale Value				35

Instructional Evaluation System

STANDARD 5: CONTINUOUS PROFESSIONAL IMPROVEMENT	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
5a. Design of purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5b.1 Examination of data-informed research to improve instruction and student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5b.2 Use of data-informed research to improve instruction and student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5c. Use of a variety of data, independently to evaluate learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5c.2 Use of a variety of data, independently to adjust planning and continuously improve the effectiveness of the lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5c.3 Use of a variety of data in collaboration with colleagues, to evaluate learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5c.4 Use of a variety of data, in collaboration with colleagues, to adjust planning and continuously improve the effectiveness of the lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5d. Collaboration with the home, school and larger communities to foster communication and to support student learning and continuous improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5e.1 Engagement in reflective practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5e.2 Engagement in targeted professional growth opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5f. Implementation of knowledge and skills learned in professional development in the teaching and learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.09	=	
Effective		X	1.64	=	
Highly Effective	11	X	2.73	=	30.03
Category Raw Score					30.03

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-17	Effective 18-27	Highly Effective 28-30
Summative Scale Value				30

Instructional Evaluation System

STANDARD 7: STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Category Score 4

2025 - 2026 Portion of Standard 7 Maximum Score - 100

Category score (points earned) is to be calculated according to the criteria found in Part IV: Evaluation Criteria, Section C. Student Performance of the Baker County School District Instructional Personnel Evaluation System.

Category Score	Unsatisfactory 0 - 24	Needs Improvement/Developing 25 - 49	Effective 50 - 74	Highly Effective 75 - 100
Summative Scale Value for 2025-2026 only	1	2	3	4
Category Score			72%	

CALCULATION FOR THREE YEARS OF STUDENT DATA

Actual Rating	2023-2024			2024-2025			2025-2026			Combined Total		
Rating	1	2	3	1	2	3	1	2	3	1	2	3
			4			4			3			4
	$\frac{4 + 4 + 3}{3} = 3.67$											

Category Score	Unsatisfactory 0 - 24	Needs Improvement/Developing 25 - 49	Effective 50 - 74	Highly Effective 75 - 100
Three Year Data Average	1	2	3	4
Summative Point Value for Past Three Years	0	40	80	100

Instructional Evaluation System

Instructional Evaluation System

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

OVERALL RATING

	Page	Points Earned	Points Possible
STANDARD 1: INSTRUCTIONAL DESIGN AND LESSON PLANNING	2	30	35
STANDARD 2: THE LEARNING ENVIRONMENT	3	31	35
STANDARD 3: INSTRUCTIONAL DELIVERY AND FACILITATION	4	33	35
STANDARD 4: STUDENT LEARNING AND CONTINUOUS SCHOOL IMPROVEMENT	5	22	30
STANDARD 5: CONTINUOUS PROFESSIONAL IMPROVEMENT	6	30	30
STANDARD 6: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT	7	35	35
Subtotal for Standards 1-6		181	
STANDARD 7: STUDENT GROWTH AND ACHIEVEMENT	8	100	100

Overall Score 281

Unsatisfactory	Needs Improvement	Effective	Highly Effective
0-60	61 - 180	181 - 270	271 - 300

Instructional Evaluation System

The following example is required as part of this template submission. Ninth grade unsatisfactory teacher:

Instructional Evaluation System

Appendix B – Observation Instruments for Classroom Teachers

SCHOOL DISTRICT OF BAKER COUNTY 2025-2026
INSTRUCTIONAL EMPLOYEE

OBSERVATION AND DATA COLLECTION/ANALYSIS FORM

Name EOSUNG, RYAN Position 9th GRADE ELA School BAKER COUNTY HIGH SCHOOL

Final Overall Score 48 Final Overall Performance Indicator UNSATISFACTORY

Comments of the Evaluator _____

Comments of the Evaluatee _____

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

This evaluation has been discussed with me. Yes No

Will Ferrell 7/31/2025 Ryan Joshi 7/31/2025
Signature of Evaluator Date Signature of Evaluatee Date

Signature does not necessarily indicate agreement with this evaluation.

Evaluator Documentation (required for Performance Responsibilities rated as unsatisfactory or needs improvement/developing)

Instructional Evaluation System

STANDARD 1: INSTRUCTIONAL DESIGN AND LESSON PLANNING	Performance Values (Check One)			
	U	NI/D	E	HE
Performance Responsibilities				
1a.1 Aligns instruction with state-adopted standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1a.2 Consideration of varying aspects of rigor and complexity during instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b.1 Sequence of lessons and concepts to ensure coherence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b.2 Consideration of the required prior knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Design of the instruction for students to achieve mastery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Selection of appropriate formative assessments to monitor learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Use of diagnostic student data to plan lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. Development of learning experiences that require students to demonstrate a variety of applicable skills and competencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g. Classroom instruction provided to students 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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	2	X	0	=	0
Needs Improvement/Developing	7	X	1.56	=	10.92
Effective		X	2.33	=	
Highly Effective		X	3.89	=	
Category Raw Score					10.92

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-20	Effective 21-31	Highly Effective 32-35
Summative Scale Value	11			

Instructional Evaluation System

STANDARD 2: THE LEARNING ENVIRONMENT	Performance Values (Check One)			
	U	NI/D	E	HE
Performance Responsibilities				
2a.1 Organization, allocation, and the management of the resource of time (i.e. pacing)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a.2 Organization, allocation, and management of the resource of space (i.e. classroom layout)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a.3 Organization, allocation, and management of the resource of attention (i.e. circulation, questioning, & support)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b.1 Management of class behaviors through a well-planned management system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b.2 Management of individual student behaviors through a well-planned management system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Communication of high expectations to all students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Respect of students' cultural linguistic and family background	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e.1 Modeling of clear, acceptable oral communication skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e.2 Modeling of clear, acceptable written communication skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2f.1 Maintains a climate of openness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2f.2 Maintains a climate of inquiry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2f.3 Maintains a climate of fairness and support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2g. Integration of current information and communication technologies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2h.1 Adaptation of the learning environment to accommodate the differing needs and diversity of students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2h.2 Evidence of the learning environment is consistent with s. 1000.071, F.S.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2i. Utilization of current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2j. Creation of a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	13	X	0	=	0
Needs Improvement/Developing	4	X	0.82	=	3.28
Effective		X	1.24	=	
Highly Effective		X	2.06	=	
Category Raw Score					3.28

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-20	Effective 21-31	Highly Effective 32-35
Summative Scale Value	3			

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Instructional Evaluation System

STANDARD 3: INSTRUCTIONAL DELIVERY AND FACILITATION	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
3a.1 Delivery of engaging lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3a.2 Delivery of challenging lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b.1 Deepening and enrichment of students' understanding through content area literacy strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b.2 Deepening and enrichment of students' understanding through verbalization of thought	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b.3 Deepening and enrichment of students' understanding through verbalization of thought application of the subject matter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. Identification of gaps in students' subject matter knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d.1 Modification of instruction to respond to preconceptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d.2 Modification of instruction to respond to misconceptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e. Relation and integration of the subject matter with other disciplines and life experiences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3f. Questioning that promotes critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3g.1 Application of varied instructional strategies to provide comprehensible instruction, and to teach for student understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3g.2 Application of varied instructional resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3h.1 Differentiation of instruction based on an assessment of student learning needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3h.2 Differentiation of instruction based on recognition of individual differences in students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3i.1 Immediate feedback that is supported, encouraged, and provided to students to promote student achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3i.2 Specific feedback that is supported, encouraged, and provided to students to promote student achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3j.1 Utilization of student feedback to monitor instructional needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3j.2 Utilization of student feedback to adjust instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	9	X	0	=	0
Needs Improvement/Developing	8	X	0.78	=	6.24
Effective	1	X	1.17	=	1.17
Highly Effective		X	1.94	=	
Category Raw Score					7.41

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-20	Effective 21-31	Highly Effective 32-35
Summative Scale Value	7			

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Instructional Evaluation System

Instructional Evaluation System

STANDARD 4: STUDENT LEARNING AND CONTINUOUS SCHOOL IMPROVEMENT	Performance Values (Check)			
	U	N/D	E	HE
Performance Responsibilities				
4a.1 Application of data from multiple assessments and measures to diagnose student's learning needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4a.2 Application of data from multiple assessments and measures to inform instruction based on student needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b.1 Design and alignment of formative assessments that match learning objectives and lead to mastery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b.2 Design and alignment of summative assessments that match learning objectives and lead to mastery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c. Use of a variety of assessment tools to monitor student progress, achievement and learning gains	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d. Modification of assessments and testing conditions to accommodate learning styles and varying levels of knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e.1 Sharing of the importance and outcomes of student assessment data with the student	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e.2 Sharing of the importance and outcomes of student assessment data with the student's parent/caregiver(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f. Application of technology to organize and integrate assessment information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	2	X	0	=	0
Needs Improvement/Developing	7	X	1.22	=	8.54
Effective		X	2.22	=	
Highly Effective		X	3.33	=	
Category Raw Score 8.54					

Category Raw Score	Unsatisfactory 0-10	Needs Improvement/Developing 11-19	Effective 20-26	Highly Effective 27-30
Summative Scale Value	9			

Instructional Evaluation System

STANDARD 6: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT	Performance Values (Check)			
	U	N/D	E	HE
Performance Responsibilities				
6a. Adherence to guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6b. Adherence to the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6c. Adherence to the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory		X	0	=	
Needs Improvement/Developing	3	X	4.67	=	14.01
Effective		X	7.00	=	
Highly Effective		X	11.67	=	
Category Raw Score 14.01					

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-20	Effective 21-31	Highly Effective 32-35
Summative Scale Value		14		

Instructional Evaluation System

STANDARD 5: CONTINUOUS PROFESSIONAL IMPROVEMENT	Performance Values (Check)			
	U	N/D	E	HE
Performance Responsibilities				
5a. Design of purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b.1 Examination of data-informed research to improve instruction and student achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b.2 Use of data-informed research to improve instruction and student achievement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c. Use of a variety of data, independently to evaluate learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c.2 Use of a variety of data, independently to adjust planning and continuously improve the effectiveness of the lessons	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c.3 Use of a variety of data in collaboration with colleagues, to evaluate learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c.4 Use of a variety of data, in collaboration with colleagues, to adjust planning and continuously improve the effectiveness of the lessons	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5d. Collaboration with the home, school and larger communities to foster communication and to support student learning and continuous improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5e.1 Engagement in reflective practices	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5e.2 Engagement in targeted professional growth opportunities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5f. Implementation of knowledge and skills learned in professional development in the teaching and learning process	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	7	X	0	=	0
Needs Improvement/Developing	4	X	1.09	=	4.36
Effective		X	1.64	=	
Highly Effective		X	2.73	=	
Category Raw Score 4.36					

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-17	Effective 18-27	Highly Effective 28-30
Summative Scale Value	4			

Instructional Evaluation System

STANDARD 7: STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)			
	U	N/D	E	HE
Performance Responsibilities				
Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category Score

2025 - 2026 Portion of Standard 7

Maximum Score - 100

Category score (points earned) is to be calculated according to the criteria found in Part IV: Evaluation Criteria, Section C. Student Performance of the Baker County School District Instructional Personnel Evaluation System.

Category Score	Unsatisfactory 0 - 24	Needs Improvement/Developing 25 - 49	Effective 50 - 74	Highly Effective 75 - 100
Summative Scale Value for 2025-2026 only	1	2	3	4
Category Score	22%			

CALCULATION FOR THREE YEARS OF STUDENT DATA

Actual Rating	2023-2024	2024-2025	2025-2026	Combined Total
Rating	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	2	1	1	4
	$\frac{2 + 1 + 1}{3} = 1.3$			

Category Score	Unsatisfactory 0 - 24	Needs Improvement/Developing 25 - 49	Effective 50 - 74	Highly Effective 75 - 100
Three Year Data Average	1	2	3	4
Summative Point Value for Past Three Years	0	40	80	100

Instructional Evaluation System

Instructional Evaluation System

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

OVERALL RATING

	Page	Points Earned	Points Possible
STANDARD 1: INSTRUCTIONAL DESIGN AND LESSON PLANNING	2	11	35
STANDARD 2: THE LEARNING ENVIRONMENT	3	3	35
STANDARD 3: INSTRUCTIONAL DELIVERY AND FACILITATION	4	7	35
STANDARD 4: STUDENT LEARNING AND CONTINUOUS SCHOOL IMPROVEMENT	5	9	30
STANDARD 5: CONTINUOUS PROFESSIONAL IMPROVEMENT	6	4	30
STANDARD 6: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT	7	14	35
Subtotal for Standards 1-6		48	
STANDARD 7: STUDENT GROWTH AND ACHIEVEMENT	8	0	100

Overall Score 48

Unsatisfactory	Needs Improvement	Effective	Highly Effective
0-60	61 - 180	181 - 270	271 – 300

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

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;	3a. 1, 3a. 2
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3b. 1, 3b., 2, 3b. 3
c. Identify gaps in students' subject matter knowledge;	3c.
d. Modify instruction to respond to preconceptions or misconceptions;	3d. 1, 3d. 2
e. Relate and integrate the subject matter with other disciplines and life experiences;	3e.
f. Employ questioning that promotes critical thinking;	3f.
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3g. 1, 3g. 2
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	3h. 1, 3h. 2
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	3i. 1, 3i. 2
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3j. 1, 3j. 2
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;	4a. 1, 4a. 2
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	4b. 1, 4b. 2
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	4c.
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	4d.
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	4e. 1, 4e. 2
f. Applies technology to organize and integrate assessment information.	4f.
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;	5a.
b. Examines and uses data-informed research to improve instruction and student achievement;	5b. 1, 5b. 2
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;	5c. 1, 5c. 2, 5c. 3, 5c. 4
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	5d.
e. Engages in targeted professional growth opportunities and reflective practices; and,	5e. 1, 5e. 2
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	5f.

Instructional Evaluation System

6. Professional Responsibility and Ethical Conduct

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

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

Appendix B – Observation Instruments for Classroom Teachers

SCHOOL DISTRICT OF BAKER COUNTY

2025-2026

INSTRUCTIONAL EMPLOYEE

OBSERVATION AND DATA COLLECTION/ANALYSIS FORM

Name _____ Position _____ School _____

Final Overall Score _____ Final Overall Performance Indicator _____

Comments of the Evaluator _____

Comments of the Evaluatee _____

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

Yes No

This evaluation has been discussed with me. Yes No

Signature of Evaluator

Date

Signature of Evaluatee

Date

Signature does not necessarily indicate agreement with this evaluation.

Evaluator Documentation (required for Performance Responsibilities rated as unsatisfactory or needs improvement/developing)

Instructional Evaluation System

STANDARD 1: INSTRUCTIONAL DESIGN AND LESSON PLANNING	Performance Values (Check One)			
Performance Responsibilities	U	NI/D	E	HE
1a.1 Aligns instruction with state-adopted standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1a.2 Consideration of varying aspects of rigor and complexity during instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b.1 Sequence of lessons and concepts to ensure coherence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b.2 Consideration of the required prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Design of the instruction for students to achieve mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Selection of appropriate formative assessments to monitor learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Use of diagnostic student data to plan lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. Development of learning experiences that require students to demonstrate a variety of applicable skills and competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g. Classroom instruction provided to students 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	<input checked="" type="checkbox"/>	0	=	
Needs Improvement/Developing	<input checked="" type="checkbox"/>	1.56	=	
Effective	<input checked="" type="checkbox"/>	2.33	=	
Highly Effective	<input checked="" type="checkbox"/>	3.89	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-20	Effective 21-31	Highly Effective 32-35
Summative Scale Value				

Instructional Evaluation System

STANDARD 2: THE LEARNING ENVIRONMENT	Performance Values (Check One)			
Performance Responsibilities	U	NI/D	E	HE
2a.1 Organization, allocation, and the management of the resource of time (i.e. pacing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a.2 Organization, allocation, and management of the resource of space (i.e. classroom layout)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a.3 Organization, allocation, and management of the resource of attention (i.e. circulation, questioning, & support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b.1 Management of class behaviors through a well-planned management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b.2 Management of individual student behaviors through a well-planned management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Communication of high expectations to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Respect of students' cultural linguistic and family background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e.1 Modeling of clear, acceptable oral communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e.2 Modeling of clear, acceptable written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2f.1 Maintains a climate of openness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2f.2 Maintains a climate of inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2f.3 Maintains a climate of fairness and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2g. Integration of current information and communication technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2h.1 Adaptation of the learning environment to accommodate the differing needs and diversity of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2h.2 Evidence of the learning environment is consistent with s. 1000.071, F.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2i. Utilization of current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2j. Creation of a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	0.82	=	
Effective	X	1.24	=	
Highly Effective	X	2.06	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-20	Effective 21-31	Highly Effective 32-35
Summative Scale Value				

Instructional Evaluation System

STANDARD 3: INSTRUCTIONAL DELIVERY AND FACILITATION	Performance Values (Check)			
Performance Responsibilities	U	NI/D	E	HE
3a.1 Delivery of engaging lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3a.2 Delivery of challenging lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b.1 Deepening and enrichment of students' understanding through content area literacy strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b.2 Deepening and enrichment of students' understanding through verbalization of thought	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b.3 Deepening and enrichment of students' understanding through verbalization of thought application of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. Identification of gaps in students' subject matter knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d.1 Modification of instruction to respond to preconceptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d.2 Modification of instruction to respond to misconceptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e. Relation and integration of the subject matter with other disciplines and life experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3f. Questioning that promotes critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3g.1 Application of varied instructional strategies to provide comprehensible instruction, and to teach for student understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3g.2 Application of varied instructional resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3h.1 Differentiation of instruction based on an assessment of student learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3h.2 Differentiation of instruction based on recognition of individual differences in students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3i.1 Immediate feedback that is supported, encouraged, and provided to students to promote student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3i.2 Specific feedback that is supported, encouraged, and provided to students to promote student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3j.1 Utilization of student feedback to monitor instructional needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3j.2 Utilization of student feedback to adjust instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	0.78	=	
Effective		X	1.17	=	
Highly Effective		X	1.94	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-20	Effective 21-31	Highly Effective 32-35
Summative Scale Value				

Instructional Evaluation System

STANDARD 4: STUDENT LEARNING AND CONTINUOUS SCHOOL IMPROVEMENT	Performance Values (Check)			
Performance Responsibilities	U	NI/D	E	HE
4a.1 Application of data from multiple assessments and measures to diagnose student's learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4a.2 Application of data from multiple assessments and measures to inform instruction based on student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b.1 Design and alignment of formative assessments that match learning objectives and lead to mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b.2 Design and alignment of summative assessments that match learning objectives and lead to mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c. Use of a variety of assessment tools to monitor student progress, achievement and learning gains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d. Modification of assessments and testing conditions to accommodate learning styles and varying levels of knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e.1 Sharing of the importance and outcomes of student assessment data with the student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e.2 Sharing of the importance and outcomes of student assessment data with the student's parent/caregiver(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f. Application of technology to organize and integrate assessment information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	<input type="checkbox"/>	X	0	=	
Needs Improvement/Developing	<input type="checkbox"/>	X	1.22	=	
Effective	<input type="checkbox"/>	X	2.22	=	
Highly Effective	<input type="checkbox"/>	X	3.33	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-10	Needs Improvement/Developing 11-19	Effective 20-26	Highly Effective 27-30
Summative Scale Value				

Instructional Evaluation System

STANDARD 5: CONTINUOUS PROFESSIONAL IMPROVEMENT	Performance Values (Check)			
Performance Responsibilities	U	NI/D	E	HE
5a. Design of purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b.1 Examination of data-informed research to improve instruction and student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b.2 Use of data-informed research to improve instruction and student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c. Use of a variety of data, independently to evaluate learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c.2 Use of a variety of data, independently to adjust planning and continuously improve the effectiveness of the lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c.3 Use of a variety of data in collaboration with colleagues, to evaluate learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c.4 Use of a variety of data, in collaboration with colleagues, to adjust planning and continuously improve the effectiveness of the lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5d. Collaboration with the home, school and larger communities to foster communication and to support student learning and continuous improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5e.1 Engagement in reflective practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5e.2 Engagement in targeted professional growth opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5f. Implementation of knowledge and skills learned in professional development in the teaching and learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	<input type="checkbox"/>	X	0	=	
Needs Improvement/Developing	<input type="checkbox"/>	X	1.09	=	
Effective	<input type="checkbox"/>	X	1.64	=	
Highly Effective	<input type="checkbox"/>	X	2.73	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-17	Effective 18-27	Highly Effective 28-30
Summative Scale Value				

Instructional Evaluation System

STANDARD 6: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT	Performance Values (Check)			
Performance Responsibilities	U	NI/D	E	HE
6a. Adherence to guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6b. Adherence to the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6c. Adherence to the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	<input checked="" type="checkbox"/>	0	=	
Needs Improvement/Developing	<input checked="" type="checkbox"/>	4.67	=	
Effective	<input checked="" type="checkbox"/>	7.00	=	
Highly Effective	<input checked="" type="checkbox"/>	11.67	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-20	Effective 21-31	Highly Effective 32-35
Summative Scale Value				

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

The following pages provide the evaluation instruments of non-classroom instructional personnel job assignments that are not observed using the Observation and Data Collection/Analysis Form found in Appendix B.

Instructional Evaluation System

SCHOOL DISTRICT OF BAKER COUNTY

2025-2026

SCHOOL COUNSELOR

OBSERVATION AND DATA COLLECTION/ANALYSIS FORM

Name _____ Position _____ School _____

Final Overall Score _____ Final Overall Performance Indicator _____

Comments of the Evaluator _____

Comments of the Evaluatee _____

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

Yes No

This evaluation has been discussed with me. Yes No

Signature of Evaluator Date Signature of Evaluatee Date

Signature does not necessarily indicate agreement with this evaluation.

Evaluator Documentation (required for Performance Responsibilities rated as unsatisfactory or needs improvement/developing)

Empty box for Evaluator Documentation

Instructional Evaluation System

PLANNING/PREPARATION	Performance Values (Check One)			
Performance Responsibilities	U	NI/D	E	HE
1. Develop guidance programs based on developmental needs of students, needs assessments, and school and district priorities. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard h.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Establish short- and long-range plans based on student needs, as well as school, District, and state priorities. The following FEAP standard(s) should be referenced when assessing this item: Practice 1, Standard a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Prioritize and establish an implementation schedule for counseling and student service programs. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Review, evaluate, and select a variety of materials to support a well-balanced counseling program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	2.75	=	
Effective	X	5.5	=	
Highly Effective	X	6.75	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-10	Needs Improvement/Developing 11-15	Effective 16-22	Highly Effective 23-27
Summative Scale Value				

Instructional Evaluation System

CLASSROOM MANAGEMENT	Performance Values (Check One)			
Performance Responsibilities	U	NI/D	E	HE
5. Establish a positive and supportive environment for an effective counseling program. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Arrange the physical environment to facilitate counseling and consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Display materials and information usefully and attractively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Follow established procedures for appropriate intervention in accordance with school, District, and state laws, rules, and policies. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard h.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ensure security of student records and testing materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Manage time effectively. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Use technology resources effectively to access and manage records and data. The following FEAP standard(s) should be referenced when assessing this item: Practice 4, Standard a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Contribute to the effective operation of the school including participation in school-wide events, committees, and supervisory responsibilities to assure student safety. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	<input checked="" type="checkbox"/>	0	=	
Needs Improvement/Developing	<input checked="" type="checkbox"/>	1.38	=	
Effective	<input checked="" type="checkbox"/>	2.75	=	
Highly Effective	<input checked="" type="checkbox"/>	3.38	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-10	Needs Improvement/Developing 11-15	Effective 16-22	Highly Effective 23-27
Summative Scale Value				

Instructional Evaluation System

ASSESSMENT/EVALUATION	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
13. Demonstrate knowledge of theories, techniques, and instruments used for assessment. The following FEAP standard(s) should be referenced when assessing this item: Practice 4, Standard a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Administer tests and interpret and communicate results. The following FEAP standard(s) should be referenced when assessing this item: Practice 4, Standard c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Assist administrators, teachers, students, and parents in understanding various test data. The following FEAP standard(s) should be referenced when assessing this item: Practice 4, Standard e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Explain nature and purpose of assessment in an understandable manner, including its uses and limitations, and provide feedback to appropriate individuals. The following FEAP standard(s) should be referenced when assessing this item: Practice 4, Standard e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Exercise confidentiality in the sharing of test results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Use relevant assessment data to make recommendations to students, parents, teachers, and other professionals. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Evaluate counseling program objectives, including using feedback from students, parents, and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	1.29	=	
Effective	X	2.71	=	
Highly Effective	X	3.43	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-8	Needs Improvement/Developing 9-14	Effective 15-19	Highly Effective 20-24
Summative Scale Value				
ASSESSMENT/EVALUATION				

Instructional Evaluation System

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
20. Demonstrate respect for students' linguistic and family backgrounds. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Accept and value all students. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Assist students in setting goals and assuming responsibility. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Implement, coordinate, and monitor school wide counseling services and activities. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Demonstrate knowledge and understanding of guidance and counseling principles, programs, and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Provide personal/social growth counseling (individual and group) concerning academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict resolution, goal setting, and effective coping skills necessary to refuse participation in substance abuse and physical violence. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard j.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Recognize, appreciate, and serve the needs of individuals and families. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Assist students in dealing with family, interpersonal, and educational issues. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions. The following FEAP standard(s) should be referenced when assessing this item: Practice 6, Standard a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Provide crisis intervention services, including follow-up services as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Develop transitional services by orienting new students and their parents and assisting students moving from grade to grade or school to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Provide interventions for at-risk students and those with special learning and behavioral needs. The following FEAP standard(s) should be referenced when assessing this item: Practice 3, Standard h.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Provide students with programs for career awareness and development of work/study skills. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Evaluation System

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)			
Performance Responsibilities	U	NI/D	E	HE
33. Develop with each student (at the secondary level) a comprehensive educational/career plan which targets high school completion, exploration and requirements of post-secondary opportunities, criteria for scholarships, and financial aid information. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	1	=	
Effective	X	2.14	=	
Highly Effective	X	2.71	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-22	Effective 23-30	Highly Effective 31-38
Summative Scale Value				

Instructional Evaluation System

TECHNOLOGY	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
34. Use technology resources effectively. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Use technology to establish an atmosphere of active learning. The following FEAP standard(s) should be referenced when assessing this item: Practice 3, Standard g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Provide students with opportunities to use technology to gather and share information. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Facilitate student access to the use of electronic resources. The following FEAP standard(s) should be referenced when assessing this item: Practice 3, Standard g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Use technology to review student assessment data. The following FEAP standard(s) should be referenced when assessing this item: Practice 4, Standard f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	1.57	=	
Effective	X	3.14	=	
Highly Effective	X	3.86	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-10	Needs Improvement/Developing 11-15	Effective 16-22	Highly Effective 23-27
Summative Scale Value				

Instructional Evaluation System

COLLABORATION	Performance Values (Check)			
Performance Responsibilities	U	NI/D	E	HE
41. Participate in multidisciplinary conferences concerning individual cases of special need, including academic and economic needs. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Inform teachers and parents of special services available for students. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Establish an effective working relationship with outside services and make appropriate referrals for psychological, social work, health, or community services. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Communicate goals and services of the counseling programs to school administration, staff, students, and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Consult with students, parents, teachers and other school staff to assist in meeting needs of students. The following FEAP standard(s) should be referenced when assessing this item: Practice 6, Standard b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Work effectively with parents. The following FEAP standard(s) should be referenced when assessing this item: Practice 6, Standard b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Provide parents and teachers with suggested strategies to work effectively with their student. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Serve as an advocate for students. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Work with faculty, staff, and family regarding student attitude, attendance, progress, and performance. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	0.8	=	
Effective	X	1.6	=	
Highly Effective	X	1.9	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-12	Effective 13-16	Highly Effective 17-19
Summative Scale Value				

Instructional Evaluation System

PROFESSIONAL LEARNING	Performance Values (Check)			
Performance Responsibilities	U	NI/D	E	HE
51. Provide information and/or inservice to teachers, administrators, and other school staff. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Keep abreast of current trends in counseling and guidance. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Engage in continuing improvement of professional knowledge and skills. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Conduct a personal assessment periodically to determine professional development needs. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Participate in school data collection of input on principal's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	1.6	=	
Effective	X	3.2	=	
Highly Effective	X	3.8	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-12	Effective 13-16	Highly Effective 17-19
Summative Scale Value				

Instructional Evaluation System

PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
56. Maintain professional and ethical standards as outlined by the American School Counselor Association and The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida. The following FEAP standard(s) should be referenced when assessing this item: Practice 6, Standard c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Keep abreast of student/school legal issues and follow established procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Perform assigned duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Demonstrate attention to punctuality, attendance, records, and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Comply with policies, procedures, and programs. The following FEAP standard(s) should be referenced when assessing this item: Practice 6, Standards a, b, and c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Exercise appropriate professional judgment. The following FEAP standard(s) should be referenced when assessing this item: Practice 6, Standard a., Practice 6, Standard b., and Practice 6, Standard c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Support school improvement initiatives by active participation in school activities, services, and programs. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Perform other incidental tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	1	=	
Effective	X	2	=	
Highly Effective	X	2.375	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-12	Effective 13-16	Highly Effective 17-19
Summative Scale Value				

Instructional Evaluation System

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

Category Score	
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2025-2026 Portion of Category 9

Maximum Score - 100

Category score (points earned) is to be calculated according to the criteria found in **Part IV: Evaluation Criteria, Section C. Student Performance** of the Baker County School District Instructional Personnel Evaluation System.

Performance of Students	Points Earned
100%	60 points
90%	54 points
80%	48 points
70%	42 points
60%	36 points
50%	30 points
40%	24 points
30%	18 points
20%	12 points
10%	6 points

Unsatisfactory - 0-14 Needs Improvement/Developing - 15-29 Effective – 30-44 Highly Effective – 45-60

- **Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.**

Unsatisfactory – 0-9 Needs Improvement/Developing – 10-19 Effective – 20-29 Highly Effective – 30-40

Category Score				
Student Growth (Max. 60pts.)				
Other Academic Student Outcomes (Max. 40pts.)				
Student Growth/Student Outcomes Total				
Category Score	Unsatisfactory 0 - 24	Needs Improvement/Developing 25 - 49	Effective 50 - 74	Highly Effective 75 - 100
Summative Scale Value for 2025-2026 only	1	2	3	4

Instructional Evaluation System

CALCULATION FOR THREE YEARS OF STUDENT DATA

Actual Rating	2023-2024				2024-2025				2025-2026				Combined Total			
Rating	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	$\frac{\quad + \quad + \quad}{3} =$															

Category Score	Unsatisfactory 0 - 24	Needs Improvement/Developing 25 - 49	Effective 50 - 74	Highly Effective 75 - 100
Three Year Data Average	1	2	3	4
Summative Point Value for Past Three Years	0	40	80	100

OVERALL RATING

	Points Earned
Planning/Preparation (Page 2)	
Classroom Management (Page 3)	
Assessment Evaluation (Page 4)	
Student Instructional Engagement (Page 5)	
Technology (Page 6)	
Collaboration (Page 7)	
Professional Learning (Page 8)	
Professional Responsibilities (Page 9)	
Subtotal for Domains 1-8	
Student Growth and Achievement (Page 10)	

Overall Score _____

Unsatisfactory	Needs Improvement	Effective	Highly Effective
0-60	61 - 180	181 - 270	271 – 300

Instructional Evaluation System

SCHOOL DISTRICT OF BAKER COUNTY

2025-2026

MEDIA SPECIALIST

OBSERVATION AND DATA COLLECTION/ANALYSIS FORM

Name _____ Position _____ School _____

Final Overall Score _____ Final Overall Performance Indicator _____

Comments of the Evaluator _____

Comments of the Evaluatee _____

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

This evaluation has been discussed with me. Yes No

Signature of Evaluator Date Signature of Evaluatee Date

Signature does not necessarily indicate agreement with this evaluation.

Evaluator Documentation (required for Performance Responsibilities rated as unsatisfactory or needs improvement/developing)

Instructional Evaluation System

PLANNING/PREPARATION	Performance Values (Check One)			
Performance Responsibilities	U	NI/D	E	HE
1. Identify, select, or develop short- and long-range goals and objectives for the media program based on student, faculty, and curriculum needs. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Select library and other instructional support materials to enhance learning consistent with the needs of students, learning styles, and special needs. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use local, regional, state and national guidelines in planning for media collections and services. The following FEAP standard(s) should be referenced when assessing this item: Practice 1, Standard g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Plan for the acquisition of materials and equipment which support the School Improvement Plan goals and which are necessary to support the media needs of students and staff. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Coordinate student use of library media center during the school day with school policy and procedure. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Participate in overall school curriculum planning and development. The following FEAP standard(s) should be referenced when assessing this item: Practice 1, Standard f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	<input type="checkbox"/>	X	0	=	
Needs Improvement/Developing	<input type="checkbox"/>	X	1.83	=	
Effective	<input type="checkbox"/>	X	3.67	=	
Highly Effective	<input type="checkbox"/>	X	4.5	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-10	Needs Improvement/Developing 11-15	Effective 16-22	Highly Effective 23-27
Summative Scale Value				

Instructional Evaluation System

CLASSROOM MANAGEMENT	Performance Values (Check One)			
Performance Responsibilities	U	NI/D	E	HE
7. Develop schedules and organize resources to allow easy access to information and services. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Create an inviting, attractive, safe atmosphere conducive to learning. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provide an atmosphere conducive to individual inquiry, research, study, and relaxation. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Establish and publicize standards for acceptable student behavior. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Develop a system of records which will provide an appropriate database for evaluating the use and distribution of the media collection and supporting materials. The following FEAP standard(s) should be referenced when assessing this item: Practice 4, Standard a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Provide instruction on safety procedures and proper handling of materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Manage student conduct in a positive manner. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Promote student responsibility, appropriate social behavior, integrity, and respect for self and others by role modeling and learning activities. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Arrange the physical environment to facilitate access to resources and learning activities. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Develop and implement policies and procedures necessary for the efficient and effective operation of the media center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Administer media center budget based on program goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Maintain complete and accurate records as required by law, District policy, and administrative regulations. The following FEAP standard(s) should be referenced when assessing this item: Practice 6, Standard c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Coordinate the selection and acquisition process for media resources and equipment. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Use accepted criteria and procedures for acquiring, retaining, and deleting materials in the media center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Provide for the use, maintenance, repair, and inventory of all media center materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Evaluation System

CLASSROOM MANAGEMENT	Performance Values (Check One)			
Performance Responsibilities	U	NI/D	E	HE
22. Provide for use of current technologies. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Ensure accessibility to resources. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASSROOM MANAGEMENT	(CONTINUED)			

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	0.65	=	
Effective	X	1.29	=	
Highly Effective	X	1.59	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-10	Needs Improvement/Developing 11-15	Effective 16-22	Highly Effective 23-27
Summative Scale Value				

Instructional Evaluation System

ASSESSMENT/EVALUATION	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
24. Identify and apply criteria appropriate for evaluating materials and equipment for varying student populations and needs. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard h.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Evaluate the efficiency and effectiveness of the media program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Use evaluation results to improve media services. The following FEAP standard(s) should be referenced when assessing this item: Practice 4, Standard a.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Assist with responsibilities for school testing program by proctoring and scheduling space and by handling all test materials in a confidential and secure manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Solicit ongoing feedback from members of the school staff regarding the availability, use, and impact of media materials. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	1.8	=	
Effective	X	3.8	=	
Highly Effective	X	4.8	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-8	Needs Improvement/Developing 9-14	Effective 15-19	Highly Effective 20-24
Summative Scale Value				

Instructional Evaluation System

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
29. Foster mutual respect between students and adults. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Accept and value all students. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Communicate with students in a positive manner. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Instruct, assign, and supervise support staff and volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Encourage the use of on-line reference tools, the Internet, and computer sources. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Develop an effective public relations program to promote media resources and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Comply with copyright laws and inform faculty and students of the laws and their application to educational institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Teach library media skills in collaboration with teachers to support classroom instruction. The following FEAP standard(s) should be referenced when assessing this item: Practice 1, Standard f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Use a variety of instructional strategies to address different learning styles and ability levels of students. The following FEAP standard(s) should be referenced when assessing this item: Practice 3, Standard g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Use a variety of instructional strategies appropriate for teaching students with special needs. The following FEAP standard(s) should be referenced when assessing this item: Practice 3, Standard g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Provide instruction in use of resources, services, and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Assist students and staff in the use and production of media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Provide reference assistance for students and faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Assist students and faculty in identifying, locating, and interpreting information and resources housed in the media center and outside the physical boundaries of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Demonstrate knowledge and understanding of a broad curriculum base.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Apply principles of learning and effective teaching in instructional delivery. The following FEAP standard(s) should be referenced when assessing this item: Practice 3, Standards a and b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities. The following FEAP standard(s) should be referenced when assessing this item: Practice 3, Standard b.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Evaluation System

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)			
Performance Responsibilities	U	NI/D	E	HE
46. Use appropriate materials, technology, and resources to help meet learning needs of all students. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	0.74	=	
Effective	X	1.58	=	
Highly Effective	X	2	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-13	Needs Improvement/Developing 14-28	Effective 23-30	Highly Effective 31-38
Summative Scale Value				

Instructional Evaluation System

TECHNOLOGY	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
48. Use technology resources effectively. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Use appropriate technology in instructional delivery. The following FEAP standard(s) should be referenced when assessing this item: Practice 3, Standard g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Use technology to establish an atmosphere of active learning. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Provide students with opportunities to use technology to gather and share information with others. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard i.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Facilitate student access to the use of electronic resources. The following FEAP standard(s) should be referenced when assessing this item: Practice 2, Standard g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Use technology to review student assessment data. The following FEAP standard(s) should be referenced when assessing this item: Practice 4, Standard f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Assist classroom teachers with the effective use of technology. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	1.22	=	
Effective	X	2.44	=	
Highly Effective	X	3	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-10	Needs Improvement/Developing 11-15	Effective 16-22	Highly Effective 23-27
Summative Scale Value				

Instructional Evaluation System

COLLABORATION	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
57. Plan with teachers and instructional leaders to develop curriculum and integrate media/information skills into the school program. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Participate in grade level, team, or department meetings as needed. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Collaborate with teachers to support instructional goals and objectives. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Assist teachers in selecting the best medium for instructional activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Work with other faculty to identify creative uses of resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Maintain contact with other library, education, and information agencies. Collaborate with teachers to support instructional goals and objectives. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement. Collaborate with teachers to support instructional goals and objectives. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	1.14	=	
Effective	X	2.29	=	
Highly Effective	X	2.71	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-12	Effective 13-16	Highly Effective 17-19
Summative Scale Value				

Instructional Evaluation System

PROFESSIONAL LEARNING	Performance Values (Check)			
	U	NI/D	E	HE
Performance Responsibilities				
64. Encourage and train faculty to incorporate library media resources into curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Keep abreast of standards, guidelines, emerging practices, and innovations in library media programs and practices. Collaborate with teachers to support instructional goals and objectives. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Develop, maintain, and promote a collection of current professional resources for administrators and teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Provide faculty training on the use of media resources and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Inform faculty and administration about policies and procedures for handling challenges to instructional and library materials. Collaborate with teachers to support instructional goals and objectives. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard f.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Update professional skills and knowledge and keep abreast of recent developments in education, technology, and media. Collaborate with teachers to support instructional goals and objectives. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Conduct a personal assessment periodically to determine professional growth needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Participate in school data collection of input on principal's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	<input checked="" type="checkbox"/>	0	=	
Needs Improvement/Developing	<input checked="" type="checkbox"/>	1	=	
Effective	<input checked="" type="checkbox"/>	2	=	
Highly Effective	<input checked="" type="checkbox"/>	2.38	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-12	Effective 13-16	Highly Effective 17-19
Summative Scale Value				

Instructional Evaluation System

PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)			
Performance Responsibilities	U	NI/D	E	HE
72. Perform and fulfill professional responsibilities. Collaborate with teachers to support instructional goals and objectives. The following FEAP standard(s) should be referenced when assessing this item: Practice 6, Standards a, b, and c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Demonstrate attention to punctuality, attendance, records, and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. Perform assigned duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. Maintain confidentiality of student and other professional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. Exercise appropriate professional judgment. The following FEAP standard(s) should be referenced when assessing this item: Practice 6, Standard a., Practice 6, Standard b., and Practice 6, Standard c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida. Collaborate with teachers to support instructional goals and objectives. The following FEAP standard(s) should be referenced when assessing this item: Practice 6, Standard c.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. Support and participate in school improvement initiatives, services, and programs. Collaborate with teachers to support instructional goals and objectives. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. Contribute to the overall mission of the school by supporting various school committees, programs, and services such as PTO/PTA, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation. Collaborate with teachers to support instructional goals and objectives. The following FEAP standard(s) should be referenced when assessing this item: Practice 5, Standard d.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. Perform other incidental tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory	X	0	=	
Needs Improvement/Developing	X	0.89	=	
Effective	X	1.78	=	
Highly Effective	X	2.11	=	
Category Raw Score				

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-12	Effective 13-16	Highly Effective 17-19
Summative Scale Value				

Instructional Evaluation System

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

2025-2026 Portion of Category 9 **Maximum Score - 100**

Category score (points earned) is to be calculated according to the criteria found in **Part IV: Evaluation Criteria, Section C. Student Performance** of the Baker County School District Instructional Personnel Evaluation System.

Points earned are as follows:

Performance of Students	Points Earned
100%	60 points
90%	54 points
80%	48 points
70%	42 points
60%	36 points
50%	30 points
40%	24 points
30%	18 points
20%	12 points
10%	6 points

Unsatisfactory - 0-14
 Needs Improvement/Developing - 15-29
 Effective – 30-44
 Highly Effective – 45-60

Up to 40 points may be earned for documented contacts with parents that result in specific student improvement; increase in circulation of age appropriate materials; increase in number of library media skills classes taught; increase in active participation in the development of instructional units; increase in use of technology by students and teachers; and use of school improvement goals as a factor in determining media needs.

Unsatisfactory – 0-9
 Needs Improvement/Developing – 10-19
 Effective – 20-29
 Highly Effective – 30-40

Category Score				
Student Growth (Max. 60pts.)				
Other Academic Student Outcomes (Max. 40pts.)				
Student Growth/Student Outcomes Total				
Category Score	Unsatisfactory 0 - 24	Needs Improvement/Developing 25 - 49	Effective 50 - 74	Highly Effective 75 - 100
Summative Scale Value for 2025-2026	1	2	3	4

Instructional Evaluation System

CALCULATION FOR THREE YEARS OF STUDENT DATA

Actual Rating	2023-2024				2024-2025				2025-2026				Combined Total			
Rating	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	$\frac{\quad + \quad + \quad}{3} =$															

Category Score	Unsatisfactory 0 - 24	Needs Improvement/Developing 25 - 49	Effective 50 - 74	Highly Effective 75 - 100
Three Year Data Average	1	2	3	4
Summative Point Value for Past Three Years	0	40	80	100

OVERALL RATING

	Points Earned
Planning/Preparation (Page 2)	
Classroom Management (Page 3)	
Assessment Evaluation (Page 4)	
Student Instructional Engagement (Page 5)	
Technology (Page 7)	
Collaboration (Page 8)	
Professional Learning (Page 9)	
Professional Responsibilities (Page 10)	
Subtotal for Domains 1-8	
Student Growth and Achievement (Page 11)	

Overall Score _____

Unsatisfactory	Needs Improvement	Effective	Highly Effective
0-60	61 - 180	181 - 270	271 – 300

Instructional Evaluation System

Appendix D – Student Performance Measures

Teaching Assignment	Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Percentage associate with Final Summative
1.	INSTRUCTIONAL EMPLOYEE (KINDERGARTEN)	<p>Category score (points earned) is commensurate to the average of the three following student growth and achievement criteria:</p> <p>(A) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Early Literacy Assessment or making learning gains (defined as maintaining or improving the percentile rank on the FAST STAR Early Literacy Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(B) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Math Assessment or making learning gains (defined as maintaining or improving the percentile rank for the FAST STAR Math Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(C) The Fourth Nine Weeks Kindergarten Skills Checklists’ average score for the students the teacher serves</p>	33 ¹ / ₃ %
2.	INSTRUCTIONAL COACH EMPLOYEE (KINDERGARTEN) SCHOOL-WIDE INSTRUCTIONAL EMPLOYEE (KINDERGARTEN)	<p>Up to 60 points (60% of category score) may be earned for the average of the three following student growth and achievement criteria:</p> <p>(A) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Early Literacy Assessment or making learning gains (defined as maintaining or improving the percentile rank on the FAST STAR Early Literacy Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(B) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Math Assessment or making learning gains (defined as maintaining or improving the percentile rank for the FAST STAR Math Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(C) The school-wide Fourth Nine Weeks Kindergarten Skills Checklists’ average score.</p> <p>Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.</p>	33 ¹ / ₃ %
3.	GUIDANCE COUNSELOR* (KINDERGARTEN)	<p>Up to 60 points (60% of category score) may be earned for the average of the three following student growth and achievement criteria:</p> <p>(A) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Early Literacy Assessment or making learning gains (defined as maintaining or improving the percentile rank on the FAST STAR Early Literacy Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(B) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Math Assessment or making learning gains (defined as maintaining or improving the percentile rank for the FAST STAR Math Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(C) The school-wide Fourth Nine Weeks Kindergarten Skills Checklists’ average score.</p> <p>Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.</p>	33 ¹ / ₃ %

Instructional Evaluation System

4.	MEDIA SPECIALIST** (KINDERGARTEN)	<p>Up to 60 points (60% of category score) may be earned for the average of the three following student growth and achievement criteria:</p> <p>(A) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Early Literacy Assessment or making learning gains (defined as maintaining or improving the percentile rank on the FAST STAR Early Literacy Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(B) Percent of students scoring a Level 3 or higher on the PM3 FAST STAR Math Assessment or making learning gains (defined as maintaining or improving the percentile rank for the FAST STAR Math Assessment from the first administration to the last administration of the assessment for the current school year)</p> <p>(C) The school-wide Fourth Nine Weeks Kindergarten Skills Checklists' average score.</p> <p>Up to 40 points (40% category score) may be earned for documented contacts with parents that result in specific student improvement; increase in circulation of age appropriate materials; increase in number of library media skills classes taught; increase in active participation in the development of instructional units; increase in use of technology by students and teachers; and use of school improvement goals as a factor in determining media needs.</p>	33 ¹ / ₃ %
5.	INSTRUCTIONAL EMPLOYEE (Grades 1 and 2)	<p>Category score (points earned) is commensurate to the average of the two following student growth and achievement criteria:</p> <p>(A) The percent of students scoring proficient (defined as scoring a level 3 or higher on the PM3 administration of the FAST Reading assessment for the current school year) or making learning gains (defined as maintaining or improving the percentile rank on the FAST Reading assessment from the previous year's PM3 FAST Reading assessment to the current year's PM 3 FAST Reading assessment)</p> <p>(B) The percent of students scoring proficient (defined as scoring a level 3 or higher on the PM3 administration of the FAST Math assessment for the current school year) or making learning gains (defined as maintaining or improving the percentile rank on the FAST Math assessment from the previous year's PM3 FAST Math assessment to the current year's PM3 FAST Math assessment)</p>	33 ¹ / ₃ %
6.	INSTRUCTIONAL EMPLOYEE (Grade 3)	<p>Category score (points earned) is commensurate to the following student growth and achievement criteria:</p> <p>The percent of students scoring proficient (defined as scoring a level 3 or higher) using the PM3 FAST ELA and/or PM3 FAST Math or making learning gains (defined as maintaining or improving the percentile rank for the FAST Reading and/or FAST Math assessment from the previous year's PM3 FAST Reading and/or Math assessment to the current year's PM3 FAST Reading and/or Math assessment)</p>	33 ¹ / ₃ %

Instructional Evaluation System

7.	<p>INSTRUCTIONAL COACH EMPLOYEE (Grades 1-5)</p> <p>SCHOOL-WIDE INSTRUCTIONAL EMPLOYEE (Grades 1-5)</p> <p>INSTRUCTIONAL – PHYSICAL EDUCATION, MUSIC, COMPUTER LAB (Grades 1-5)</p>	<p>Up to 60 points (60% of category score) may be earned for the average percent of students making learning gains or achieving a level 3 or higher using the FAST Reading Assessment, the percent of students making learning gains or achieving a level 3 or higher using the FAST Math Assessment, the percent of students scoring proficient or making learning gains on FAST ELA, the percent of students scoring proficient or making learning gains on FAST Math, and the percent of students proficient on the Statewide Science Assessment, whichever is applicable.</p> <p>(A) The percent of students proficient or making learning gains using the FAST Reading Assessment _____ (Grades 1 and 2)</p> <p>(B) The percent of students proficient or making learning gains using the FAST Math Assessment _____ (Grades 1 and 2)</p> <p>(C) The percent of students scoring proficient or making learning gains on FAST ELA _____ (Grades 3, 4 and 5)</p> <p>(D) The percent of students scoring proficient or making learning on FAST Math _____ (Grades 3, 4 and 5)</p> <p>(E) The percent of students scoring proficient on the fifth grade Statewide Science Assessment _____ (Grade 5)</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p> <p>Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.</p>	33 ¹ / ₃ %
8.	GUIDANCE COUNSELOR* (Grades 1-5)	<p>Up to 60 points (60% of category score) may be earned for the average percent of students making learning gains or achieving a level 3 or higher using the FAST Reading Assessment, the percent of students making learning gains or achieving a level 3 or higher using the FAST Math Assessment, the percent of students scoring proficient or making learning gains on FAST ELA, the percent of students scoring proficient or making learning gains on FAST Math, and the percent of students proficient on the Statewide Science Assessment, whichever is applicable.</p> <p>(A) The percent of students proficient or making learning gains using the FAST Reading Assessment _____ (Grades 1 and 2)</p> <p>(B) The percent of students proficient or making learning gains using the FAST Math Assessment _____ (Grades 1 and 2)</p> <p>(C) The percent of students scoring proficient or making learning gains on FAST ELA _____ (Grades 3, 4 and 5)</p> <p>(D) The percent of students scoring proficient or making learning on FAST Math _____ (Grades 3, 4 and 5)</p> <p>(E) The percent of students scoring proficient on the fifth grade Statewide Science Assessment _____ (Grade 5)</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p> <p>Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.</p>	33 ¹ / ₃ %

Instructional Evaluation System

9.	MEDIA SPECIALIST** (Grades 1-5)	<p>Up to 60 points (60% of category score) may be earned for the average percent of students making learning gains or achieving a level 3 or higher using the FAST Reading Assessment, the percent of students making learning gains or achieving a level 3 or higher using the FAST Math Assessment, the percent of students scoring proficient or making learning gains on FAST ELA, the percent of students scoring proficient or making learning gains on FAST Math, and the percent of students proficient on the Statewide Science Assessment, whichever is applicable.</p> <p>(A) The percent of students proficient or making learning gains using the FAST Reading Assessment _____ (Grades 1 and 2)</p> <p>(B) The percent of students proficient or making learning gains using the FAST Math Assessment _____ (Grades 1 and 2)</p> <p>(C) The percent of students scoring proficient or making learning gains on FAST ELA _____ (Grades 3, 4 and 5)</p> <p>(D) The percent of students scoring proficient or making learning on FAST Math _____ (Grades 3, 4 and 5)</p> <p>(E) The percent of students scoring proficient on the fifth grade Statewide Science Assessment _____ (Grade 5)</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p> <p>Up to 40 points (40% category score) may be earned for documented contacts with parents that result in specific student improvement; increase in circulation of age appropriate materials; increase in number of library media skills classes taught; increase in active participation in the development of instructional units; increase in use of technology by students and teachers; and use of school improvement goals as a factor in determining media needs.</p>	33 ¹ / ₃ %
10.	INSTRUCTIONAL EMPLOYEE (Grades 4 and 5)	<p>Category score (points earned) is commensurate to the weighted-average of:</p> <p>(A) The percent of students scoring proficient or making learning gains, as defined by the FDOE's Scale Scores for Learning Gains, by Subject, on the PM3 FAST ELA assessment</p> <p>(B) The percent of students scoring proficient or making learning gains, as defined by the FDOE's Scale Scores for Learning Gains, by Subject, on the PM3 FAST Math assessment</p> <p>(C) The average of the percent of students scoring proficient on the fifth grade Statewide Science Assessment and/or the percent of students scoring proficient or making learning gains, as defined by the FDOE's Scale Scores for Learning Gains, by Subject, on the PM3 FAST ELA and/or PM3 FAST Math assessments</p> <p>Averages will be applied according to the teacher's assignment. Teachers that only instruct ELA courses will not have FAST math scores included in the calculation. Teachers that only instruct math courses will not have FAST ELA scores included in the calculation. Teachers that instruct a combination of either ELA, Math, or Science courses will have a weighted-average percentage of each assessment included in the calculation as applicable according to their teaching assignment.</p>	33 ¹ / ₃ %

Instructional Evaluation System

11.	INSTRUCTIONAL COACH EMPLOYEE (Grades 6-12) SCHOOL-WIDE INSTRUCTIONAL EMPLOYEE (Grades 6 – 12)	<p>Up to 60 points (60% of category score) may be earned for the average percent of students scoring proficient or making learning gains on the FAST ELA, FAST Math, Algebra I EOC, Statewide Science Assessment, and Geometry EOC along with the percent of students scoring proficient on the Civics EOC, Biology I EOC, and US History EOC</p> <p>(A) The percent of students proficient or making learning gains on the FAST ELA _____ (Grades 6 through 10)</p> <p>(B) The percent of students proficient or making learning gains on the FAST Math _____ (Grades 6 through 8)</p> <p>(C) The percent of students scoring proficient on the Civics EOC _____</p> <p>(D) The percent of students scoring proficient on the eighth grade Statewide Science Assessment _____</p> <p>(E) The percent of students scoring proficient or making learning gains on the Algebra I EOC _____</p> <p>(F) The percent of students scoring proficient on the Biology I EOC _____</p> <p>(G) The percent of students scoring proficient or making learning gains on the Geometry EOC _____</p> <p>(H) The percent of students scoring proficient on the US History EOC _____</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p> <p>Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.</p>	33 ¹ / ₃ %
12.	GUIDANCE COUNSELOR* (Grades 6-12)	<p>Up to 60 points (60% of category score) may be earned for the average percent of students scoring proficient or making learning gains on the FAST ELA, FAST Math, Algebra I EOC, Statewide Science Assessment, and Geometry EOC along with the percent of students scoring proficient on the Civics EOC, Biology I EOC, and US History EOC</p> <p>(A) The percent of students proficient or making learning gains on the FAST ELA _____ (Grades 6 through 10)</p> <p>(B) The percent of students proficient or making learning gains on the FAST Math _____ (Grades 6 through 8)</p> <p>(C) The percent of students scoring proficient on the Civics EOC _____</p> <p>(D) The percent of students scoring proficient on the eighth grade Statewide Science Assessment _____</p> <p>(E) The percent of students scoring proficient or making learning gains on the Algebra I EOC _____</p> <p>(F) The percent of students scoring proficient on the Biology I EOC _____</p> <p>(G) The percent of students scoring proficient or making learning gains on the Geometry EOC _____</p> <p>(H) The percent of students scoring proficient on the US History EOC _____</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p> <p>Up to 40 points (40% of category score) may be earned for increase in number of consultations with teachers and parents; evidence of adherence to state and federal laws regarding ESE; active participation in IEP/MTSS development; student support, communication and collaboration with staff, documented student gains through IEP/MTSS implementation; established schedules for delivery of instruction services; and increase in number of staff development activities related to ESE and/or instruction.</p>	33 ¹ / ₃ %

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13.	<p style="text-align: center;">MEDIA SPECIALIST** (Grades 6-12)</p>	<p>Up to 60 points (60% of category score) may be earned for the average percent of students scoring proficient or making learning gains on the FAST ELA, FAST Math, Algebra I EOC, Statewide Science Assessment, and Geometry EOC along with the percent of students scoring proficient on the Civics EOC, Biology I EOC, and US History EOC</p> <p>(A) The percent of students proficient or making learning gains on the FAST ELA _____ (Grades 6 through 10)</p> <p>(B) The percent of students proficient or making learning gains on the FAST Math _____ (Grades 6 through 8)</p> <p>(C) The percent of students scoring proficient on the Civics EOC _____</p> <p>(D) The percent of students scoring proficient on the eighth grade Statewide Science Assessment _____</p> <p>(E) The percent of students scoring proficient or making learning gains on the Algebra I EOC _____</p> <p>(F) The percent of students scoring proficient on the Biology I EOC _____</p> <p>(G) The percent of students scoring proficient or making learning gains on the Geometry EOC _____</p> <p>(H) The percent of students scoring proficient on the US History EOC _____</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p> <p>Up to 40 points (40% category score) may be earned for documented contacts with parents that result in specific student improvement; increase in circulation of age appropriate materials; increase in number of library media skills classes taught; increase in active participation in the development of instructional units; increase in use of technology by students and teachers; and use of school improvement goals as a factor in determining media needs.</p>	33 ¹ / ₃ %
14.	<p style="text-align: center;">Instructional Employee (Grades 6 – 8)</p>	<p>Category score (points earned) is commensurate to the average of:</p> <p>(A) scoring proficient on the FAST ELA – or – making learning gains on the FAST ELA and/or</p> <p>(B) scoring proficient on the FAST Math – or – making learning gains on the FAST Math</p> <p>Averages will be applied according to the teacher’s schedule. Teachers that only instruct ELA courses will not have FAST math scores included in the calculation. Teachers that only instruct math courses will not have FAST ELA scores included in the calculation. Teachers that instruct a combination of either ELA and Math courses will have an equal percentage of each assessment included in the calculation.</p>	
15.	<p style="text-align: center;">CIVICS INSTRUCTIONAL EMPLOYEE</p>	<p>Category score (points earned) is commensurate to the average of:</p> <p>(A) The percent of students scoring proficient on Civics EOC</p> <p>(B) The percent of students scoring proficient on Civics EOC or making learning gains on the FAST ELA</p>	33 ¹ / ₃ %
16.	<p style="text-align: center;">COMBO CIVICS AND SOCIAL STUDIES INSTRUCTIONAL EMPLOYEE</p>	<p>Category score (points earned) is commensurate to the weighted average of the following according to the teaching assignment:</p> <p>(A) The percent of students scoring proficient on the Civics EOC averaged with the percent of students scoring proficient on the Civics EOC or making learning gains on the FAST ELA</p> <p>(B) The percent of students scoring proficient or making learning gains on the FAST ELA</p>	33 ¹ / ₃ %
17.	<p style="text-align: center;">COMBO SEVENTH AND EIGHTH GRADE SCIENCE INSTRUCTIONAL EMPLOYEE</p>	<p>Category score (points earned) is commensurate to the weighted average of the following according to the teaching assignment:</p> <p>(A) The percent of students scoring proficient on the eighth grade Statewide Science Assessment averaged with the percent of students scoring at least the same scale score or higher on the eighth grade Statewide Science Assessment as compared to the fifth grade Statewide Science Assessment</p> <p>(B) The percent of students scoring proficient or making learning gains on the FAST ELA and/or FAST Math</p>	33 ¹ / ₃ %

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18.	COMBO EIGHTH GRADE ALGEBRA I INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the weighted average of: (A) The percent of students scoring proficient or making learning gains on the Algebra I EOC (B) The percent of students scoring proficient or making learning gains on the FAST Math	33 ¹ / ₃ %
19.	EIGHTH GRADE ALGEBRA I INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the percent of students scoring proficient or making learning gains on the Algebra I EOC	
20.	EIGHTH GRADE SCIENCE INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to: (A) The percent of students scoring proficient on the eighth grade Statewide Science Assessment or students scoring at least the same scale score or higher on the eighth grade Statewide Science Assessment as compared to the fifth grade Statewide Science Assessment	33 ¹ / ₃ %
21.	NON-ELA AND NON-EOC INSTRUCTIONAL EMPLOYEE (Grades 9 – 12)	Percent of students scoring proficient using an End of Year (EOY) exam	33 ¹ / ₃ %
22.	ELA INSTRUCTIONAL EMPLOYEE (Grades 9 and 10)	Category score (points earned) is commensurate to the percent of students scoring proficient or making learning gains on the FAST ELA	33 ¹ / ₃ %
23.	ELA INSTRUCTIONAL EMPLOYEE (Grades 11 and 12)	Percent of students scoring proficient using an End-of-Year (EOY) exam	33 ¹ / ₃ %
24.	NINTH GRADE ALGEBRA I INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the percent of students scoring proficient or making learning gains on the Algebra I EOC	33 ¹ / ₃ %
25.	GEOMETRY INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the percent of students scoring proficient or making learning gains on the Geometry EOC	33 ¹ / ₃ %
26.	US HISTORY EOC INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the percent of students scoring proficient on the US History EOC	33 ¹ / ₃ %
27.	BIOLOGY I EOC INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the percent of students scoring proficient on the Biology I EOC	33 ¹ / ₃ %

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28.	FULL-TIME SUPPORT FACILITATION	<p>Category score (points earned) is commensurate to the percent of assigned students classified as ESE (including the Language Impaired exceptionality, excluding the Speech Impaired and Gifted exceptionalities) scoring proficient or making learning gains on the State mandated assessments according to the proficiency and learning gain criteria set by the Florida Department of Education and this assessment system. For this type of student, if neither of the state proficiency or learning gain criteria are met, then the percentage of adequate progress or attainment of IEP academic goals will be weighted proportionally in the student performance criteria.</p>	33 ¹ / ₃ %
29.	TEACHER THAT INSTRUCTS CLASSES PART OF THE DAY AND PROVIDES SUPPORT THE OTHER PORTION OF THE DAY. (Grades 6-8)	<p>Category score (points earned) is commensurate to the weighted average of:</p> <p>(A) The percent of students attaining or making adequate progress toward attainment of their IEP goals</p> <p>(B) The average of the percent of students attaining or making adequate progress toward attainment of their IEP goals and the percent of students scoring proficient or making learning gains on the FAST ELA and/or FAST Math</p>	33 ¹ / ₃ %
30.	INSTRUCTIONAL ESE SELF-CONTAINED EMPLOYEE	<p>Category score (points earned) is commensurate to the percent of assigned students classified as ESE (including the Language Impaired exceptionality, excluding the Speech Impaired and Gifted exceptionalities) scoring proficient or making learning gains on the State mandated assessments according to the proficiency and learning gain criteria set by the Florida Department of Education and this assessment system. For this type of student, if neither of the state proficiency or learning gain criteria are met, then the percentage of adequate progress or attainment of IEP academic goals will be weighted proportionally in the student performance criteria.</p>	33 ¹ / ₃ %
31.	INSTRUCTOR DISTRICT-WIDE ASSIGNMENT	<p>Category score (points earned) is commensurate to the percent of students attaining or making adequate progress toward attainment of their IEP and/or EP goals</p>	33 ¹ / ₃ %
32.	INSTRUCTOR SCHOOL-WIDE ALTERNATIVE EDUCATION EMPLOYEE	<p>Category score (points earned) is commensurate to the average percent of students scoring proficient or making learning gains on the FAST ELA, FAST Math, Algebra I EOC, Statewide Science Assessment, and Geometry EOC along with the percent of students scoring proficient on the Civics EOC, Biology I EOC, and US History EOC. For this instructional assignment, school-wide data of the following will be used in the calculation.</p> <p>(A) The percent of students proficient or making learning gains on the FAST ELA _____ (Grades 6 through 10)</p> <p>(B) The percent of students proficient or making learning gains on the FAST Math _____ (Grades 6 through 8)</p> <p>(C) The percent of students scoring proficient on the Civics EOC _____</p> <p>(D) The percent of students scoring proficient on the eighth grade Statewide Science Assessment _____</p> <p>(E) The percent of students scoring proficient or making learning gains on the Algebra I EOC _____</p> <p>(F) The percent of students scoring proficient on the Biology I EOC _____</p> <p>(G) The percent of students scoring proficient or making learning gains on the Geometry EOC _____</p> <p>(H) The percent of students scoring proficient on the US History EOC _____</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p>	33 ¹ / ₃ %

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33.	INSTRUCTOR SCHOOL-WIDE DROPOUT PREVENTION EDUCATION EMPLOYEE	<p>Category score (points earned) is commensurate to the average percent of students scoring proficient or making learning gains on the FAST ELA, FAST Math, Algebra I EOC, Statewide Science Assessment, and Geometry EOC along with the percent of students scoring proficient on the Civics EOC, Biology I EOC, and US History EOC. For this instructional assignment, school-wide data of the following will be used in the calculation.</p> <p>(A) The percent of students proficient or making learning gains on the FAST ELA _____ (Grades 6 through 10)</p> <p>(B) The percent of students proficient or making learning gains on the FAST Math _____ (Grades 6 through 8)</p> <p>(C) The percent of students scoring proficient on the Civics EOC _____</p> <p>(D) The percent of students scoring proficient on the eighth grade Statewide Science Assessment _____</p> <p>(E) The percent of students scoring proficient or making learning gains on the Algebra I EOC _____</p> <p>(F) The percent of students scoring proficient on the Biology I EOC _____</p> <p>(G) The percent of students scoring proficient or making learning gains on the Geometry EOC _____</p> <p>(H) The percent of students scoring proficient on the US History EOC _____</p> <p>Combined ____ divided by # of indicators = ____ Total Student Performance</p>	33 ¹ / ₃ %
34.	LICENSED PSYCHOLOGIST	Category score (points earned) is commensurate to the percentage of documented student gains through IEP/MTSS implementation	33 ¹ / ₃ %
35.	ADULT EDUCATION AND MIDDLE SCHOOL CAREER SPECIALIST	Category score (points earned) is commensurate to the percent of individual electronic career plans developed	33 ¹ / ₃ %
36.	ADULT EDUCATION INSTRUCTOR EMPLOYEE	<p>Category score (points earned) is commensurate to the average of:</p> <p>(A) The percent of students meeting Adults with Disabilities Benchmarks</p> <p>(B) The percent of students attaining or making adequate progress toward attainment of their IEP goals</p>	33 ¹ / ₃ %
37.	BEHAVIOR ANALYST	Category score (points earned) is commensurate to the percentage of documented student gains through IEP/MTSS implementation	33 ¹ / ₃ %
38.	SCHOOL PSYCHOLOGIST	Category score (points earned) is commensurate to the percentage of documented student gains through IEP/MTSS implementation	33 ¹ / ₃ %
39.	SPEECH PATHOLOGIST	Category score (points earned) is commensurate to the percentage of documented student gains through IEP/MTSS implementation	33 ¹ / ₃ %
40.	SPEECH PATHOLOGIST - KINDERGARTEN	Category score (points earned) is commensurate to the percentage of documented student gains through IEP/MTSS implementation	33 ¹ / ₃ %

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41.	STAFFING SPECIALIST	Category score (points earned) is commensurate to the percentage of documented student gains through IEP/MTSS implementation	33 ¹ / ₃ %
42.	NINTH GRADE ALGEBRA I EOC AND EOY INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the weighted average of: (A) The percent of students scoring proficient or making learning gains on the Algebra I EOC (B) The percent of students scoring proficient using an End-of-Year (EOY) exam	33 ¹ / ₃ %
43.	GEOMETRY EOC AND EOY INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the weighted average of: (A) The percent of students scoring proficient or making learning gains on the Geometry EOC (B) The percent of students scoring proficient using an End-of-Year (EOY) exam	33 ¹ / ₃ %
44.	US HISTORY EOC AND EOY INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the weighted average of: (A) The percent of students scoring proficient or making learning gains on the US History EOC (B) The percent of students scoring proficient using an End-of-Year (EOY) exam	33 ¹ / ₃ %
45.	BIOLOGY I EOC AND EOY INSTRUCTIONAL EMPLOYEE	Category score (points earned) is commensurate to the weighted average of: (A) The percent of students scoring proficient or making learning gains on the Biology I EOC (B) The percent of students scoring proficient using an End-of-Year (EOY) exam	33 ¹ / ₃ %
46.	COMBO ELA INSTRUCTIONAL EMPLOYEE (Grades 9 - 12)	Category score (points earned) is commensurate to the weighted average of: (A) The percent of students scoring proficient or making learning gains on the FAST ELA (B) The percent of students scoring proficient using an End-of-Year (EOY) exam	33 ¹ / ₃ %

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		<p>Category score (points earned) is commensurate to the average percent of students scoring proficient or making learning gains on the FAST ELA, FAST Math, Algebra I EOC, Statewide Science Assessment, and Geometry EOC along with the percent of students scoring proficient on the Civics EOC, Biology I EOC, and US History EOC</p> <p>(A) Percent of students scoring proficient (defined as scoring at the 50th percentile rank or higher on the last administration of the STAR Early Literacy Assessment for the school year) or making learning gains (defined as maintaining the same percentile rank or improving by at least one percent on the percentile rank metric for the STAR Early Literacy Assessment from the first administration to the last administration of the assessment for the school year)</p> <p>(B) The Fourth Nine Weeks Kindergarten Skills Checklists' average score for the students the teacher serves</p> <p>(C) The percent of students scoring proficient (defined as scoring at the 50th percentile rank or higher on the last administration of the STAR Reading assessment for the school year) or making learning gains (defined as maintaining the same percentile rank or improving by at least one percent on the percentile rank metric for the STAR Reading assessment from the first administration to the last administration of the assessment for the school year) on the STAR Reading assessment</p> <p>(D) The percent of students scoring proficient (defined as scoring at the 50th percentile rank or higher on the last administration of the STAR Math assessment for the school year) or making learning gains (defined as maintaining the same percentile rank or improving by at least one percent on the percentile rank metric for the STAR Math assessment from the first administration to the last administration of the assessment for the school year) on the STAR Math assessment</p> <p>(E) The percent of students proficient or making learning gains on the FAST ELA _____ (Grades 6 through 10)</p> <p>(F) The percent of students proficient or making learning gains on the FAST Math _____ (Grades 6 through 8)</p> <p>(G) The percent of students scoring proficient on the Civics EOC _____</p> <p>(H) The percent of students scoring proficient on the eighth grade Statewide Science Assessment _____</p> <p>(I) The percent of students scoring proficient or making learning gains on the Algebra I EOC _____</p> <p>(J) The percent of students scoring proficient on the Biology I EOC _____</p> <p>(K) The percent of students scoring proficient or making learning gains on the Geometry EOC _____</p> <p>(L) The percent of students scoring proficient on the US History EOC _____</p> <p style="text-align: center;">Combined ____ divided by # of indicators = ____ Total Student Performance</p>	
47.	DISTRICT-LEVEL TECHNOLOGY SPECIALIST		33 ¹ / ₃ %
		<ul style="list-style-type: none"> ○ For all classroom instructional assignments, only students assigned to the instructor for both surveys two and three will be used in the student performance calculation. Non-survey two-three match students will be removed from the calculation. ○ For all classroom instructional assignments, Students absent for twenty-five percent or more of class time during the school year will be removed from the student performance criteria for all instructional assignments. ○ Teachers that have assigned students classified as ESE (including the Language Impaired exceptionality, excluding the Speech Impaired and Gifted exceptionalities) will have those specific students removed from their standard assessment component of category nine if the students do not meet the proficiency or learning gain expectations set by the Florida Department of Education and this assessment system. For this type of student, the percentage of adequate progress or attainment of IEP academic goals will be weighted proportionally in the student performance criteria for all instructional assignments. ○ Teachers that have assigned students classified as ELL will have those specific students removed from their standard assessment component of category seven if the students do not meet the proficiency or learning gain expectations set by the Florida Department of Education and this assessment system. For this type of student, the percentage of adequate progress or attainment of Individual Progress Monitoring Plan academic goals will be weighted proportionally in the student performance criteria for all instructional assignments. 	
Special notes for all classroom instructor evaluations			

Appendix E – Summative Evaluation Forms

OVERALL RATING

	Page	Points Earned	Points Possible
STANDARD 1: INSTRUCTIONAL DESIGN AND LESSON PLANNING	2		35
STANDARD 2: THE LEARNING ENVIRONMENT	3		35
STANDARD 3: INSTRUCTIONAL DELIVERY AND FACILITATION	4		35
STANDARD 4: STUDENT LEARNING AND CONTINUOUS SCHOOL IMPROVEMENT	5		30
STANDARD 5: CONTINUOUS PROFESSIONAL IMPROVEMENT	6		30
STANDARD 6: PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT	7		35
Subtotal for Standards 1-6			
STANDARD 7: STUDENT GROWTH AND ACHIEVEMENT	8		100

Overall Score _____

Unsatisfactory	Needs Improvement	Effective	Highly Effective
0-60	61 - 180	181 - 270	271 – 300