

2015-2016
2016-2017

Instructional Evaluation System



Instructional Evaluation Manual
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Polk County School District
Superintendent Jacqueline Byrd

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Overview

Florida Statute 1012.34(3)(a)1:

Performance of students.—At least one-third of a performance evaluation must be based upon data and indicators of student performance in accordance with subsection (7). This portion of the evaluation must include growth or achievement data of the teacher's students or, for a school administrator, the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used. The proportion of growth or achievement data may be determined by instructional assignment.

Total Evaluation Component:

<u>Component</u>	<u>Instructional Personnel with Three Metrics</u>	<u>Instructional Personnel with Four Metrics*</u>	<u>Point Range</u>
1. <u>Performance of Students</u>	<u>33.33%</u>	<u>33.33%</u>	<u>1-4</u>
2. <u>Instructional Practice</u>	<u>61.67%</u>	<u>51.67%</u>	<u>1-4</u>
3. <u>Self-Evaluation</u>	<u>5.00%</u>	<u>5.00%</u>	<u>1-4</u>
4. <u>Individual Goal/Absolutes</u>		<u>10.00%</u>	<u>1-4</u>

*Includes Library/Media Specialists, Speech/Language Pathologists, Psychologists, Social Workers, etc.

Final Overall Rating:

<u>Total Evaluation Score</u> <u>(rounded to nearest hundredth)</u>	<u>Rating</u>
<u>3.50 – 4.00</u>	<u>Highly Effective</u>
<u>2.50 – 3.49</u>	<u>Effective</u>
<u>1.50 – 2.49</u>	<u>Needs Improvement/Developing</u>
<u>1.00 – 1.49</u>	<u>Unsatisfactory</u>

Evaluations will be conducted for all employees who are employed in the district for 91 or more days of the school year and will be based upon the position/location in which they were employed for the majority of their employment period.

Performance of Students/Student Learning Data (SLD)

General Explanation:

Instructional personnel fall into one of three categories:

- Category A: Instructional personnel with a state-calculated VAM score
- Category B: Instructional personnel with a district-calculated student learning data score
- Category C: Instructional personnel with data from categories A & B

The student learning data (SLD) component will be weighted as 33.33% of the overall evaluation score.

Instructional Personnel Categories

Instructional Personnel, Category A: State Value-Added Model Data

Where required, the FLDOE-provided Value Added Model (VAM) score will be used for teachers of courses included in the model (see Appendix A for a list of courses for which the FLDOE will calculate a VAM score). A 3-year aggregate VAM score will be used where available; where not available, a 2-year or 1-year VAM score will be used. If VAM data is available for 1 or 2 prior years only, but not current year, this data will be included in the final student learning data score per state statute and will be weighted based on number of students (following guidelines for Category C).

Instructional Personnel, Category B: District Calculated Student Learning Data

For instructional personnel with individual student assignments other than those incorporated in the state’s VAM calculations, the most closely related data source will be used as their District Calculated Student Learning Data component. (See Appendix B: Course Test Map for a list of data sources by course ID).

*For teachers of adult students, the TABE, CASAS, or related industry certification will be used as the data source.

For instructional personnel without individual student assignments, the most closely related data source will be used as their District Calculated Student Learning Data component:

<u>Table: Student Data Sources by Job Title for Instructional Personnel without Individual Student Assignments*</u>	
<u>Job Title</u>	<u>Student Data Source**</u>
<u>Lib/Med Spec</u>	<u>Whole School(s)/District ELA VAM</u>
<u>Coach/Resource - Reading</u>	<u>Whole School(s)/District ELA VAM</u>
<u>LEA Facilitator</u>	<u>Whole School(s)/District Combination VAM</u>
<u>Admin Asst, Sch</u>	<u>Whole School(s)/District Combination VAM</u>
<u>Coach/Resource - Math</u>	<u>Whole School(s)/District Math VAM</u>
<u>Coach/Resource- Science</u>	<u>Whole School(s)/District Science</u>
<u>Counselor</u>	<u>Whole School(s)/District Combination VAM</u>
<u>Sch Psychologist</u>	<u>Whole School(s)/District Combination VAM</u>
<u>Attendance Asst</u>	<u>Whole School(s)/District Combination VAM</u>
<u>Attendance Facilitator</u>	<u>Whole School(s)/District Combination VAM</u>
<u>Social Worker</u>	<u>Whole School(s)/District Combination VAM</u>
<u>TRST</u>	<u>Whole School(s)/District Combination VAM</u>

** This table is subject to change based on data availability*

** Table: Converting District Calculated SLD Scores into Student Learning Data Points will be used to calculate SLD points based on these data sources
Only the schools that the employee works with will be used in their data calculation.

Instructional Personnel, Category C: Instructional Personnel with Data from Both Categories A & B

The SLD points obtained from both data sources will be combined using a weighted average of the number of current year students included in each calculation.

Calculating SLD Points

<u>Table: Converting VAM Estimates into Student Learning Data Points</u>		
<u>SLD Points</u>	<u>VAM Score</u>	<u>Rating</u>
<u>4.00</u>	<u>A value-added score of greater than zero (0), where all of the scores contained within the associated 95-percent confidence interval also lie above zero (0).</u>	<u>Highly Effective</u>
<u>3.15</u>	<u>I. A value-added score of zero (0); OR II. A value-added score of greater than zero (0), where some portion of the range of scores associated with a 95-percent confidence interval lies at or below zero (0); OR III. A value-added score of less than zero (0), where some portion of the range of scores associated with both the 68-percent and the 95-percent confidence interval lies at or above zero (0).</u>	<u>Effective</u>
<u>2.15</u>	<u>A value-added score that is less than zero (0), where the entire 68-percent confidence interval falls below zero (0), but where a portion of the 95-percent confidence interval lies above zero (0).</u>	<u>Needs Improvement/Developing</u>
<u>1.15</u>	<u>A value-added score of less than zero (0), where all of the scores contained within the 95-percent confidence interval also lie below zero (0).</u>	<u>Unsatisfactory</u>

Converting District Calculated Student Learning Data Scores into Student Learning Data Points:

Student scores on the state or district assessment(s) most closely related to the instructional assignment will be used for the calculation of SLD points. Student scores will be centered within each teacher’s data set (group mean centering by instructional personnel) with a mean of 0 and a standard deviation of 1.

SLD points will be determined using the following table:

<u>Table: Converting District Calculated SLD Scores into Student Learning Data Points</u>		
<u>SLD Points</u>	<u>District Calculated SLD Score</u>	<u>Rating</u>
<u>4.00</u>	<u>An SLD score of greater than zero (0), where all of the scores contained within the associated 95-percent confidence interval also lie above zero (0).</u>	<u>Highly Effective</u>
<u>3.15</u>	<u>I. An SLD score of zero (0); OR</u>	<u>Effective</u>

	<u>II. An SLD score of greater than zero (0), where some portion of the range of scores associated with a 95-percent confidence interval lies at or below zero (0);</u> <u>OR</u> <u>III. An SLD score of less than zero (0), where some portion of the range of scores associated with both the 68-percent and the 95-percent confidence interval lies at or above zero (0).</u>	
<u>2.15</u>	<u>An SLD score that is less than zero (0), where the entire 68-percent confidence interval falls below zero (0), but where a portion of the 95-percent confidence interval lies above zero (0).</u>	<u>Needs Improvement/Developing</u>
<u>1.15</u>	<u>An SLD score of less than zero (0), where all of the scores contained within the 95-percent confidence interval also lie below zero (0).</u>	<u>Unsatisfactory</u>

Calculating SLD Points for Instructional Personnel with Data from Both Categories A & B
For instructional personnel with data from categories A & B, SLD points obtained from both data sources will be combined using a weighted average of the number of current year students included in each calculation.

Example:

Remy is a first-year teacher, teaching one class of Advanced Placement English Language, with 20 students, and four classes of grade 10 English Language Arts, with 80 students. Remy received a State VAM (VAM) rating of 2.15 for his grade 10 ELA classes and a District Calculated Student Learning Data Score of 3.15 for his AP English Language Course. His final student learning score is calculated using the following formula:

$$\frac{((\text{VAM SLD Points} * \text{number of students in Grade 10 ELA}) + (\text{District SLD Points} * \text{number of students in AP ELA}))}{\text{Total number of students}}$$

Which is, for Remy:

$$\frac{((2.15 * 80) + (3.15 * 20))}{100} = \frac{(172 + 63)}{100} = \frac{235}{100} = 2.35$$

Midyear Evaluation for Newly Hired Instructional Personnel (Category I Teachers)

Category I employees will be given a midyear evaluation using student progress monitoring. The employee will select formative assessments aligned to state standards or benchmarks for the associated course or job position. Employees should be prepared to bring evidence, of one to three examples of data, to the mid year meeting to discuss. If the employee participates in the SAO process, the employee will use one of the indentified data sources in their SAO.

SLD points will be calculated by the evaluator using the table "Converting District Calculated SLD Scores into Student Learning Data Points" and will be weighted as 33.33% of the midyear evaluation. The score of the midyear evaluation is independent of the final evaluation score.

Students Included in the Calculation

State VAM Data

The district will follow the FLDOE's procedures for flagging teacher-level Survey 2-3 matches for courses included on the state VAM course list (Appendix A). The results of this match procedure will be provided to the FLDOE for the calculation of VAM scores using a teacher-level Survey 2-3 match. This matching file will be submitted to DOE to calculate the teacher's VAM scores according to DOE guidelines.

District Calculated Student Learning Data

For yearlong courses, students matched to the teacher during Surveys 2 and 3 and who have fewer than 20 absences are included in the calculation. For semester-long courses, students matched to the teacher during the relevant survey period and who have fewer than 10 absences are included in the calculation. For teachers of adult students, the data source will include only students assigned to the teacher for 60 or more course hours.

Prior Year Data

Florida Statute 1012.34 requires three years of student learning data, where available, to be used, and specifies that, if fewer than 3 years of student learning data are available, those years of data that are available must be used. For any instructional personnel that do not have student learning data for the current year, but that do have student learning data for up to two prior years, the student learning data component of the evaluation will consist only of prior year student learning data.

Note that, because the state VAM scores are calculated at the state level, teachers who transfer into the district from another Florida school district, and who had a VAM score at their prior district for the one or two years prior, will have a final student learning data score that includes this prior VAM score.

Instructional Practice

See Total Evaluation Components table in Overview for the weighting of the total evaluation score for all instructional personnel with student learning data. See Appendix C for the observation rubrics used for each employee group. Appendix D contains the crosswalk of Florida Educator Accomplished Practices for each domain of the observation rubrics.

Calculation

The 2015-16 teacher evaluation system is an Improvement Model and consists of three Journey observation processes: Walkthrough Observations, Informal Observations and Formal Observations. When calculating the rating for each observed EPC completed observations will be averaged, according to the table below.

Each indicator receives a score based on the rubric, ranging from 1 (unsatisfactory) to 4 (highly effective), based on the rubric in the following table.

<u>Instructional Practice Points</u>	<u>Rating</u>
<u>4</u>	<u>Highly Effective</u>
<u>3</u>	<u>Effective</u>
<u>2</u>	<u>Needs Improvement/Developing</u>
<u>1</u>	<u>Unsatisfactory</u>

The average of each indicator's score is calculated, and the final observation score ranges from 1 to 4 and represents the average of the overall score on each indicator:

Example:

Emma receives the following average evaluation scores for each indicator:

Indicator	Formal observation	Informal observation	Walkthrough	Walkthrough	Walkthrough	Walkthrough	Walkthrough	Walkthrough	Final Average Score
1a	1	2	2	3	3	3	1		2.14
1b	2	2	3	2	3	3		3	2.57
1c	4	3	4	4	3		3	3	3.43
2a	2	2	2	2	2	2	1	2	1.88
2b	3	3	4	3	2		3	4	3.14
2c	2	2	3	2	3	4	2	3	2.63
2d	2	4	3	2	3		2		2.67
3a	3	3	4	4	2	3	3	4	3.25
3b	3	3	3	4		3		4	3.33
3c	2	2	3	2	3	3	2	3	2.50
3d	1	2	2	3	3	3		2	2.29
4a	2	2	3	2	3	3	2	3	2.50
4b	4	3	4	4					3.75
4c	2	2	2	3	2	2	1	2	2.00
4d	3	3	4	3	4			4	3.50
5a	2	2	3	2	2	4	2	3	2.50
5b	2	4	3	2	2	2		3	2.57

Her overall average is calculated as follows:

$$\frac{\text{(Sum of average score on each indicator)}}{\text{Number of indicators}}$$

Or, in Emma's example:

$$(2.14+2.57+3.43+1.88+3.14+2.63+2.67+3.25+3.33+2.50+2.29+2.50+3.75+2.00+3.50+2.50+2.57)$$

$$= \frac{46.64}{17} = 2.74$$

Use of Contemporary Research - Evidence-Based Practices

The contemporary research base for the development of the Evidence-Based Practices Rubrics applied in the District's teacher evaluation system has been derived from the following publications:

Marzano, Robert J. (2007) *The Art and Science of Teaching – A Comprehensive Framework for Effective Instruction*, Alexandria, VA: ASCD.

Danielson, Charlotte. (2007) *Enhancing Professional Practice – A Framework for Teaching*- 2nd Edition, Alexandria, VA: ASCD.

Stronge, James H. (2007) *Qualities of Effective Teachers* - 2nd Edition, Alexandria, VA: ASCD.

Hattie, John A. C. (2009) *Visible Learning – A Synthesis of Over 800 Meta-Analyses Related to Achievement*, New York, NY: Rutledge.

As additional contemporary research related to teaching practices and enhanced student learning is published, the teaching practices and related rubrics will be analyzed, evaluated and adjusted to be consistent with the most current educational research available. This process will be applied at a minimum of every three years as a part of an ongoing evaluation of system processes in terms of their application, impact on teacher practices and impact on student learning.

Observation Implementation Practices and Observation Instruments

The Polk County Observation Instruments are a comprehensive data collection and management system that report real-time data from classroom walkthroughs, observations, informal observations, and formal observations. Using efficient electronic tools and research-based content resources, the Polk County Observation Instruments enable administrators to focus on instructional leadership while maintaining compliance with state and District requirements related to classroom observation, monitoring, professional development, and reporting. Feedback will be provided to teachers following classroom observations to ensure a transparent and effective ongoing communication process.

The approved observation instrument must be used for informal and formal observations. Observable EPCs (~~Educator Accomplished Practices~~ Essential Performance Criteria) for each of the ~~four~~ domains are listed to guide the observer. Using the rubrics, the administrator rates observed practices pertaining to each descriptor as highly effective, effective, needs improvement/developing, or unsatisfactory. Space for feedback allows the administrator to articulate the rationale for the rating and/or to provide comments related to the observation. Teachers receive an electronic copy of the observation instrument in order to expedite timely feedback and to enable a reflective process pertaining to their performance status. The observation data gathered electronically, throughout the school year, provides the primary source of information to be applied when rating the teacher on the observable elements of an EPC.

Non-Observables

The principal/director must note all performance concerns in Journey for each type of instructional personnel. Only the data accumulated in Journey may be used in calculating the ratings for the non-observable EPCs.

Classroom Teacher Observation Processes

The observation process is the primary method for collecting evidence related to teacher practices that will be used as a source of data for the summative evaluation process and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is expected that this process will initiate conversations between the evaluator and teacher that identifies strengths and potential needs or areas of growth. It is not the summative evaluation. There are three types of observation processes:

See the chart on the next page for length of each observation and number of each observation type depending on the type of teacher being observed.

The formal observation consists of an observation for a full class period (~~45 minutes or more~~) as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a pre-conference and post-conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help evaluators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following the observation). The planning or pre-conference provides an opportunity for the teacher and the evaluator to talk about the lesson prior to the formal announced observation. During this time, the teacher and

observer use the Pre-/Post-Conference Guide as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided. The post-conference provides an opportunity for the teacher and the evaluator to reflect about the lesson, clarify expectations and plan forward using the Pre-/Post-Conference Guide for reflection and feedback.

The informal observation can be announced or unannounced and may or may not include an observation of the full class period (~~10 to 30 minutes is suggested~~). Typically, there is no planning or reflection conference. An informal announced observation may be scheduled prior to the observation while an unannounced informal observation is not scheduled. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further guide the overall annual performance evaluation process. While a pre-/post- conference is not required, it is required that evaluators provide timely and actionable feedback to teachers regarding these observations.

As in the informal observation, walkthroughs observations can be announced or unannounced. Walkthroughsobservations generally consist of very brief classroom observations of ~~3 – 5 minutes in length~~ in which the evaluator gathers evidence regarding classroom instructional practices and behaviors on a regular basis. Timely and actionable feedback to teachers is also strongly recommended. Walkthroughsobservations provide opportunities for providing individual feedback as well as identifying trend and pattern data over time. As is the case with formal and informal observations, if observable performance deficiencies are noted, the evaluator must provide the teacher with specific related feedback. Walkthroughsobservations also are used to identify professional needs for individuals and groups of teachers and provide a means to gauge the implementation of professional learning against individual professional learning plans and school improvement plans.

All observation processes may give attention to two types of behavioral evidence, teacher evidence and student evidence. Teacher evidence is based on thin slices of behavior that are notable teaching moves that can be observed in a classroom. Teacher evidence is specific observable behaviors in which teachers engage when using particular instructional strategies. Student evidence is specific observable behaviors in which students engage in response to the teacher's use of particular instructional strategies. ~~The feedback process related to the use of the observation instruments may include information concerning questions for teacher reflection. There is no expectation that the questions be answered formally. The reflection questions are intended to stimulate self-reflection and conversation pertaining to teacher practices in relation to the EPC or descriptor. The frequency of formal observations, informal observations and walkthroughs that is expected in the District for Category I, Category II and teachers on a PDP is delineated below.~~

Observation Timing Chart

Teacher Status	Formal Observations Full Class Period <u>or 60 minutes</u> <u>whichever is less</u> <u>(45 Minutes Minimum)</u>	Informal Observations 10 to 30 <u>20-45 Minutes</u>	Walkthroughs 3 to 5 <u>10-15 Minutes</u>
Category I	<ul style="list-style-type: none"> • 1 Minimum per semester • Pre-/Post-Conference required <u>within five (5) days of the scheduled observation</u> • Additional optional • Completion of <u>Conduct</u> an Informal required prior to a Formal 	<ul style="list-style-type: none"> • 1 Minimum per semester • Number varied based on need • Feedback Required <u>within five (5) days of the scheduled observation</u> • Completion of at least 2 walkthroughs prior to complete <u>conducting</u> of an Informal 	<ul style="list-style-type: none"> • 2 minimum each 45 days <u>for each of the first 3 quarters only.</u> • Feedback desired <u>if Highly Effective or Effective</u> • <u>Feedback required if Needs Improvement/Developing or Unsatisfactory</u>
Category II	<ul style="list-style-type: none"> • 1 Minimum annually • Additional optional • Pre-Conference optional <u>within five (5) days of the scheduled observation</u> • Post Conference required <u>within five (5) days of the scheduled observation</u> • Completion of <u>Conducting</u> an Informal <u>is</u> required prior to a Formal 	<ul style="list-style-type: none"> • 1 Minimum annually • Number varied based on need • Feedback Required <u>within five (5) days of the scheduled observation</u> • Completion of at least <u>2 1</u> walkthroughs prior to complete <u>conducting</u> of an Informal 	<ul style="list-style-type: none"> • 2 <u>1</u> minimum each 45 <u>days for each of the first 3 quarters only.</u> • Feedback desired <u>if Highly Effective or Effective</u> • <u>Feedback required if Needs Improvement/Developing or Unsatisfactory</u>
PDP Teacher See Appendix I page 219	<ul style="list-style-type: none"> • 1 Minimum each 45 <u>90</u> days while engaged in PDP process • <u>Pre-/Post-Conference required within five (5) days of the scheduled observation</u> • <u>Conduct an Informal</u> required prior to a Formal 	<ul style="list-style-type: none"> • 1 Minimum each 45 <u>90</u> days while engaged in PDP process • <u>Feedback Required within five (5) days of the scheduled observation</u> • <u>Completion of at least 2 walkthroughs prior to conducting an Informal</u> 	<ul style="list-style-type: none"> • 3 Minimum each 45 <u>90</u> days while engaged in PDP process • <u>Feedback required</u>

Other Indicators of Performance

Self-Evaluation Process

The District teacher evaluation process includes a self-evaluation element that is calculated into the instructional personnel's final evaluation rating at the close of the evaluation cycle. It determines 5% of that rating and is a credit/no credit portion (either 1 or 4 points). The self-evaluation must be completed no later than the first 45 days of employment. The instructional personnel will analyze the rubrics for the EPCs (evidence-based practices as derived from contemporary research) applied in the teacher evaluation system. The instructional personnel reflects on the congruence of his/her practices with the rubric statements and rates him/herself accordingly.

Table: EPC Evidence-Based Rubrics Self-Evaluation	
<u>Employee completes self-evaluation within the allocated time period.</u>	<u>4 points</u>
<u>Employee does not complete self-evaluation, or does not complete self-evaluation within the allocated time period.</u>	<u>1 points</u>

Individual Professional Goal

All non-classroom instructional personnel will set an annual Individual Goal for professional growth. See Appendix G, page 215, for all forms and rubrics.

Individual Goal Completed by Employee and Administrator/Supervisor

The "Individual Goal Form" is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

1. Goal Planning and Completion of the Individual Goal Form

o Prior to the Planning Conference:

o The Employee will:

§ Identify an EPC or Domain for his or her Individual Goal Focus Area

o Supplementary EPCs or Domains for a Focus Area may be selected (Optional)

§ Select the identified EPC or Domain from the drop-down list in the "Individual Goal Form"

§ Develop a measureable (SMART) goal for each identified Focus Area(s)

§ Enter the SMART goal(s) in the space provided in the "Individual Goal Form"

§ Submit the document to his or her Administrator/Supervisor

o During the Planning Conference the Administrator/Supervisor will:

§ Enter the date of the Planning Conference in the space provided in the "Individual Goal Form"

§ Review the employee's identified focus area(s) and Individual Goal(s)

§ Approve the employee's Individual Goal and/or assist the employee in making mutually agreed upon adjustments to the goal(s)

§ Collaboratively develop an Individual Goal Action Plan with the employee

- Enter the agreed upon Strategies
 - Documentation Methods
 - Timelines
- § Print and Sign the completed "Individual Goal Form" (Employee receives signed copy)

Individual Goal Interim Rating

2. Administrator/Supervisor rates an employee's progress toward his or her Individual Goal by:
- Answering the five (5) rating questions located in the *Individual Goal: Interim Review section*
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric

Individual Goal Stage 1 Rating

3. Administrator/Supervisor rates an employee's progress toward his or her Individual Goal by:
- Answering the five (5) rating questions located in the *Individual Goal: Stage 1 Review*
 - Applying the answers from the five (5) rating questions to the Individual Goal Rating Rubric, Appendix H – Individual Goal, page 216.

Table: Point Value for Individual Goal Rating	
Rating	Points
Highly Effective	4.00
Effective	3.00
Needs Improvement/Developing	2.00
Unsatisfactory	1.00

Library Media - Absolutes

Activity 1. Attendance at required quarterly L/MS meetings

- Attended 1st Quarter Meeting Yes/No
- Attended 2nd Quarter Meeting Yes/No
- Attended 3rd Quarter Meeting Yes/No
- Attended 4th Quarter Meeting Yes/No

Activity 2. Meeting Deadlines

- Barcode Range Report completed and submitted on-time Yes/No
- End of Year Inventory Report completed and submitted on-time Yes/No
- LMM Order completed and submitted on-time Yes/No
- Magazine Orders completed and submitted on-time (As appropriate) Yes/No
- Media Committee Verification Form completed and submitted on-time Yes/No
- Projected Budget Report completed and submitted on-time Yes/No

Activity 3. Response to Mandatory Requests

- Online Surveys Yes/No
- Statistics submitted in a timely manner Yes/No

Activity 4. Keeping Database up to date in Destiny Access levels kept up to date Yes/No

- Cataloging kept up to date Yes/No
- Set-up completed Yes/No

Activity 5. In-service of School Media Advisory Committee

- In-service of School Media Advisory Committee conducted (As appropriate)
Yes/No

Table: Absolutes Scoring Chart				
Percent of Possible Points Earned on Form	0.00%-49.99%	50.00%-69.99%	70.00%-89.99%	90.00%-100.00%
Points	1	2	3	4

Summative Evaluation Score

<u>Component</u>	<u>Instructional Personnel with Three Components</u>	<u>Instructional Personnel with Four Components</u>	<u>Point Range</u>
1. <u>Performance of Students</u>	<u>33.33%</u>	<u>33.33%</u>	<u>1-4</u>
2. <u>Instructional Practice</u>	<u>61.67%</u>	<u>51.67%</u>	<u>1-4</u>
3. <u>Self-Evaluation</u>	<u>5.00%</u>	<u>5.00%</u>	<u>1-4</u>
4. <u>Individual Goal/Absolutes</u>		<u>10.00%</u>	<u>1-4</u>

Final Overall Rating:

<u>Total Evaluation Points (rounded to nearest hundredth)</u>	<u>Rating</u>
<u>3.50 – 4.00</u>	<u>Highly Effective</u>
<u>2.50 – 3.49</u>	<u>Effective</u>
<u>1.50 – 2.49</u>	<u>Needs Improvement/Developing</u>
<u>1.00 – 1.49</u>	<u>Unsatisfactory</u>

Additional Requirements

Roster Verification Tool

All teachers will have the opportunity to verify their rosters twice annually, using the electronic Roster Verification Tool. It is the responsibility of the classroom teacher to ensure that the rosters signed off on during this process are an accurate reflection of the students they were teaching. RVT rosters are used to determine the student learning data evaluation calculations. ~~If a teacher disagrees with an administrator's decision to deny a change in the RVT, the teacher must request a review of the administrator's decision, using the district's RVT review process. Requests for review must be filed within three (3) work days of the administrator's decision to deny a change.~~

When teachers remove a student, they should enter a comment as to the reason they believe the student should be removed from or added to their list. All changes to the rosters will be reviewed by Assessment Accountability & Evaluation for accuracy. Teachers will be able to review the final roster with the reasons for approval or denial.

~~If the administrator disagrees with any of the changes submitted by the teacher, the administrator must notify, the Superintendent or his/her designee will~~

~~Roster Verification Tool Review Process~~

~~If a teacher requests a change to his or her rosters in the RVT, and the change is denied by an administrator, the teacher may request a district level review of the decision. Teachers must submit requests for review within two (2) days of the administrator's decision, and must use the online form to submit requests. Requests will be reviewed by a district level team who may contact the administrator or teacher for additional information.~~

Evaluation by the Supervisor

The evaluator in Polk has been determined to be the school principal and/or the school assistant principal. That specific determination is delineated in Article 15 of the Teacher Collective Bargaining Agreement. An observer in relation to the performance evaluation who may contribute information pertaining to the evaluation of a teacher may also be the principal/immediate supervisor or an assistant principal designated by the principal. In rare and usual circumstances, should the principal be unable to perform the role of the evaluator, the Superintendent will designate a certified administrative evaluator who meets the criteria to perform the evaluations. All personnel that perform the evaluation and/or observation function must be trained and certified pertaining to the skills and knowledge base to perform that function. It is noted here also that the performance evaluation criteria for principals and assistant principals include language related to their quality of implementation of the teacher evaluation system processes.

Input into Evaluation by Trained Personnel other than the Supervisor

District or school support staff that work with a teacher concerning professional development and learning may provide feedback as it pertains to the teacher in a supportive or developmental role. That feedback from school or District support staff **may not be** provided as a part of the performance evaluation of the teacher. Only the evaluating administrator may provide evaluative feedback to the teacher. ~~Other than as described in the section above pertaining to the *Evaluation by the Supervisor* process, typically, no other personnel will have direct input into the evaluation of a classroom teacher.~~ It is possible

that input could be provided by District level staff pertaining to the evaluation procedure as it would be related to a formal Professional Development Plan process or other disciplinary process pertaining to teachers on Continuing or Professional Services contract status as outlined in the Teacher Collective Bargaining Agreement or delineated in Florida Statute.

Processes and Components Included in Evaluator Professional Learning

All personnel that perform the evaluation and/or observation function must be trained and certified pertaining to the skills and knowledge base to perform that function as follows:

Delivery Mechanisms	Content
Annual Orientations and Updates	Processes & Criteria
Ongoing Area Group Meetings	Processes, Structures, Criteria, and Skills
Area & Department Meetings	Professional Learning Community (PLC) Development
Individual Coaching	Skill Development & Problem Resolution
District Wide In-Service As Needed	Skill Development & Criteria Analysis

Professional learning content and processes for administrative/leadership personnel who evaluate performance are focused on the following variables:

- New Teacher Evaluation System Procedures
- Specific Processes and Timelines
- Relationship of District Mission and Strategic Plan to Teacher Evaluation System
- Legal and Ethical Rationale for the Teacher Evaluation System
- Criteria, Rating Scales, and Rubric Definitions
- EPC and Data Collection Analysis
- Documentation Processes
- Gather evidence using the approved observation instrument
- Development and Monitoring of School Improvement Plans
- Development and Monitoring of Teacher Professional Growth Goals
- Preparation of Professional Development Plans (PDP)
- Observing, Conferencing, Coaching, and Feedback Skills
- Adult and Career Stages of Development
- Additional professional learning opportunities are provided for school-based administrators in the content and skills necessary to implement the Teacher Evaluation System for instructional personnel as needed.

Processes for Informing Instructional Personnel about the Evaluation System

All professional learning for instructional personnel related to the evaluation system include foundational theory, system components and processes, Florida's Educator Accomplished Practices (FEAPs), observation processes, timelines, and rubrics, evaluation procedures, and student achievement indicators.

Annual Evaluator and Teacher Professional Learning Components

June – August	<ul style="list-style-type: none"> Professional Development department revises face-to-face and web-based support modules for Teacher Evaluation System (TES) Conduct evaluator professional learning for new administrators District Teacher Evaluation cohort complete evaluator professional learning Offer web-based professional learning modules for teachers on the Teacher Evaluation System Update TES FAQ and Quick Reference Timeline Final roster verification completed by teachers
September – June	<ul style="list-style-type: none"> Open web-based professional learning course for teachers on the TES Evaluators must complete evaluator recertification Teachers hired after August must complete the TES face-to-face and online professional learning module within 10 days of hire Administrators hired after August must begin the new TES professional learning module within their first week of placement Interim, Stage 1, and Stage 2 directions/completion information provided to teachers and administrators (as appropriate)
Special Notes	<ul style="list-style-type: none"> Teacher Evaluation Advisory Committee and sub-committee meetings on-going throughout the year FAQ Quick Reference Guide will be posted on the Professional Development department's website Teachers and administrators will be able to repeat TES online modules for knowledge and understanding Teachers may consult with administrators for clarification of questions and concerns not addressed in the professional learning or FAQ guide Administrators will communicate teachers' questions and concerns to the Professional Development department To ensure inter-rater reliability, each school year certified evaluators must re-certify as evaluative observers and District supervisory staff will randomly survey and monitor school-based administrators' completed teacher evaluation processes for quality and consistency

Administrator Evaluation Calibration/Professional Development Guidelines

New to administration, must be trained prior to conducting observations.

Category I - Administrators with evaluation responsibilities, and district staff that may be called upon to conduct evaluations with 1-3 years experience in Polk county will be recalibrated annually.

Category II - Administration with more than 3 years experience, recalibration every other year. Any substantial change to the system will cause all to need to be retrained.

Upon the recommendation of the Regional Assistant Superintendent the administrator may be required to attend a retraining at any point during the school year.

The Importance of Feedback to Improving Performance

There is significant evidence that effective and timely feedback is a critical element of any process designed to improve performance. It is essential that school administrators apply the mechanisms, with fidelity, for providing meaningful feedback and support for

professional learning that are built into the District's teacher evaluation system processes. The system is designed to enhance the focus on student learning and to increase the conversations among staff related to teacher practices that will lead to that enhanced learning. That design will not be effective toward achieving the goal of student learning growth unless school administrators and teachers engage in the processes with commitment and quality. Professional conversation and reciprocal feedback will ultimately determine the success of our students. System processes must be implemented as designed. In order to enhance the feedback and communication process and in accordance with the requirements of the Student Success Act 2011, the administrator must discuss the teacher's overall annual performance evaluation with the teacher in a face to face conference. In addition, it is the responsibility of the administrator to provide both developmental, evaluative, and timely feedback to the teacher throughout the year based on varied interactions and observations as described in earlier sections of this system. Likewise, it is the responsibility of the teacher to seek developmental and evaluative feedback from the administrator as may be appropriate.

Continuous Professional Improvement

In accordance with Florida Statute 1012.34(2) (b), F.S., the Student Success Act of 2011, and Florida's Educator Accomplished Practices, a teacher's continuous professional improvement must be founded in contemporary educational research, affect measurable student learning growth, incorporate high probability instructional strategies, and be included as a component of the District's **Teacher Evaluation System**.

As an element in Polk County's continuous professional improvement process for teachers, teachers and administrators create an on-going professional dialogue through the use of common language, feedback loops, pre/post observation conferences, and data chats designed to create a differentiated professional growth plan; individualized for each teacher and focused on the improvement of student learning experiences and student engagement practices. Throughout the school year, Polk County's teachers are provided specific and relevant feedback from administration focused on a teacher's TARGET (IPDP) plan goals with the objective of improving professional practices. Working collaboratively, the teacher and administrator develop an evaluation component to determine the degree to which the teacher's TARGET (IPDP) goals were achieved, design a focus for the teacher's professional learning for the year aligned to his or her TARGET (IPDP) plan goals, and select high probability classroom strategies for implementation correlated to the teacher's TARGET (IPDP) plan goals and supported by contemporary educational research. Throughout the process, the administrator and teacher also determine the degree to which the teacher's implementation of the high probability strategies are impacting student performance and adjust the teacher's professional learning goals accordingly.

At the conclusion of the school year, the teacher and administrator reflect upon the teacher's implementation of the high probability strategies gleaned from his or her professional learning experiences and the impact his or her professional improvement had on the learning, engagement, and achievement of his or her assigned students. An essential component of a teacher's continuous improvement of professional practices is feedback. Processes include:

- Teachers and administration collaboratively developing short and long term professional goals related to individual continuous improvement of practices and the implementation of high probability strategies to increase student performance

- ~~— Data from formal and informal observations will be compiled and used in conferences with teachers once each semester to give specific feedback on their instructional practices and offer possible learning resources to enhance professional practices. Learning resources for individual continuous improvement may include but are not limited to:~~
 - ~~○ Observations of best practices~~
 - ~~○ Professional Learning Communities at school site~~
 - ~~○ Department chairs, team leaders, peer mentors to support learning~~
 - ~~○ District based professional development~~
- ~~— On-going conversations with administrators focused on continuous improvement of professional practices~~
- ~~An~~ On-going professional dialogue between teachers and administrators through the use of common language, feedback loops, pre/post observation conferences, and data chats that support a professional growth experience individualized for each teacher.

Evaluation Processes for Category I Teachers

- ü Teacher Induction Program Seminar (TIPS) Participation
- ü Orientation and Professional Development related to Teacher Evaluation System Processes, PEC, ACE, or EPI as appropriate
- ü Planning Session with Administrator to discuss/review:
 - School Improvement Plan Goals-Strategies-Outcomes
 - Evidence-Based Practices
 - Plans for observations, Self-Evaluation, evaluation processes, etc.
 - Measuring Student Academic Performance Learning Data Source
 - Discuss professional goal (if appropriate) and Student Learning Outcome goal
 - Other topics of interest to teacher and/or administrator
- ü Completed self-evaluation related to EPC Rubrics within 45 days of student contact
- ü Complete the required number, requirements and types of observations. See chart on page 13.
- ~~ü Formal observations (45 minutes minimum)~~
 - ~~— Pre and Post observation conferences required~~
 - ~~— 2 minimum annually (one per semester)~~
 - ~~— Evaluator must complete an Informal Observation prior to completing a Formal Observation~~
- ~~ü Informal Observation (10 to 30 minutes)~~
 - ~~— 2 minimum annually, one per semester An informal must be completed prior to completing a Formal observation~~
- ~~ü Walk-through Observations (3 to 5 minutes)~~
 - ~~— 2 minimum per 9 weeks~~
- ü Interim Performance Evaluation Conference includes:
 - Review ratings for each EPC
 - A review of Student Academic Performance Learning Data Source
 - Interim rating reported to the Florida Department of Education
 - ~~— No rating/points assigned for Student Achievement~~
 - ~~— No points assigned for Situational Context~~
 - ~~— Results are not reported to Human Resources~~
 - ~~— Results are retained at the school only~~

- An interim TARGET (IPDP) conversation is conducted at this time
- ü Stage 1 Evaluation Conference
 - Discussion of observation data and Stage 1 points and summary ratings for each of the Instructional Practice Components.
- ü Stage 2 Evaluation Conference
 - Review observation data and Stage 1 Evaluation points and summary ratings for each of the Instructional Practice Components
 - Student Academic Performance rating **Learning Data Points**
 - Reflection and feedback
 - All data gathered for evaluative purposes will be shared in an immediate and collegial manner
 - Upon completion of the Stage 2 Evaluation Conference, two copies of the evaluation will be printed, signed, and dated by the administrator and teacher **with the original going to the teacher.**

Special Processes as Applicable to a Teacher's Needs

~~As may be applicable to need, a process may be used to promote prompt professional conversations regarding instructional assistance with teachers. If performance concerns exist the following steps shall be taken:~~

- ~~1. The evaluator shall hold a professional conversation with the teacher to identify specific areas of concern coupled with suggested actions to be taken to assist the teacher with improvement of professional practice. Monitoring will be ongoing. An Instructional Assistance Conference (IAC) Form MAY be used at this time.~~
- ~~2. If the problem persists, the evaluator will conduct a focused observation in the area of concern using the approved observation instrument. Monitoring will be ongoing.~~
- ~~3. If after the focused observation a teacher is still found to be performing below the effective level in an EPC, the evaluator shall meet with the teacher to discuss the concerns and develop a plan.~~

Evaluation Processes for Category II Teachers

- ü Orientation and Professional Development related to Teacher Evaluation System Processes
- ü Planning Session with Administrator to discuss/review:
 - School Improvement Plan Goals-Strategies-Outcomes
 - Evidence-Based Practices
 - **Discuss professional goal (if appropriate) and Student Learning Outcome goal**
 - Plans for observations, Self-Evaluation, evaluation processes, etc.
 - Measuring Student Academic Performance **Learning Data Source**
 - Other topics of interest to teacher and/or administrator
- ü Completed self-evaluation related to EPC Rubrics within 45 days of student contact
- ü **Complete the required number, requirements and types of observations. See chart on page 13**
- ~~ü Formal observations (45 minutes minimum)

 - Pre and Post observation conferences required
 - 1 minimum annually (one per semester)
 - Evaluator must complete an Informal Observation prior to completing a Formal Observation~~
- ~~ü Informal Observation (10 to 30 minutes)~~

- ~~1 minimum annually, one per semester. An informal must be completed prior to completing a Formal observation~~
- ü ~~Walk-through Observations (3 to 5 minutes)~~
 - ~~2 minimum per 9 weeks~~
- ü ~~Feedback will be provided by the evaluating administrator to the instructional personnel within 10 contract days of the completion of the observation.~~
- ü Stage 1 Evaluation Conference
 - Discussion of observation data, Stage 1 points, and summary ratings for each of the Instructional Practice Components
- ü Stage 2 Evaluation Conference
 - Review observation data, and Stage 1 points and summary ratings for each of the Instructional Practice Components
 - Student ~~Academic Performance~~ rating **Learning Data Points**
 - Reflection and feedback
 - All data gathered for evaluative purposes will be shared in an immediate and collegial manner
 - Upon completion of the Stage 2 Evaluation Conference, two copies of the evaluation will be printed, signed, and dated by the administrator and teacher **with the original going to the teacher.**

Special Processes as Applicable to a Teacher's Needs

As may be applicable to need, a process may be used to promote prompt professional conversations regarding instructional assistance with teachers. If performance concerns exist the following steps shall be taken:

1. The evaluator shall hold a professional conversation with the teacher to identify specific areas of concern coupled with suggested actions to be taken to assist the teacher with improvement of professional practice. Monitoring will be ongoing.
2. If the **observed** problem persists, the evaluator will conduct an **focused** observation **focused** in the area of concern. An Instructional Assistance Conference (IAC) Form MAY be used at this time, see Appendix H, **page 217. This process and related form does not replace the formal written plan of improvement (PDP) and is not disciplinary in nature. It is intended to facilitate professional conversations between the teacher and administrator.** ~~using the approved observation instrument.~~ Monitoring will be on-going.
3. If after the ~~focused~~ **additional** observations a teacher is still found to be performing below the effective level in an EPC, the evaluator shall meet with the teacher to discuss the concerns and develop a plan. **—If applicable, a formal Professional Development Plan (PDP), see Appendix I, page 219, to address) no more than three (3) EPCs is developed and implemented at this time.**

Mechanisms for Parental Input

Prior to completing the rating on the ~~23~~ EPCs as delineated in the related framework and rubrics, the administrator may use information from parent interactions related but not limited to the following:

- Parental phone calls
- Letters, notes, e-mail, etc.
- Face to face conferences
- Information gathered as a part of parental input focus meetings

- Survey data gathered by the teacher
- Survey data gathered by the school
- Data gathered using a District Parent Feedback Form (~~development is pending~~)
- Other formal and informal interactions with parents

The administrator and teacher will discuss and agree upon the possible sources of parental input as an element of the Performance Planning session as may be appropriate. The use of any parental information for the purpose of teacher evaluation processes must be communicated in writing and provided to the teacher within 45 days of the receipt of the information in accordance with Florida Statute and the District teacher Collective Bargaining Agreement.

Teaching Fields Requiring Special Procedures

The process used by the District to identify teaching fields for which there may be a need to determine specialized evaluation and criteria includes a review of the field or position attributes, by the Teacher Evaluation Advisory Committee, pertaining to, but not limited to, the following variables:

- Unique instructional setting
- Job functions as described in the District job description for the position (field)
- Standards and quality of expected practice derived from contemporary research pertaining to the teaching field
- Status of direct or indirect linkage to student learning
- Availability of stable, reliable, valid data related to the teaching field
- Job role in relation to the Florida Educator Accomplished Practices
- Potential student achievement data sources that can be applied to the teaching field

Peer Review Option

At this time, the District Teacher Evaluation System does not include the application of a peer review process as a formal element of the system that include the application of that process as one of the metrics in the teacher evaluation process. The TEAC may review the peer review option ~~during year two of system implementation~~ and make related recommendations as may be appropriate. Formal and informal peer support processes are established in the District, particularly as they relate to Category I classroom teachers.

District Self-Monitoring

Requirements for Consistency in Evaluator Rating Processes

In order to ensure consistency among school evaluators pertaining to rating processes applied to the evidence-based practices derived from contemporary research it is essential that the uniform set of rubrics be used to determine those ratings. These practices are organized in a framework that provides a common language to ensure a focused effort to improve learning, for both students and the adults in our school system. The framework includes multiple 4 Domains, made up of multiple 23 EPCs and multiple descriptors within each EPC. This framework also provides information pertaining to the relationship of the EPCs to the Florida Educator Accomplished Practices and the Marzano Evaluation Model. The framework includes the identification of possible data sources that may be used as evidence for potential ratings as well. The evaluator must use the set of rubrics delineated in the framework when determining the presence and quality of teacher

practices consistent with contemporary research in order to assign a fair and equitable rating for each of the 23 EPCs. In essence, ratings for the EPCs must be based on credible data examined through observations, conversations, other possible sources of evidence, and a variety of other means that occur throughout the entire school year. There is **no** expectation or requirement that a portfolio be developed and submitted to the administrator.

Alignment and Support of District and School Improvement Plans

To fulfill our mission, we envision that students in the Polk County Public Schools will effectively:

- Read, write, compute, speak, listen, and use complex thinking skills to solve problems;
- Be self-directed in creating personal purpose and vision, setting priorities, choosing ethical action, and creating their own knowledge;
- Cooperate and collaborate with others in working with and leading groups; interact positively in diverse settings; recognize the value and contributions of all individuals; and make positive contributions to their communities;
- Understand and use social, organizational, and technological systems; design, monitor, improve and correct performance within a system; and create viable products

Importance is placed on administrators and teachers collaboratively monitoring progress toward meeting Polk County School District's high expectations for continued growth in the academic performance of all students and setting professional growth objectives for teachers related to their assigned students' achievement data, school improvement plan goals/objectives, and identified individualized and differentiated teacher needs. A significant emphasis is placed on the implementation of high probability instructional strategies that provide all students the opportunity to experience academic performance growth, encourage staff efficacy and collegiality, and encourage parents to support the learning processes that target these outcomes.

Student performance growth is dependent upon the implementation of a professional development system focused on improving student learning experiences, effective use of high probability student engagement strategies, requires careful planning, a collaborative effort by teachers and administrators, and the targeted integration of professional learning through activities that are relevant to the identified needs of Polk County's students and teachers. Therefore, it is imperative that the design, continued development, and implementation of a professional learning system meet the diverse needs of Polk County's students and teachers. From this perspective, focused and collaborative feedback loops between teachers and administrators are crucial. Individualized for each teacher and focused on improving student learning experiences and student engagement practices, this on-going professional dialogue occurs throughout the school year and is designed to create a differentiated teacher professional growth plan with the objective of improving professional practices and student achievement.

Therefore, the staff of the Professional Development Department (PD), in collaboration with the District Professional Development Coordinating Council (PDCC), and the Professional Development Advisory Board (PDAB), has developed a targeted system of professional learning that integrates all appropriate sub-systems and correlates directly to the improvement of student academic growth. The sub-systems integrated within Polk County's professional learning system are:

- *The District Mission and Strategic Plan Goals*
- *Strategic Plan Strategies and Action Plan/Benchmarks*

- The School Improvement Planning Process (SIP)
- Leadership for Educational Achievement and Development (LEAD)
- District Master In-Service Plan (MIP)
- Teacher and Administrator Evaluation Systems

Each of these elements are interrelated and focused on improving student academic performance and growth.

These desired student outcomes and practices will be fostered and nurtured in schools and classrooms with an environment in which:

- Adults assume instructional and ethical leadership to create efficient, effective environments perceived as safe, healthy, and equitable, where students are recognized as unique individuals capable of learning and independent thinking;
- Adults use varied and reliable teaching and evaluating procedures through relevant curricula;
- Adults enable students, families, and communities to work cooperatively to assume responsibility for the total educational experience;
- Adults engage in professional growth and training activities to effect continuous improvement in the system;
- Students are guided in their total physical, mental, and emotional development through activities which are student-centered and which focus on positive expectations and encourage intrinsic motivation.

Annual Review of the Teacher Instructional Personnel Evaluation System

The District's Teacher Evaluation System will be reviewed annually by the Teacher Evaluation Advisory Committee (TEAC). Specified membership on the TEAC will be described in Article 15 of the District's Teacher Collective Bargaining Agreement. ~~Generally speaking, membership includes representatives from all significant shareholder groups and consists of an equal number of teacher and administrative staff (school based and District level). The Union will be represented as a part of the teacher staff group on the committee. The committee shall consist of 20 members (10 appointed by the Superintendent and 10 appointed by the PEA president). The district's negotiator and PEA president serve as ex-officio members of the committee. The committee shall include at a minimum, one a representative from elementary, middle school, high school, and alternative education.~~

Elements examined by the TEAC will be determined by data availability over time. ~~and will include but are not limited to the following:~~

- ~~Evaluation reports related to the quality of implementation of system components~~
- ~~Evaluation reports related to the impact of system processes on teacher practices~~
- ~~Evaluation reports related to the impact on student achievement (learning)~~
- ~~The impact of varied tables related to rigor, equity and validity based on the use of data for the purposes of evaluating performance~~
- ~~Changes in related Florida statutes and School Board Policy~~
- ~~Priority District instructional initiatives~~
- ~~Additional contemporary research pertaining to high yield teaching strategies~~

The TEAC members will meet a minimum of two times annually and make recommendations to the Superintendent or as determined through collective bargaining processes and will make recommendations for system changes by July 1 ~~of each year starting with July 1, 2012.~~ Certain adjustments in system processes that pertain to student

performance measures applicable to teacher evaluation may need to be made during the initial year of implementation due to unknown factors related to the stability and reliability of student achievement data. TEAC may make related recommendations pertaining to system processes if that occurs. Any changes in system processes during any year will be submitted to the FDOE for review and approval.

The district's evaluation platform has built-in safeguards to ensure appropriate and timely feedback is provided by evaluators to instructional personnel. District personnel monitor evaluators' comments and observation entries, to ensure compliance with the district evaluation system and inter-rater reliability. Evaluation data is used for individual professional development, school and district improvement plans.

Appendix A: Florida VAM Course List

For purposes of Rules 6A-5.030 and 6A-5.0411, F.A.C., the courses associated with the statewide, standardized assessment are:

Course ID	Course Name	Type of VAM
0500960	Reading and Writing Across the Curriculum	ELA
1000000	M/J Intensive Language Arts (MC)	ELA
1000010	M/J Intensive Reading (MC)	ELA
1000020	M/J Intensive Reading and Career Planning	ELA
1000400	Intensive Language Arts	ELA
1000410	Intensive Reading	ELA
1001010	M/J Language Arts 1	ELA
1001020	M/J Language Arts, 1 Adv.	ELA
1001025	M/J English 1 Cambridge Secondary 1	ELA
1001030	M/J Language Arts 1, International Baccalaureate	ELA
1001040	M/J Language Arts 2	ELA
1001050	M/J Language Arts 2, Adv	ELA
1001055	M/J English 2 Cambridge Secondary 1	ELA
1001060	M/J Language Arts 2, International Baccalaureate	ELA
1001070	M/J Language Arts 3	ELA
1001080	M/J Language Arts 3, Adv	ELA
1001085	M/J English 3 Cambridge Secondary 1	ELA
1001090	M/J Language Arts 3, International Baccalaureate	ELA
1001300	English Skills I	ELA
1001310	English I	ELA
1001315	English 1 for Credit Recovery	ELA
1001320	English Honors I	ELA
1001330	English Skills II	ELA
1001340	English II	ELA
1001345	English 2 for Credit Recovery	ELA
1001350	English Honors II	ELA
1001550	AICE English Language	ELA
1001555	AICE English Language and Literature AS Level	ELA
1001560	Pre-AICE English Language	ELA
1001800	English I Pre-International Baccalaureate	ELA
1001810	English II Pre-International Baccalaureate	ELA
1001840	IB Middle Years Program English I	ELA
1001845	IB Middle Years Program English II	ELA
1001870	International Baccalaureate English B 1	ELA
1001875	International Baccalaureate English B 2	ELA
1001880	International Baccalaureate English Ab Initio 1	ELA
1001885	International Baccalaureate English Ab Initio 2	ELA
1002000	M/J Language Arts 1 through ESOL	ELA
1002010	M/J Language Arts 2 through ESOL	ELA
1002020	M/J Language Arts 3 through ESOL	ELA
1002180	M/J Developmental Language Arts Through ESOL (MC)	ELA
1002181	M/J Developmental Language Arts Through ESOL (Reading)	ELA
1002300	English I through ESOL	ELA
1002305	English 1 Through ESOL for Credit Recovery	ELA
1002310	English II through ESOL	ELA
1002315	English 2 Through ESOL for Credit Recovery	ELA
1002530	Pre-AICE English as a Second Language IGCSE Level	ELA
1005370	AICE English Literature I	ELA

Course ID	Course Name	Type of VAM
1005375	AICE English Literature II	ELA
1005380	Pre-AICE English Literature	ELA
1005850	International Baccalaureate English Language & Literature 1	ELA
1005855	International Baccalaureate English Language & Literature 2	ELA
1005860	International Baccalaureate English Literature & Performance 1	ELA
1005865	International Baccalaureate English Literature & Performance 2	ELA
1007305	Speech 1	ELA
1007315	Speech 2	ELA
1008010	M/J Reading 1	ELA
1008020	M/J Reading 1, Advanced	ELA
1008040	M/J Reading 2	ELA
1008050	M/J Reading 2, Advanced	ELA
1008070	M/J Reading 3	ELA
1008080	M/J Reading, Advanced	ELA
1008300	Reading I	ELA
1008310	Reading II	ELA
1008320	Advanced Reading	ELA
1008330	Reading III	ELA
1009360	AICE GEN PAPER	ELA
1009365	AICE General Paper 2 AS Level	ELA
2400000	Sixth Grade	ELA
5010010	ESOL English for Speakers of Other Language-Elementary	ELA
5010020	Functional Basic Skills in Reading-Elementary	ELA
5010040	Language Arts-Elementary	ELA
5010045	Language Arts-Grade Four	ELA
5010046	Language Arts-Grade Five	ELA
5010050	Reading-Elementary	ELA
5010060	Integrated Language Arts-Elementary	ELA
7710010	Language Arts K-5	ELA
7710015	Access Language Arts- Grade 4	ELA
7710016	Access Language Arts- Grade 5	ELA
7710020	Reading: K-5	ELA
7810010	Language Arts 6-8	ELA
7810011	Access M/J Language Arts 1	ELA
7810012	Access M/J Language Arts 2	ELA
7810013	Access M/J Language Arts 3	ELA
7810020	Reading: 6-8	ELA
7910100	Reading 9-12	ELA
7910110	English 9-12	ELA
7910111	Access English 1/2	ELA
7910112	Access English 3/4	ELA
1200300	Pre-Algebra	Math
1200395	International Baccalaureate Mid Yrs Program Algebra 2 Honors	Math
1200400	Intensive Mathematics	Math
1202371	Pre-AICE Additional Math III	Math
1204000	M/J Intensive Mathematics (MC)	Math
1205010	M/J Mathematics 1	Math
1205020	M/J Mathematics 1, Advanced	Math
1205030	M/J Mathematics 1 Cambridge Secondary 1	Math
1205040	M/J Mathematics 2	Math
1205050	M/J Mathematics 2, Advanced	Math

Course ID	Course Name	Type of VAM
1205055	M/J Mathematics 2 Cambridge Secondary 1	Math
1205060	M/J Mathematics 3 Cambridge Secondary 1	Math
1205070	M/J Mathematics 3	Math
1205080	M/J Mathematics 3, Advanced	Math
1205090	M/J Mathematics IB	Math
1205100	M/J Pre-algebra IB	Math
1209700	Pre-AICE International Mathematics-GCSE Level	Math
1209810	PRE-AICE Mathematics 1	Math
1209820	Pre-AICE Mathematics II	Math
1209825	Pre-AICE Mathematics 3 IGCSE Level	Math
2400000	Sixth Grade	Math
5012060	Math Grade 4	Math
5012070	Math Grade 5	Math
7712010	Mathematics K-5	Math
7712050	Access Mathematics Grade 4	Math
7712060	Access Mathematics Grade 5	Math
7812015	Access M/J Mathematics 1	Math
7812020	Access M/J Mathematics 2	Math
7812030	Access M/J Mathematics 3	Math
1200310	Algebra 1	Algebra
1200315	Algebra 1 for Credit Recovery	Algebra
1200320	Algebra 1 Honors	Algebra
1200380	Algebra 1B	Algebra
1200385	Algebra 1-B for Credit Recovery	Algebra
1200390	IB Middle Years Program-Algebra 1 Honors	Algebra
1209810	Pre-AICE Mathematics 1	Algebra
7912075	Access Algebra 1	Algebra
7912090	Access Algebra 1B	Algebra

Appendix B: District Course Test Map

Course ID	Course Name	Primary Data Source	Secondary Data Source
0100060	M/J INTRO ART HIST	ELA - FSA	Math - FSA
0100070	M/J ART WORLD CULTR	ELA - FSA	Math - FSA
0100300	AP ART HIST	AP	ELA - FSA/PERT/ACT/SAT
0100330	ART HIST & CRIT 1 H	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0101005	M/J EXPLORING 2D ART	ELA - FSA	Math - FSA
0101010	M/J 2-D STUDIO ART 1	District Created EOY	ELA - FSA
0101020	M/J 2-D STUDIO ART 2	District Created EOY	ELA - FSA
0101026	M/J 2D STUDIO ART 3	District Created EOY	ELA - FSA
0101035	M/J EXPLORING 3D ART	ELA - FSA	Math - FSA
0101040	M/J 3-D STUDIO ART 1	District Created EOY	ELA - FSA
0101050	M/J 3-D STUDIO ART 2	ELA - FSA	Math - FSA
0101060	M/J 3D STUDIO ART 3	ELA - FSA	Math - FSA
0101100	M/J VISUAL ART 1	District Created EOY	ELA - FSA
0101300	2-D STUDIO ART 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0101310	2-D STUDIO ART 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
0101330	3-D STUDIO ART 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0101340	3-D STUDIO ART 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0101350	3-D STUDIO ART 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0101370	AICE ART&DESIGN 1 AS	AICE	ELA - FSA/PERT/ACT/SAT
0102040	M/J CREATIVE PHOTO 1	ELA - FSA	Math - FSA
0102050	M/J CREATIVE PHOTO 2	ELA - FSA	Math - FSA
0102060	M/J CREATIVE PHOTO 3	ELA - FSA	Math - FSA
0102300	CERAM/POT 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0102310	CERAM/POT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0102320	CERAM/POT 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0103000	M/J DIG ART & DES 1	District Created EOY	ELA - FSA
0103010	M/J DIG ART & DES 2	ELA - FSA	Math - FSA
0103020	M/J DIG ART DESIGN 3	ELA - FSA	Math - FSA
0104300	AP ART/DRAW PORT	AP	ELA - FSA/PERT/ACT/SAT
0104340	DRAW 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0104350	DRAW 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0104360	DRAW 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0104370	PAINT 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0108310	CREATIVE PHOTO 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0108320	CREATIVE PHOTO 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
0108330	CREATIVE PHOTO 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0108370	DIGITAL ART IMG 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0108380	DIGITAL ART IMG 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0108390	DIGITAL ART IMG 3 H	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0109310	PORT DEV: DRAW HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0109320	PORT DEV: 2D DES HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0109330	PORT DEV: 3D DES HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0109350	AP STUDIO/2-D	AP	ELA - FSA/PERT/ACT/SAT
0109360	AP STUDIO/3-D	AP	ELA - FSA/PERT/ACT/SAT
0110300	PRINTMG 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0111310	SCULPT 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0114800	FL PRE-IB ART 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0114810	FL PRE-IB ART 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0114820	IB ART B-1	IB	ELA - FSA/PERT/ACT/SAT
0114830	IB ART B-2	IB	ELA - FSA/PERT/ACT/SAT
0114850	IB ART A-1	IB	ELA - FSA/PERT/ACT/SAT
0114860	IB ART A-2	IB	ELA - FSA/PERT/ACT/SAT
0114870	IB ART A-3	IB	ELA - FSA/PERT/ACT/SAT
0200810	IB COMPTR SCIENCE 2	IB	ELA - FSA/PERT/ACT/SAT
0200830	IB MYP DESIGN TECH	IB	ELA - FSA/PERT/ACT/SAT
0300000	M/J DANCE 1	District Created EOY	ELA - FSA
0300010	M/J DANCE 2	ELA - FSA	Math - FSA
0300020	M/J DANCE 3	ELA - FSA	Math - FSA
0300030	M/J DANCE 4	ELA - FSA	Math - FSA
0300090	M/J DANCE MIX MOBIL	ELA - FSA	Math - FSA
0300310	DANCE TECNOS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300320	DANCE TECHNOS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300330	DANCE TECHNOS 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300334	DANCE TECHNOS 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300340	BALLET 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300350	BALLET 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300360	BALLET 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300370	BALLET 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300380	DANCE CHOR PERF 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300400	DANCE REPERT 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300410	DANCE REPERT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0300420	DANCE REPERT 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
0300430	DANCE REPERT 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400000	M/J THEATRE 1	District Created EOY	ELA - FSA
0400010	M/J THEATRE 2	District Created EOY	ELA - FSA
0400020	M/J THEATRE 3	ELA - FSA	Math - FSA
0400030	M/J THEATRE 4	ELA - FSA	Math - FSA
0400035	M/J BASIC THEATRE	ELA - FSA	Math - FSA
0400110	M/J TECH THEA DE&PR	District Created EOY	ELA - FSA
0400300	INTROD DRAMA	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400310	THEATRE 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0400320	THEATRE 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
0400330	THEATRE 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400340	THEATRE 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400360	THEA HIST LIT 2 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400370	ACTING 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400380	ACTING 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400390	ACTING 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400400	ACTING 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400407	TECH THE D/P SCEN PR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400408	TECH THE D/P LI SOUN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400410	TECH THEA DES&PROD 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0400420	TECH THEA DES&PROD 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400430	TECH THEA DES&PROD 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400440	TECH THEA DES&PROD4H	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400500	THEA DIR & ST MAN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400620	THEATRE IMPROV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400660	THEA CIN & FILM PROD	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400700	MUSIC THEATRE 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400710	MUSIC THEATRE 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400720	MUSIC THEATRE 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0400810	IB THEATRE 1	IB	ELA - FSA/PERT/ACT/SAT
0400820	IB THEATRE 2	IB	ELA - FSA/PERT/ACT/SAT
0500000	M/J PERS CAR SCH 1	ELA - FSA	Math - FSA
0500010	M/J PERS CAR SCH 2	ELA - FSA	Math - FSA
0500020	M/J PERS CAR SCH 3	ELA - FSA	Math - FSA
0500300	EXEC INTERN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0500310	EXEC INTERN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0500320	EXEC INTERN 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
0500500	PERS,CAR,SCH DEV 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0500510	PERS,CAR,SCH DEV 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0500520	PERS,CAR,SCH DEV 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0700030	M/J IB MYP INT WLNG1	ELA - FSA	Math - FSA
0700040	M/J IB MYP INT WLNG2	ELA - FSA	Math - FSA
0700050	M/J IB MYP INT WLNG3	ELA - FSA	Math - FSA
0701320	FRENCH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0701330	FRENCH 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
0701340	FRENCH 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0701350	FRENCH 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0701380	AP FRENCH LANG & CU	AP	ELA - FSA/PERT/ACT/SAT
0701800	FL PRE-IB FRENCH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0701810	FL PRE-IB FRENCH 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
0701830	IB FRENCH 4	IB	ELA - FSA/PERT/ACT/SAT
0701840	IB FRENCH 5	IB	ELA - FSA/PERT/ACT/SAT
0702320	GERMAN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0702330	GERMAN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0702340	GERMAN 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0702380	AP GERMAN LANG & CU	AP	ELA - FSA/PERT/ACT/SAT
0702800	FL PRE-IB GERMAN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0702810	FL PRE-IB GERMAN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0702830	IB GERMAN 4	IB	ELA - FSA/PERT/ACT/SAT
0702840	IB GERMAN 5	IB	ELA - FSA/PERT/ACT/SAT
0706300	LATIN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0706310	LATIN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0706320	LATIN 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0706330	LATIN 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0707300	RUSSIAN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0707310	RUSSIAN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0707320	RUSSIAN 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0707330	RUSSIAN 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0708000	M/J SPANISH BEG	District Created EOY	ELA - FSA
0708010	M/J SPANISH INTERM	ELA - FSA	Math - FSA
0708340	SPANISH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0708350	SPANISH 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
0708360	SPANISH 3 HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
0708370	SPANISH 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0708380	SPANISH 5 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
0708400	AP SPANISH LANG & CU	AP	ELA - FSA/PERT/ACT/SAT
0708410	AP SPANISH LIT & CU	AP	ELA - FSA/PERT/ACT/SAT
0708800	FL PRE-IB SPANISH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0708810	FL PRE-IB SPANISH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0708820	FL PRE-IB SPANISH 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
0708830	IB SPANISH 4	IB	ELA - FSA/PERT/ACT/SAT
0708840	IB SPANISH 5	IB	ELA - FSA/PERT/ACT/SAT
0708870	IB MYP SPANISH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
0709310	SPANISH SPEAKS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0709320	SPANISH SPEAKS 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0709805	M/J IB MYP SPAN 1ADV	ELA - FSA	Math - FSA
0709815	M/J IB MYP SPAN 2ADV	ELA - FSA	Math - FSA
0709825	M/J IB MYP SPAN 3ADV	District Created EOY	ELA - FSA
0710310	ARABIC 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0710320	ARABIC 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0711300	CHINESE 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0711310	CHINESE 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0712300	JAPANESE 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0712310	JAPANESE 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0712320	JAPANESE 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0712330	JAPANESE 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0800300	HEALTH1-LIF MGMT SKL	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0800320	FIRST AID SAFETY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0800370	PARENTING 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0900320	HUM 2 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
0900800	IB THEORY/KNWLG 1	IB	ELA - FSA/PERT/ACT/SAT
1000010	M/J INTENS READ (MC)	FLDOE - VAM	ELA - FSA
1000400	INTENS LANG ARTS	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1000410	INTENS READ	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001010	M/J LANG ARTS 1	FLDOE - VAM	ELA - FSA
1001020	M/J LANG ARTS 1, ADV	FLDOE - VAM	ELA - FSA
1001030	M/J IB LANG & LIT 1	FLDOE - VAM	ELA - FSA
1001040	M/J LANG ARTS 2	FLDOE - VAM	ELA - FSA
1001050	M/J LANG ARTS 2, ADV	FLDOE - VAM	ELA - FSA
1001060	M/J IB LANG & LIT 2	FLDOE - VAM	ELA - FSA
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
1001070	M/J LANG ARTS 3	FLDOE - VAM	ELA - FSA
1001080	M/J LANG ARTS 3, ADV	FLDOE - VAM	ELA - FSA
1001090	M/J IB LANG & LIT 3	FLDOE - VAM	ELA - FSA
1001310	ENG 1	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001315	ENG 1 CR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1001320	ENG HON 1	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001340	ENG 2	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001345	ENG 2 CR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1001350	ENG HON 2	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001370	ENG 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1001375	ENG 3 CR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1001380	ENG HON 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1001400	ENG 4	District Created EOY	ELA - FSA/PERT/ACT/SAT
1001405	ENG 4: FL COLL PREP	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1001410	ENG HON 4	District Created EOY	ELA - FSA/PERT/ACT/SAT
1001420	AP ENG COMPO	AP	ELA - FSA/PERT/ACT/SAT
1001430	AP ENG LIT COMPO	AP	ELA - FSA/PERT/ACT/SAT
1001550	AICE ENG LANG AS	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001560	PRE-AICE ENG LANG IG	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001800	FL PRE-IB ENG 1	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001810	FL PRE-IB ENG 2	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1001820	IB ENGLISH LIT 3	IB	ELA - FSA/PERT/ACT/SAT
1001830	IB ENGLISH LIT 4	IB	ELA - FSA/PERT/ACT/SAT
1002000	M/J LANG ARTS 1 ESOL	FLDOE - VAM	ELA - FSA
1002010	M/J LANG ARTS 2 ESOL	FLDOE - VAM	ELA - FSA
1002020	M/J LANG ARTS 3 ESOL	FLDOE - VAM	ELA - FSA
1002180	M/J DE LANG ART ESOL	FLDOE - VAM	ELA - FSA
1002181	M/J DE LA ESOL-READ	FLDOE - VAM	ELA - FSA
1002300	ENG 1 THROUGH ESOL	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1002310	ENG 2 THROUGH ESOL	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1002320	ENG 3 THROUGH ESOL	District Created EOY	ELA - FSA/PERT/ACT/SAT
1002380	DEV LANG ARTS ESOL	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1002381	DEV LANG ARTS ESOL- R	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1002520	ENG 4 THROUGH ESOL	District Created EOY	ELA - FSA/PERT/ACT/SAT
1006000	M/J JOURN 1	District Created EOY	ELA - FSA
1006010	M/J JOURN 2	ELA - FSA	Math - FSA
1006020	M/J JOURN 3	ELA - FSA	Math - FSA
1006300	JOURN 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
1006310	JOURN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1006320	JOURN 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1006330	JOURN 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1006331	JOURN 5 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1006332	JOURN 6 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1007000	M/J SPEECH-DEBATE 1	ELA - FSA	Math - FSA
1007300	SPEECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1008010	M/J READ 1	FLDOE - VAM	ELA - FSA
1008020	M/J READ 1 ADV	FLDOE - VAM	ELA - FSA
1008050	M/J READ 2 ADV	FLDOE - VAM	ELA - FSA
1008070	M/J READ 3	FLDOE - VAM	ELA - FSA
1008080	M/J READ 3 ADV	FLDOE - VAM	ELA - FSA
1008300	READ 1	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1009000	M/J CREATIVE WRIT 1	ELA - FSA	Math - FSA
1009320	CREATIVE WRIT 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1009330	CREATIVE WRIT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1009331	CREATIVE WRIT 3 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1009332	CREATIVE WRIT 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1009333	CREATIVE WRIT 5 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1009360	AICE GEN PAPER AS	FLDOE - VAM	ELA - FSA/PERT/ACT/SAT
1020860	GREAT BOOKS HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1100000	M/J LIB SKLS/IL (MC)	ELA - FSA	Math - FSA
1200310	ALG 1	FLDOE - VAM	Math - EOC/PERT/ACT/SAT
1200320	ALG 1 HON	FLDOE - VAM	Math - EOC/PERT/ACT/SAT
1200330	ALG 2	Math - EOC	Math - EOC/PERT/ACT/SAT
1200335	ALG 2 CR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1200340	ALG 2 HON	Math - EOC	Math - EOC/PERT/ACT/SAT
1200370	ALG 1-A	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1200380	ALG 1-B	FLDOE - VAM	Math - EOC/PERT/ACT/SAT
1200390	IB MYP ALG 1	FLDOE - VAM	Math - EOC/PERT/ACT/SAT
1200400	INTENS MATH	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1200410	MATH COLL. SUCCESS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1200700	MATH COLL. READINESS	Math - EOC/PERT/ACT/SAT	ELA - FSA/PERT/ACT/SAT
1201315	ANALYSIS OF FUNC HON	District Created EOY	Math - FSA/PERT/ACT/SAT
1202300	CALCULUS HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1202310	AP CALCULUS AB	AP	Math - EOC/PERT/ACT/SAT
1202320	AP CALCULUS BC	AP	Math - EOC/PERT/ACT/SAT
1202340	PRE-CALCULUS HON	District Created EOY	Math - FSA/PERT/ACT/SAT
1202352	AICE MATH 1 AS	Math - EOC/PERT/ACT/SAT	ELA - FSA/PERT/ACT/SAT
1202375	IB PRE-CALCULUS	Math - EOC/PERT/ACT/SAT	ELA - FSA/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
1204000	M/J INTENS MATH (MC)	Math - FSA	ELA - FSA
1205010	M/J GRADE 6 MATH	FLDOE - VAM	Math - FSA
1205020	M/J GRADE 6 MATH ADV	FLDOE - VAM	Math - FSA
1205040	M/J GRADE 7 MATH	FLDOE - VAM	Math - FSA
1205050	M/J GRADE 7 MATH ADV	FLDOE - VAM	Math - FSA
1205070	M/J GRADE 8 PRE-ALG	FLDOE - VAM	Math - FSA
1205090	M/J IB MYP MATH 1	FLDOE - VAM	Math - FSA
1205100	M/J IB PRE-ALGEBRA	FLDOE - VAM	Math - FSA
1206310	GEO	Math - EOC	Math - EOC/PERT/ACT/SAT
1206320	GEO HON	Math - EOC	Math - EOC/PERT/ACT/SAT
1206810	IB MYP GEOM	Math - EOC	Math - EOC/PERT/ACT/SAT
1207300	LIB ARTS MATH 1	District Created EOY	Math - FSA/PERT/ACT/SAT
1207310	LIB ARTS MATH 2	District Created EOY	Math - FSA/PERT/ACT/SAT
1209800	IB MATH STUDIES	Math - EOC/PERT/ACT/SAT	ELA - FSA/PERT/ACT/SAT
1209825	PRE-AICE MATH 3 IG	FLDOE - VAM	Math - FSA
1210300	PROB, STAT W/APPLS H	District Created EOY	Math - FSA/PERT/ACT/SAT
1210310	IB STAT/INT DIFF CAL	Math - EOC/PERT/ACT/SAT	ELA - FSA/PERT/ACT/SAT
1210320	AP STAT	AP	Math - EOC/PERT/ACT/SAT
1211300	TRIG HON	District Created EOY	Math - FSA/PERT/ACT/SAT
1300080	M/J EXPL MUS PERF	ELA - FSA	Math - FSA
1300300	MUS THEORY 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1300310	MUS THEORY 2 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1300330	AP MUS THEORY	AP	ELA - FSA/PERT/ACT/SAT
1300340	MUSIC WORLD	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1300800	FL PRE-IB MUSIC 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1300810	FL PRE-IB MUSIC 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1300816	IB MUSIC 1	IB	ELA - FSA/PERT/ACT/SAT
1300818	IB MUSIC 2	IB	ELA - FSA/PERT/ACT/SAT
1300820	IB MUSIC 3	IB	ELA - FSA/PERT/ACT/SAT
1301030	M/J KEYBD 1	District Created EOY	ELA - FSA
1301040	M/J KEYBD 2	ELA - FSA	Math - FSA
1301050	M/J KEYBD 3	ELA - FSA	Math - FSA
1301060	M/J GUITAR 1	District Created EOY	ELA - FSA
1301070	M/J GUITAR 2	District Created EOY	ELA - FSA
1301080	M/J GUITAR 3	ELA - FSA	Math - FSA
1301090	M/J EXPL MUSIC 1	District Created EOY	ELA - FSA
1301100	M/J EXPL MUSIC 2	ELA - FSA	Math - FSA
1301110	M/J EXPL MUSIC 3	ELA - FSA	Math - FSA
1301320	GUITAR 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
1301330	GITAR 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
1301340	GITAR 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1301350	GITAR 4 HONORS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1301360	KEYBD 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1301370	KEYBD 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1301380	KEYBD 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1301390	KEYBD 4 HONORS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302000	M/J BAND 1	District Created EOY	ELA - FSA
1302010	M/J BAND 2	District Created EOY	ELA - FSA
1302020	M/J BAND 3	District Created EOY	ELA - FSA
1302030	M/J BAND 4	ELA - FSA	Math - FSA
1302040	M/J ORCH 1	District Created EOY	ELA - FSA
1302050	M/J ORCH 2	District Created EOY	ELA - FSA
1302060	M/J ORCH 3	District Created EOY	ELA - FSA
1302080	M/J INSTRU TECNQS 1	ELA - FSA	Math - FSA
1302090	M/J INSTRU TECNQS 2	ELA - FSA	Math - FSA
1302110	M/J INSTRU ENS 1	District Created EOY	ELA - FSA
1302120	M/J INSTRU ENS 2	ELA - FSA	Math - FSA
1302130	M/J INSTRU ENS 3	ELA - FSA	Math - FSA
1302300	BAND 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1302310	BAND 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
1302320	BAND 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1302330	BAND 4	District Created EOY	ELA - FSA/PERT/ACT/SAT
1302340	BAND 5 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302350	BAND 6 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302360	ORCH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1302370	ORCH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302380	ORCH 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1302390	ORCH 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302400	ORCH 5 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302410	ORCH 6 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302420	INSTRU TECNQS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302430	INSTRU TECNQS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302440	INSTRU TECNQS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302450	INSTRU TECNQS 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302460	INSTRU ENS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302470	INSTRU ENS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302480	INSTRU ENS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302490	INSTRU ENS 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302500	JAZZ ENS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302510	JAZZ ENS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1302520	JAZZ ENS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
1302530	JAZZ ENS 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303000	M/J CHORUS 1	District Created EOY	ELA - FSA
1303010	M/J CHORUS 2	District Created EOY	ELA - FSA
1303020	M/J CHORUS 3	District Created EOY	ELA - FSA
1303080	M/J VOCAL TECNQS 2	ELA - FSA	Math - FSA
1303090	M/J VOCAL TECNQS 3	ELA - FSA	Math - FSA
1303100	M/J VOCAL ENS 1	ELA - FSA	Math - FSA
1303110	M/J VOCAL ENS 2	ELA - FSA	Math - FSA
1303120	M/J VOCAL ENS 3	ELA - FSA	Math - FSA
1303150	M/J MUSIC TECH	ELA - FSA	Math - FSA
1303300	CHORUS 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1303310	CHORUS 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
1303320	CHORUS 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1303330	CHORUS 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303340	CHORUS 5 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303350	CHORUS 6 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303360	CHORUS REG-SPEC 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303370	CHORUS REG-SPEC 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303380	CHORUS REG-SPEC 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303390	CHORUS REG-SPEC 4 H	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303400	VOCAL TECNQS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303410	VOCAL TECNQS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303420	VOCAL TECNQS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303430	VOCAL TECNQS 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303440	VOCAL ENS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303450	VOCAL ENS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303460	VOCAL ENS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1303470	VOCAL ENS 4 HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1304300	MUS TECH & SO ENG 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1305300	EURHY 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1305310	EURHY 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1305320	EURHY 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1305330	EURHY 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1400000	M/J PEER COUN 1	ELA - FSA	Math - FSA
1400010	M/J PEER COUN 2	ELA - FSA	Math - FSA
1400300	PEER COUN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1400310	PEER COUN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1500000	M/J ADAP PE IEP/504	ELA - FSA	Math - FSA
1501130	M/J IB MYP COMP PE 1	ELA - FSA	Math - FSA
1501131	M/J IB MYP COMP PE 2	ELA - FSA	Math - FSA

Course ID	Course Name	Primary Data Source	Secondary Data Source
1501132	M/J IB MYP COMP PE 3	ELA - FSA	Math - FSA
1501300	PERS FIT	District Created EOY	ELA - FSA/PERT/ACT/SAT
1501310	FIT LIFST DESIGN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1501340	WEIGHT TRAIN 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1501350	WEIGHT TRAIN 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
1501360	WEIGHT TRAIN 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1501390	COMPRE FIT	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1501410	POWER WEIGHT TRAIN 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1502410	INDIV/DUAL SPRTS 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1502470	REC	District Created EOY	ELA - FSA/PERT/ACT/SAT
1502480	OUTDOOR ED	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1502490	CARE/PREV OF ATH INJ	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1502500	SPRTS OFFICIATING	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1503310	BASKETBALL	District Created EOY	ELA - FSA/PERT/ACT/SAT
1503315	BASKETBALL 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1503350	TEAM SPRTS 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1503360	TEAM SPRTS 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
1503400	AEROBICS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1504490	WATER SAFETY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1505500	VOLLEYBALL 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1505510	VOLLEYBALL 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1506320	HOPE-PE V	District Created EOY	ELA - FSA/PERT/ACT/SAT
1508000	M/J FITNESS GRADE 6	District Created EOY	ELA - FSA
1508200	M/J TEAM SPORTS GRD7	District Created EOY	ELA - FSA
1508300	M/J OUTDR PRSTS GRD7	District Created EOY	ELA - FSA
1508500	M/J IND/DUAL SPT GD8	District Created EOY	ELA - FSA
1508600	M/J COMPRE GRDE 6/7	District Created EOY	ELA - FSA
1508700	M/J COMPRE GDE 7/8	District Created EOY	ELA - FSA
1700000	M/J RESEARCH 1	ELA - FSA	Math - FSA
1700010	M/J RESEARCH 2	ELA - FSA	Math - FSA
1700020	M/J RESEARCH 3	ELA - FSA	Math - FSA
1700060	M/J CAREER RES & DEC	ELA - FSA	Math - FSA
1700100	M/J CRIT THINK	FSA ELA	FSA Math
1700300	RESEARCH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1700320	RESEARCH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1700364	AICE GLBL PERSP 1 AS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
1700370	CRIT THINK ST SKLS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1700380	CAR RESA&DECI MAK	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1700500	AP CAPSTONE SEMINAR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1800300	AF AERO SCI 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1800310	AF AERO SCI 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1800320	AF AERO SCI 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1800330	AF AEROSCI 4 LEADDEV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1800350	AF AERO SCI 4 TRANSP	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1800360	AF AERO SCI 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1801300	AR LEAD ED/TRAIN 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
1801310	AR LEAD ED/TRAIN 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
1801320	AR LEAD ED/TRAIN 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
1801330	AR LEAD ED/TRAIN 4	District Created EOY	ELA - FSA/PERT/ACT/SAT
1802300	NAVAL SCI 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1802310	NAVAL SCI 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1802320	NAVAL SCI 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1802330	NAVAL SCI 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1803300	MC LEAD ED 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1803310	MC LEAD ED 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1803320	MC LEAD ED 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1803330	MC LEAD ED 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
1900300	DRIVER ED CLASS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2000310	BIO 1	EOC	ELA - FSA/PERT/ACT/SAT
2000320	BIO 1 HON	EOC	ELA - FSA/PERT/ACT/SAT
2000321	AICE BIO 1 AS	EOC	ELA - FSA/PERT/ACT/SAT
2000322	PRE-AICE BIO IG	EOC	ELA - FSA/PERT/ACT/SAT
2000340	AP BIO	AP	EOC - Biology
2000350	ANAT PHYSIO	District Created EOY	ELA - FSA/PERT/ACT/SAT
2000360	ANAT PHYSIO HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2000800	FL PRE-IB BIO 1	EOC	ELA - FSA/PERT/ACT/SAT
2000805	IB BIOLOGY 1	IB	EOC
2000810	IB BIOLOGY 2	IB	ELA - FSA/PERT/ACT/SAT
2000820	IB BIOLOGY 3	IB	ELA - FSA/PERT/ACT/SAT
2001310	ERTH/SPA SCI	District Created EOY	ELA - FSA/PERT/ACT/SAT
2001320	ERTH/SPA SCI HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2001340	ENV SCI	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2001380	AP ENV SCI	AP	ELA - FSA/PERT/ACT/SAT
2001381	AICE ENV MGMNT AS	AICE	ELA - FSA/PERT/ACT/SAT
2002040	M/J COMPRE SCI 1	District Created EOY	ELA - FSA
2002050	M/J COMPRE SCI 1 ADV	District Created EOY	ELA - FSA
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
2002055	M/J COMPSCI1 ACC HON	District Created EOY	ELA - FSA
2002060	M/J IB MYP COMP SCI1	District Created EOY	ELA - FSA
2002070	M/J COMPRE SCI 2	District Created EOY	ELA - FSA
2002080	M/J COMPRE SCI 2 ADV	District Created EOY	ELA - FSA
2002085	M/J COMPSCI2 ACC HON	District Created EOY	ELA - FSA
2002090	M/J IB MYP COMP SCI2	District Created EOY	ELA - FSA
2002100	M/J COMPRE SCI 3	SSA	ELA - FSA
2002110	M/J COMPRE SCI 3 ADV	SSA	ELA - FSA
2002120	M/J IB MYP COMP SCI3	SSA	ELA - FSA
2002400	INTEG SCI 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2002480	FORC SCI 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2002500	MARINE SCI 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2003310	PHY SCI	District Created EOY	ELA - FSA/PERT/ACT/SAT
2003340	CHEM 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
2003350	CHEM 1 HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2003370	AP CHEM	AP	ELA - FSA/PERT/ACT/SAT
2003380	PHYS 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
2003390	PHYS 1 HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2003421	AP PHYSICS 1	AP	ELA - FSA/PERT/ACT/SAT
2003430	AP PHYSICS C: ME	AP	ELA - FSA/PERT/ACT/SAT
2003800	FL PRE-IB CHEM 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
2003810	IB CHEMISTRY 2	IB	ELA - FSA/PERT/ACT/SAT
2003820	IB CHEMISTRY 3	IB	ELA - FSA/PERT/ACT/SAT
2003850	IB PHYSICS 3	IB	ELA - FSA/PERT/ACT/SAT
2003870	IB MYP DES TECH	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2100015	M/J US HIST&CAR PLAN	District Created EOY	ELA - FSA
2100025	M/J US HIS ADV & C/P	District Created EOY	ELA - FSA
2100310	US HIST	EOC	ELA - FSA/PERT/ACT/SAT
2100320	US HIST HON	EOC	ELA - FSA/PERT/ACT/SAT
2100330	AP U.S. HIST	AP	EOC - US History
2100370	EAST & WEST HERITAGE	District Created EOY	ELA - FSA/PERT/ACT/SAT
2100800	IB HISTORY OF AMER	EOC	ELA - FSA/PERT/ACT/SAT
2102335	ECON FIN LIT	District Created EOY	ELA - FSA/PERT/ACT/SAT
2102345	ECON FIN LIT HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2102360	AP MICROECON	AP	ELA - FSA/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
2102370	AP MACROECON	AP	ELA - FSA/PERT/ACT/SAT
2102440	IB BUS MGMT 2	IB	ELA - FSA/PERT/ACT/SAT
2103400	AP HUMAN GEOG	AP	ELA - FSA/PERT/ACT/SAT
2104010	M/J ENG CIT SERVLRN1	ELA - FSA	Math - FSA
2104600	MULTICLTRL STUDIES	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2105040	M/J IB MYP WRLD CLTR	IB	ELA - FSA
2105860	IB PHILOSOPHY 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2105890	IB WORLD RELIGIONS 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2106016	M/J CIVICS & CAR PL	EOC	ELA - FSA
2106020	M/J CIVICS ADV	EOC	ELA - FSA
2106026	M/J CIVICS ADV&CAR P	EOC	ELA - FSA
2106310	US GOVT	District Created EOY	ELA - FSA/PERT/ACT/SAT
2106320	US GOVT HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2106350	LAW STUDIES	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2106360	COMPA POLI SYSTEMS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2106370	COMPRE LAW STUDIES	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2106420	AP US GOVT/POL	AP	ELA - FSA/PERT/ACT/SAT
2106430	AP COMP GOVT/POL	AP	ELA - FSA/PERT/ACT/SAT
2106810	IB WORLD POLITICS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2107300	PSYCH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
2107310	PSYCH 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
2107350	AP PSYCH	AP	ELA - FSA/PERT/ACT/SAT
2107800	IB PSYCHOLOGY 1	IB	ELA - FSA/PERT/ACT/SAT
2107810	IB PSYCHOLOGY 2	IB	ELA - FSA/PERT/ACT/SAT
2107820	IB PSYCHOLOGY 3	IB	ELA - FSA/PERT/ACT/SAT
2108300	SOCIOLOGY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2109010	M/J WORLD HIST	District Created EOY	ELA - FSA
2109020	M/J WORLD HIST ADV	District Created EOY	ELA - FSA
2109310	WORLD HIST	District Created EOY	ELA - FSA/PERT/ACT/SAT
2109315	WORLD HIST CR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2109320	WORLD HIST HON	District Created EOY	ELA - FSA/PERT/ACT/SAT
2109350	CONTEMP HIST	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2109380	AP EURO HIST	AP	ELA - FSA/PERT/ACT/SAT
2109420	AP WORLD HIST	AP	ELA - FSA/PERT/ACT/SAT
2109430	HOLOCAUST	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2109805	IB CONTEMP HISTORY 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2120910	PHILOS HON	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2200300	NC STUDY HALL 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
2400300	LEAD SKLS DEV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
2400310	LEAD TECNQS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
3027010	BIOTECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
3027020	BIOTECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
5001010	ART - GRADE K	ELA - EOY	Student grades
5001020	ART - GRADE 1	ELA - EOY	Math - EOY
5001030	ART - GRADE 2	ELA - EOY	Math - EOY
5001040	ART - INTERM 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
5001050	ART - INTERM 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
5001060	ART - INTERM 3	District Created EOY	ELA - FSA/PERT/ACT/SAT
5002000	INTROD TO CPTRS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
5003010	DANCE - GRADE K	ELA - EOY	Student grades
5003020	DANCE - GRADE 1	ELA - EOY	Math - EOY
5003030	DANCE - GRADE 2	ELA - EOY	Math - EOY
5003040	DANCE - INTERM 1	ELA - FSA	Math - FSA
5003050	DANCE - INTERM 2	ELA - FSA	Math - FSA
5003060	DANCE - INTERM 3	ELA - FSA	Math - FSA
5007020	SPANISH E	District Created EOY	ELA - FSA/PERT/ACT/SAT
5010041	LANG ARTS GRADE K	District Created EOY	ELA - FSA/PERT/ACT/SAT
5010042	LANG ARTS GRADE 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
5010043	LANG ARTS GRADE 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
5010044	LANG ARTS GRADE 3	FSA ELA	FSA Math
5010045	LANG ARTS GRADE 4	FLDOE - VAM	ELA - FSA
5010046	LANG ARTS GRADE 5	FLDOE - VAM	ELA - FSA
5010200	THEATRE - GRADE K	ELA - EOY	Student grades
5010210	THEATRE - GRADE 1	ELA - EOY	Math - EOY
5010220	THEATRE - GRADE 2	ELA - EOY	Math - EOY
5010230	THEATRE-INTERM 1	ELA - FSA	Math - FSA
5010240	THEATRE-INTERM 2	ELA - FSA	Math - FSA
5010250	THEATRE-INTERM 3	ELA - FSA	Math - FSA
5012020	MATH GRADE K	ELA - EOY	Student grades
5012030	MATH GRADE ONE	Math - EOY	ELA - EOY
5012040	MATH GRADE TWO	Math - EOY	ELA - EOY
5012050	MATH GRADE THREE	Math - FSA	FSA ELA
5012060	MATH GRADE FOUR	FLDOE - VAM	Math - FSA
5012070	MATH GRADE FIVE	FLDOE - VAM	Math - FSA
5013010	ELEM CHORUS	ELA - FSA	Math - FSA
5013020	ELEM BAND	ELA - FSA	Math - FSA
5013030	ELEM ORCHESTRA	ELA - FSA	Math - FSA
5013060	MUSIC - GRADE K	ELA - EOY	Student grades
5013070	MUSIC - GRADE 1	ELA - EOY	Math - EOY
5013080	MUSIC - GRADE 2	ELA - EOY	Math - EOY
5013090	MUSIC-INTERM 1	District Created EOY	ELA - FSA
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
5013100	MUSIC-INTERM 2	District Created EOY	ELA - FSA
5013110	MUSIC-INTERM 3	District Created EOY	ELA - FSA
5015000	E ADAP PE IEP/504	Student grades	
5015020	PHYSICAL EDUCATION K	ELA - EOY	Student grades
5015030	PHYSICAL EDUCATION 1	ELA - EOY	Math - EOY
5015040	PHYSICAL EDUCATION 2	ELA - EOY	Math - EOY
5015050	PHYSICAL EDUCATION 3	District Created EOY	ELA - FSA
5015060	PHYSICAL EDUCATION 4	District Created EOY	ELA - FSA
5015070	PHYSICAL EDUCATION 5	District Created EOY	ELA - FSA
5020010	SCIENCE GRADE K	ELA - EOY	Student grades
5020020	SCIENCE GRADE ONE	ELA - EOY	Math - EOY
5020030	SCIENCE GRADE TWO	ELA - EOY	Math - EOY
5020040	SCIENCE GRADE THREE	ELA - FSA	Math - FSA
5020050	SCIENCE GRADE FOUR	ELA - FSA	Math - FSA
5020060	SCIENCE GRADE FIVE	Science - SSA	FSA ELA
5021020	SOC STUDIES K	ELA - EOY	Student grades
5021030	SOC STUDIES 1	ELA - EOY	Math - EOY
5021040	SOC STUDIES 2	ELA - EOY	Math - EOY
5021050	SOC STUDIES 3	ELA - FSA	Math - FSA
5021060	SOC STUDIES 4	ELA - FSA	Math - FSA
5021070	SOC STUDIES 5	ELA - FSA	Math - FSA
5022000	STUDY HALL E	ELA - FSA/EOY	Math - FSA/EOY
5100520	DIST HEAD START	Teaching Strategies Gold	
5100530	DIST TITLE 1 PK	Teaching Strategies Gold	
5100560	PK OTHER	Teaching Strategies Gold	
5100570	SCHOOL READINESS	Teaching Strategies Gold	
5100580	VPK-SCH YEAR PROG	Teaching Strategies Gold	
7650030	PK DISABS: 0-2		
7650130	PK DISABS: 3-5	BDI	
7710011	ACCESS LANG ART - K	Student grades	
7710012	ACCESS LANG ART - 1	Student grades	
7710013	ACCESS LANG ART - 2	Student grades	
7710014	ACCESS LANG ART - 3	ELA - FSAA/FSA	Math - FSAA/FSA
7710015	ACCESS LANG ART - 4	FLDOE - VAM	ELA - FSA/FSAA
7710016	ACCESS LANG ART - 5	FLDOE - VAM	ELA - FSA/FSAA
7712015	ACCESS MATH GRADE K	Student grades	
Course	Course Name	Primary Data Source	Secondary Data Source

ID	Course Name	Primary Data Source	Secondary Data Source
7712020	ACCESS MATH GRADE 1	Student grades	
7712030	ACCESS MATH GRADE 2	Student grades	
7712040	ACCESS MATH GRADE 3	Math - FSAA/FSA	ELA - FSAA/FSA
7712050	ACCESS MATH GRADE 4	FLDOE - VAM	Math - FSA/FSAA
7712060	ACCESS MATH GRADE 5	FLDOE - VAM	Math - FSA/FSAA
7715010	PE: K-5	ELA - FSAA/FSA	Math - FSAA/FSA
7720015	ACCESS SCI GRADE K	Student grades	
7720020	ACCESS SCI GRADE 1	Student grades	
7720030	ACCESS SCI GRADE 2	Student grades	
7720040	ACCESS SCI GRADE 3	ELA - FSAA/FSA	Math - FSAA/FSA
7720050	ACCESS SCI GRADE 4	ELA - FSAA/FSA	Math - FSAA/FSA
7720060	ACCESS SCI GRADE 5	SSA	ELA - FSAA/FSA
7721011	ACCESS SOC ST - K	Student grades	
7721012	ACCESS SOC ST - 1	Student grades	
7721013	ACCESS SOC ST - 2	Student grades	
7721014	ACCESS SOC ST - 3	ELA - FSAA/FSA	Math - FSAA/FSA
7721015	ACCESS SOC ST - 4	ELA - FSAA/FSA	Math - FSAA/FSA
7721016	ACCESS SOC ST - 5	ELA - FSAA/FSA	Math - FSAA/FSA
7721020	U SKLS SOC&EMOT:PK-5	ELA - FSA/FAA/EOY	Math - FSAA/FSA/EOY
7755020	H/H ACAD U SKLS:PK-5	ELA - FSA/FAA/EOY	Math - FSAA/FSA/EOY
7755040	ADV ACAD: K-5 GIFTED	ELA - FSA/EOY	Math - FSA/EOY
7763020	SPEECH AUD: PK-5	ELA - FSA/EOY	Math - FSA/EOY
7763030	SPEECH THRPY: PK-5	ELA - FSA/EOY	Math - FSA/EOY
7763040	LANG THRPY: PK-5	ELA - FSA/EOY	Math - FSA/EOY
7763050	OCCU THRPY: PK-5	ELA - FSA/EOY	Math - FSA/EOY
7763080	EXP CORE COMPET:PK-5	ELA - FSA/EOY	Math - FSA/EOY
7763090	EXP SKLS:PK-5	ELA - FSA/EOY	Math - FSA/EOY
7763120	U SKLS COMMUNIC:PK-5	ELA - FSA/EOY	Math - FSA/EOY
7801010	ACCESS V/P ARTS: 6-8	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
7810011	ACCESS M/J LA 1	FLDOE - VAM	ELA - FSA/FSAA
7810012	ACCESS M/J LA 2	FLDOE - VAM	ELA - FSA/FSAA
7810013	ACCESS M/J LA 3	FLDOE - VAM	ELA - FSA/FSAA
7812015	ACCESS M/J GR 6 MATH	FLDOE - VAM	ELA - FSA/FSAA
7812020	ACCESS M/J GR 7 MATH	FLDOE - VAM	ELA - FSA/FSAA
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
7812030	ACC M/J GR8 PRE-ALG	FLDOE - VAM	ELA - FSA/FSAA
7813010	MUS: 6-8	ELA - FSA/FSAA	Math - FSA/FSAA
7815010	PE: 6-8	ELA - FSA/FSAA	Math - FSA/FSAA
7820015	ACCESS M/J COMPSCI 1	ELA - FSA/FSAA	Math - FSA/FSAA
7820016	ACCESS M/J COMPSCI 2	ELA - FSA/FSAA	Math - FSA/FSAA
7820017	ACCESS M/J COMPSCI 3	SSA	ELA - FSA/FSAA
7821021	ACCESS M/J CIVICS	ELA - FSA/FSAA	Math - FSA/FSAA
7821022	ACCESS M/J WRLD HIST	ELA - FSA/FSAA	Math - FSA/FSAA
7821023	ACCESS M/J CIV & CP	ELA - FSA/FSAA	Math - FSA/FSAA
7821025	ACCESS M/J US HIST	ELA - FSA/FSAA	Math - FSA/FSAA
7821026	ACCESS M/J USHI & CP	ELA - FSA/FSAA	Math - FSA/FSAA
7821030	CAR ED PLAN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
7855020	HH INST SER: 6-8	ELA - FSA/FSAA	Math - FSA/FSAA
7855040	ADV ACAD: 6-8 GIFTED	ELA - FSA	Math - FSA
7855042	ADV ACAD:6-8&CP GIFT	ELA - FSA	Math - FSA
7863000	U SKLS: SOC&EMO 6-8	ELA - FSA/FSAA	Math - FSA/FSAA
7863010	U SKLS: 6-8	ELA - FSA/FSAA	Math - FSA/FSAA
7863080	EXP CORE COMP: 6-8	ELA - FSA/FSAA	Math - FSA/FSAA
7863090	LRNG STR: 6-8	ELA - FSA	Math - FSA
7866030	SPEECH THRPY: 6-8	ELA - FSA	Math - FSA
7900030	H/H INSTR SERVS	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7910111	ACCESS ENGLISH 1/2	ELA - FSAA/FSA	Math - FSAA/FSA
7910112	ACCESS ENGLISH 3/4	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7910115	FUND ENG 1	ELA - FSAA/FSA	Math - FSAA/FSA
7910125	FUND ENG 3	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7912065	ACCESS GEOMETRY	Geometry - EOC	Math - FSA/FSAA/EOC
7912070	ACCESS LIB ARTS MATH	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7912075	ACCESS ALGEBRA 1	FLDOE - VAM	Math - FSA/FSAA/EOC
7912080	ACCESS ALGEBRA 1A	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7912090	ACCESS ALGEBRA 1B	FLDOE - VAM	Math - FSA/FSAA/EOC
7912100	FUND ALGEBRA SKLS	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7912105	FUND CONSUMER MATH	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
7912110	FUND EXPLORS MATH 1	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7915010	SPECI DESIGN PE	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7915015	ACCESS HOPE 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920011	ACCESS CHEMISTRY 1	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920015	ACCESS BIOLOGY 1	EOC	ELA - FSAA/FSA
7920020	ACCESS E/S SCI	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920025	ACCESS INTEG SCI 1	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920030	FUND INTEG SCI 1	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920035	FUND INTEG SCI 2	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920040	FUND INTEG SCI 3	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7920050	ACCESS HEALTH/SAFETY	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921015	ACCESS US GOVT	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921022	ACCESS ECON FIN LIT	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921025	ACCESS US HIST	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921027	ACCESS WORLD HISTORY	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921030	FUND WORLD HISTORY	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921035	FUND US HISTORY	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921042	FUND ECON W/FIN LIT	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7921045	FUND US GOVT	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7960010	TRAN PLAN: 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7963010	PREP AD LIV	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7963070	U SKLS: SOC&EMO 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7963080	LRNG STRATEGIES 9-12	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
7963130	U SKLS: 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7963140	SELF-DETERMINATION	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7963160	U SKLS: IND FUN 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7965040	STUDIES STUS GIFTED	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7966030	SPEECH THRPY	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7967010	ACCESS VIS/PERF ARTS	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7980110	CAR PREP: 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7980120	CAR EXERIENCES: 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
7980130	CAR PLACEMENT: 9-12	ELA - FSA/FSAA/PERT/ACT/SAT	Math - EOC/FSAA/PERT/ACT/SAT
8000400	OR TO CAREER CLUST	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8005110	TECHNICAL AG OPS 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
8005120	TECHNICAL AG OPS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8005130	TECHNICAL AG OPS 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8006110	ENERGY INDUSTRY FUND	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8006120	INTRO TO ALT ENERGY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8006220	INTRO TO NAT RES 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8021100	INTRO TO AG,FOOD,NR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8021110	INTRO TO AG & CP	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8021300	FUND OF AG SYSTEMS	District Created EOY	ELA - FSA/PERT/ACT/SAT
8021400	FUND OF AG SERVICES	District Created EOY	ELA - FSA/PERT/ACT/SAT
8100100	AGRI, FOOD, NR DS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8100110	ORIEN TO AGSCI & C P	District Created EOY	ELA - FSA/PERT/ACT/SAT
8100120	INTROD TO AGSCI	District Created EOY	ELA - FSA/PERT/ACT/SAT
8100210	EX OF AGRISCI	District Created EOY	ELA - FSA/PERT/ACT/SAT
8100310	ORIEN TO AGSCI	District Created EOY	ELA - FSA/PERT/ACT/SAT
8100330	ADV CONCS AGSCI	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8100410	AGRI,FOOD,NR - OJT	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8104410	CABINETMAKING 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8104420	CABINETMAKING 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8104430	CABINETMAKING 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8106210	ANIM SCI & SERS 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
8106220	ANIM SCI & SERS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8106230	ANIM SCI & SERS 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course	Course Name	Primary Data Source	Secondary Data Source

ID			
8106240	ANIM SCI & SERS 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8106810	AGRISCI FOUND 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
8106820	AGRITECH 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
8106830	AGRITECH 2	District Created EOY	ELA - FSA/PERT/ACT/SAT
8106850	AG BIOTECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8109350	INTRO ARCH & CONST	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8111510	VET ASSIST 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8111520	VET ASSIST 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8111540	VET ASSIST 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8111550	VET ASSIST 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8112010	AQUACULTURE 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8112020	AQUACULTURE 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8117010	AG COMM 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8117020	AG COMM 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8118310	FORESTRY & NAT RES 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8118320	FORESTRY & NAT RES 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8118330	FORESTRY 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8121510	INTROD HORT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8121520	HORT SCI 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8121610	HORT SCI & SERS 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200100	BUSINESS DIR STUDY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200110	BUSINESS KEYBD	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200210	CPTR APPL BUSINESS 2	Industry Cert: Digital Tools	ELA - FSA/PERT/ACT/SAT
8200211	CPTR APPL BUSINESS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200212	CPTR APPL BUSINESS 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200220	CPTR APPL BUS 1 & CP	District Created EOY	ELA - FSA/PERT/ACT/SAT
8200400	ARTS, A/V DIR STUDY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200410	BUSINESS COOP ED OJT	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8200520	CPTR APPL BUS 1	District Created EOY	ELA - FSA/PERT/ACT/SAT
8201020	DIG CINEMA PROD 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8201210	DIG MEDIA/MM FOUND 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8201220	DIG MEDIA/MM FOUND 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8203310	ACCT APPL 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8203320	ACCT APPL 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8203330	ACCT APPL 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8207020	NETWK 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8207030	NETWK 2 INFRAS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8207040	NETWK 3 INFRAS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course ID	Course Name	Primary Data Source	Secondary Data Source

8207050	NETWK 4 INFRAST	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8207060	NETWKG 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8207070	NETWKG 6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8207310	INTROD TO INFO TECH	Industry Cert: Microsoft MOS	ELA - FSA/PERT/ACT/SAT
8208110	GAME & SIM FOUND	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8208120	GAME & SIM DSN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8208130	GAME & SIM 2D GR DEV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8208140	GAME & SIM 3D GR ANI	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8209350	INTRO ARTS, A/V	Industry Cert: Digital Tools	ELA - FSA/PERT/ACT/SAT
8209360	INTRO ARTS, A/V & CP	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8209510	DIGITAL DESIGN 1	Industry Cert: Adobe Indesign	ELA - FSA/PERT/ACT/SAT
8209520	DIGITAL DESIGN 2	Industry Cert: Adobe Illustrator	ELA - FSA/PERT/ACT/SAT
8209530	DIGITAL DESIGN 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8209540	DIGITAL DESIGN 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8209550	DIGITAL DESIGN 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8209560	DIGITAL DESIGN 6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8209570	DIGITAL DESIGN 7	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212110	ADM OFF TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212120	BUSINESS SOFTWARE 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212160	BUSINESS SOFTWARE 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212201	MED OFF TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212202	MED OFF TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212203	MED OFF TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212230	LEGAL OFFICE TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212240	LEGAL OFFICE TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212250	LEG OFFICE TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212410	ADM OFFICE TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8212420	ADM OFFICE TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8215120	BUSINESS ENTREP PRIN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8215130	LEG ASPECTS BUSINESS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8218010	CUSTOMER ASST 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8260300	FUND OF A/V,PRINT TE	Industry Cert: Digital Tools	ELA - FSA/PERT/ACT/SAT
8260500	FUND OF VIS & PA	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8300310	WKPL ESSENTIALS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8300320	PRACTICAL ARTS GEN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8300330	WKPL TECH APPL	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8300410	DIV CAR TECH-OJT	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course ID	Course Name	Primary Data Source	Secondary Data Source

8300420	COOP DIV ED-OJT	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8300430	GUIDED WKPL LEARN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8301110	MGMT & HUMAN RESOURC	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8303010	DIV CAR TECH PRIN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8370360	INTRO BUSINESS & CP	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8400100	HSE DIR STUDY	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8400110	ORIEN TO HEALTH OCCS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8400210	EXPL HLTH OCCS & C P	District Created EOY	ELA - FSA/PERT/ACT/SAT
8400310	EXPL HLTH OCCS	District Created EOY	ELA - FSA/PERT/ACT/SAT
8400320	MEDICAL SKLS SERS	District Created EOY	ELA - FSA/PERT/ACT/SAT
8401110	APPLD ENG TECH I	Industry Cert: MSSC	ELA - FSA/PERT/ACT/SAT
8401120	APPLD ENG TECH II	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8405110	EARLY CHILD 1 NEW	District Created EOY	ELA - FSA/PERT/ACT/SAT
8405120	EARLY CHILD 2 NEW	District Created EOY	ELA - FSA/PERT/ACT/SAT
8405130	EARLY CHILD 3 NEW	District Created EOY	ELA - FSA/PERT/ACT/SAT
8405140	EARLY CHILD 4 NEW	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8409100	FUND OF CAREER IN ED	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8417100	HEALTH SCI 1/A & P	District Created EOY	ELA - FSA/PERT/ACT/SAT
8417106	ORIEN NUR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8417110	HEALTH SCI 2/FOUND	District Created EOY	ELA - FSA/PERT/ACT/SAT
8417120	HEALTH & WELLNESS 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8417131	ALLIED HEALTH ASSIS3	District Created EOY	ELA - FSA/PERT/ACT/SAT
8417171	EMERG MED RESP 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8417191	HME HEALTH AIDE 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8417211	NURSE AST 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8418210	PHARM TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8418220	PHARM TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8418230	PHARM TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8418240	PHARM TECH 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8427130	ELECTROCARDIO TECH 3	Industry Cert: Certified EKG Technician	ELA - FSA/PERT/ACT/SAT
8500120	PERS & FAM FIN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500140	CAR DISC	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500230	PERSONAL DEV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500300	PARENT SKLS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500310	CHILD DEV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500345	FAMILY DYNAMICS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500355	NUTRITION & WELLNESS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8500390	PRIN FOOD PREPR	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
Course ID	Course Name	Primary Data Source	Secondary Data Source

8500410	ED & TRAIN - OJT	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8502000	LIF MGMT SKL	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8506405	DESIGN SERVS CORE	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8506410	PRIN FASH DESIGN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8506420	PATTERN DESIGN TECNO	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8506430	FASH DESIGN SPEC	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600010	INTROD TO TECH	Industry Cert: Digital Tools	ELA - FSA/PERT/ACT/SAT
8600020	EXPLO TECH	Industry Cert: Digital Tools	ELA - FSA/PERT/ACT/SAT
8600030	EXPLOR COMM TECH	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600040	EXPLOR OF PROD TECH	Industry Cert: Digital Tools	ELA - FSA/PERT/ACT/SAT
8600042	EX OF PDCT TECH & CP	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600050	EXPLOR AEROSPACE TEC	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600220	EXPLO TECH & CAR PLA	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600250	EX POWER & ENGR TECH	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600540	PRODUCTION TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600550	INTROD ENGR DESIGN	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600580	AEROSPACE TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600650	ENGR DESIGN & DEV	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600670	ENGINEERING TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8600680	AEROSPACE TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601010	COMM TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601020	COMM TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601030	COMM TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601110	MAT & PROCS TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601120	MAT & PROCS TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601130	MAT & PROCS TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601770	ENGINEERING TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601780	AEROSPACE TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8601900	ADV TECH APPL	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8700100	ARCH & CONST DS	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709010	AUTO COLL RPR & REF1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709020	AUTO COLL RPR & REF2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709030	AUTO COLL RPR & REF3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709040	AUTO COLL RPR & REF4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
8709050	AUTO COLL RPR & REF5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709060	AUTO COLL RPR & REF6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709070	AUTO COLL RPR & REF7	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709080	AUTO COLL RPR & REF8	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709090	AUTO COLL RPR & REF9	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709350	INTRO HEALTH SCI	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709410	AUTO SERV TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709420	AUTO SERV TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709430	AUTO SERV TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8709440	AUTO SERV TECH 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713010	A/C, REFG &HT TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713020	A/C&REFG & HT TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713030	A/C, REFG &HT TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713040	A/C, REFG &HT TECH 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713050	A/C&REFG & HT TECH 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713060	A/C&REFG & HT TECH 6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8713070	A/C&REFG & HT TECH 7	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8715110	AVIATION MAINT GEN 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8715120	AVIATION MAINT GEN 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8715130	AVIATION MAINT GEN 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8720140	CABINETMAKING 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8725010	DRAFT 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8725020	DRAFT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8725030	DRAFT 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8725040	DRAFT 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727210	ELECTRICITY 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727220	ELECTRICITY 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727230	ELECTRICITY 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727240	ELECTRICITY 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727250	ELECTRITICY 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727260	ELECTRICITY 6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8727270	ELECTRICITY 7	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

Course ID	Course Name	Primary Data Source	Secondary Data Source
8732120	CPTR SYSS TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8736030	BIOTECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742010	DIESEL ENGN SERV 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742020	DIESEL ENGN SERV 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742030	DIESEL ENGN SERV 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742040	DIESEL ENGN SERV 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742050	DIESEL ENGN SERV 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742060	DIESEL ENGN SERV 6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742070	DIESEL ENGN SERV 7	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742080	DIESEL ENGN SERV 8	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742090	DIESEL ENGN SERV 9	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8742091	DIESEL ENGN SERV 10	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754510	WELDING TECH 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754520	WELDING TECH 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754530	WELDING TECH 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754540	WELDING TECH 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754550	WELDING TECH 5	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754560	WELDING TECH 6	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754570	WELDING TECH 7	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8754580	WELDING TECH 8	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8757210	GROOM & SAL SERS 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8757310	NAILS SPECT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8757320	NAILS SPECT 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8757410	FACIALS SPECT 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8757420	FACIALS SPECT 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8766010	GAS ENGN SERV 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8766020	GAS ENGN SERV 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8766030	GAS ENGN SERV 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8766040	GAS ENGN SERV 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8771110	INDUS COMM	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772110	TV PRODUCTION 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772120	TV PRODUCTION 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772130	TV PRODUCTION 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772140	TV PRODUCTION 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772310	DIG AUD PROD 1	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772320	DIG AUD PROD 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772330	DIG AUD PROD 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772340	DIG AUD PROD 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772410	DIG VID PROD 1	Industry Cert: Adobe Premiere Pro	ELA - FSA/PERT/ACT/SAT
8772420	DIG VID PROD 2	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772430	DIG VID PROD 3	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT
8772440	DIG VID PROD 4	ELA - FSA/PERT/ACT/SAT	Math - EOC/PERT/ACT/SAT

*This list may change due to course enrollment or data availability.

Appendix C: Observation Rubrics

Classroom Teacher Observation Rubric

EPC: 1a. Demonstrating Knowledge of Content and Pedagogy	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 1: Instructional Design, Lesson Planning, and Assessment				
<p><u>Little or no</u> evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices display a lack of knowledge of the state standards, content, or the instructional practices specific to that discipline.</p>	<p><u>Partial</u> evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect an inconsistent level of awareness of the state standards, content, and the instructional practices specific to that discipline.</p>	<p><u>Adequate</u> evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect essential knowledge of the state standards, content, and the instructional practices specific to that discipline. The teacher is aware of research areas, new methods, and often incorporates them into instructional plans and practices.</p>	<p><u>Significant and varied</u> evidence exists that the teacher demonstrates knowledge of subject content and pedagogy.</p> <p>Instructional plans and practices reflect extensive knowledge of the state standards, content, the structure of the discipline and instructional practices. The teacher is aware of research areas, new methods, and consistently incorporates them into instructional plans and practices.</p>	
<p>Florida Educator Accomplished Practices: Foundational Principle 2 - The effective educator demonstrates deep and comprehensive knowledge of the subject taught. Instructional Design and Lesson Planning</p>	<p>Possible evidence may include sources such as: Use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), lesson plans, administrative conversations with the teacher, implementation of professional development, observations, compliance of content standards and curriculum maps.</p>			

EPC: 1b. Demonstrating Knowledge of Students.	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 1: Instructional Design, Lesson Planning, and Assessment				
	<p>Little or no evidence exists that the teacher demonstrates knowledge of students.</p> <p>Instructional practices demonstrate a lack of knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction lacks differentiation based on student needs.</p>	<p>Partial evidence exists that the teacher demonstrates a growing knowledge of students.</p> <p>Instructional practices demonstrate an inconsistent level of knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction is inconsistently differentiated based on student needs.</p>	<p>Adequate evidence exists that the teacher demonstrates knowledge of students.</p> <p>Instructional practices demonstrate a consistent knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs. Instruction is differentiated based on student needs.</p>	<p>Significant and varied evidence exists that the teacher demonstrates knowledge of students.</p> <p>Instructional practices demonstrate extensive knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs from a variety of sources. Instruction is consistently differentiated based on student needs.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation Foundational Principle 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</p>		<p>Possible evidence may include sources such as: Lesson plans, administrative conversations with the teacher, implementation of professional development, TARGET plan, data chat records, differentiated assignments, progress monitoring records, observations, action research.</p>		

EPC: 1c. Setting Instructional Outcomes	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
<p>Little or no evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans lack alignment to state standards. Instructional outcomes lack rigorous learning and do not permit valid, reliable assessment. Instructional outcomes offer little or no opportunity for application or integration of learning and are unsuitable for many students. Goals for student achievement are general or not developed at all.</p>	<p>Partial evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans are inconsistently aligned with state standards. Instructional outcomes inconsistently reflect rigor and may sometimes permit valid, reliable assessment. Instructional outcomes are limited and only suitable for some students. Few opportunities are offered for application or integration of learning.</p>	<p>Adequate evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans are aligned with state standards. Instructional outcomes reflect rigorous learning and permit valid, reliable assessment. Instructional outcomes offer frequent opportunities for application and integration of learning, are suitable for the majority of students, and represent different types of learning.</p>	<p>Significant and varied evidence exists that the teacher sets rigorous instructional outcomes.</p> <p>Instructional plans are aligned with state standards. Instructional outcomes consistently reflect rigorous and relevant learning which build connections between curriculum and students' daily lives and permit valid, reliable assessment. Instructional outcomes offer extensive opportunities for both application and integration of learning and take into account the needs of nearly all students.</p>	
<p>Florida Educator Accomplished Practices: Instructional Design and Lesson Planning Foundational Principle 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.</p>	<p>Possible evidence may include sources such as: Use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), lesson plans, administrative conversations with the teacher, student work samples, data chat records, progress monitoring records, observations, compliance of content standards and curriculum maps.</p>			

EPC: 1d. Demonstrating Knowledge of Resources and Technology	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<u>Little or no</u> evidence exists that the teacher demonstrates knowledge of resources and technology. Technology and resources are lacking as an enhancement of teacher knowledge or as part of the instructional process. The teacher does not seek such knowledge.	<u>Partial</u> evidence exists that the teacher demonstrates a growing knowledge of resources and technology. Technology and resources are inconsistently used to enhance teacher knowledge and as part of the instructional process. The teacher is making attempts to incorporate technology.	<u>Adequate</u> evidence exists that the teacher demonstrates knowledge of resources and technology. Technology and resources are consistently used to enhance teacher knowledge, as part of the instructional process, as well as, for student productivity.	<u>Significant and varied</u> evidence exists that the teacher demonstrates knowledge of resources and technology. Technology and resources are extensively used to enhance teacher knowledge, as part of the instructional process, as well as for student productivity. The teacher seeks out innovative ways to integrate technology in the classroom.
	Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation		Possible evidence may include sources such as: Lesson plans, administrative conversations with the teacher, implementation of professional development, observations.	
EPC: 1e. Designing Coherent Instruction	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 1: Instructional Design, Lesson Planning, and Assessment			
	<u>Little or no</u> evidence exists that the teacher designs coherent instruction. Lesson design lacks structure and student engagement. Knowledge of content, instructional strategies and resources are not coordinated in the creation of learning experiences. These experiences lack alignment to instructional outcomes for student mastery of state standards.	<u>Partial</u> evidence exists that the teacher is striving to design coherent instruction. Lesson design is inconsistent in its structure and plan for student engagement. Knowledge of content, instructional strategies and resources are poorly coordinated in the creation of learning experiences. These experiences are insufficiently aligned to instructional outcomes for student mastery of state standards.	<u>Adequate</u> evidence exists that the teacher designs coherent instruction. Lesson design is structured and student engagement is planned. Knowledge of content, instructional strategies and resources are coordinated in the creation of learning experiences. These experiences are aligned to instructional outcomes for student mastery of state standards.	<u>Significant and varied</u> evidence exists that the teacher designs coherent instruction. Lesson design is purposefully structured with embedded, active student engagement. Knowledge of content, instructional strategies and resources are coordinated in the creation of student-driven, relevant learning experiences. These experiences are strategically aligned to instructional outcomes for student mastery of state standards.
	Florida Educator Accomplished Practices: Instructional Design and Lesson Planning		Possible evidence may include sources such as: Use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), lesson plans, administrative conversations with the teacher, implementation of professional development, observations, differentiated assignments, progress monitoring records, compliance of content standards and curriculum maps.	

EPC: 1f. Designing Student Assessments	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 1: Instructional Design, Lesson Planning, and Assessment				
	<p>Little or no evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments lack alignment with instructional outcomes and state standards. Multiple assessments, both formative and summative, are seldom used to diagnose learning needs. Assessments rarely contribute to the learning needs of students or influence instruction.</p>	<p>Partial evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments are partially aligned with instructional outcomes and state standards. Multiple assessments, both formative and summative, are inconsistently used to diagnose learning needs. Assessments occasionally contribute to the learning needs of students or influence instruction.</p>	<p>Adequate evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments are aligned with instructional outcomes and state standards. Multiple assessments, both formative and summative, are used to diagnose learning needs. Assessments exhibit criteria, are appropriate to the learning needs of students, and influence instruction.</p>	<p>Significant and varied evidence exists that the teacher designs appropriate student assessments.</p> <p>Assessments are consistently aligned with instructional outcomes and state standards. Multiple assessments, both formative and summative, are used to diagnose individual learning needs. Assessments exhibit clear criteria, and are appropriate to the learning needs of students. Performance outcomes are pervasively integrated to adapt instruction.</p>
Florida Educator Accomplished Practices: Instructional Design and Lesson Planning. Assessment	Possible evidence may include sources such as: Use of appropriate researched-based best practices, lesson plans, administrative conversations with the teacher, implementation of professional development, observations, differentiated assignments, progress monitoring records, assessments, formative assessments, compliance of content standards and curriculum maps.			

EPC: 2a. Communicating with Students	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 2: Instructional Delivery and Facilitation			
	<p><u>Little or no</u> evidence exists that the teacher communicates with students at key points throughout the lesson.</p> <p>Instructional practices reflect a lack of developing students' understanding of the lesson by rarely communicating what students will know or be able to do.</p>	<p><u>Partial</u> evidence exists that the teacher communicates with students at key points throughout the lesson.</p> <p>Instructional practices reflect an insufficient level of developing students' understanding of the lesson by inconsistently communicating what students will know or be able to do. The teacher may infrequently refer to the lesson essential question to check for student understanding during the lesson.</p>	<p><u>Adequate</u> evidence exists that the teacher communicates with students at key points throughout the lesson.</p> <p>Instructional practices reflect intentional development of students' understanding of the lesson by consistently communicating what students will know or be able to do and referring to the lesson essential question to check for student understanding at key points throughout each lesson.</p>	<p><u>Significant and varied</u> evidence exists that the teacher's communication with students is interwoven throughout the entire lesson.</p> <p>Instructional practices reflect extensive development of students' understanding of each lesson by seamlessly communicating what students will know or be able to do, connecting each lesson essential question to prior knowledge, conveying the relevance, and referring to the lesson essential question to check for student understanding at key points throughout each lesson.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation</p>		<p>Possible evidence may include sources such as: Observation, Written Communication Artifacts, Administrator Conversation, Oral Communication, Student Work Samples, Lesson Plans, and Graphic Organizers.</p>		

EPC: 2b. Using Strategies to Evoke High-order Thinking and Discussions	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 2: Instructional Delivery and Facilitation				
<p><u>Little or no</u> evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are not used when asking students questions. Students are not provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions are low order and/or posed in rapid succession.</p>	<p><u>Partial</u> evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are inconsistently used when asking students questions. Students are occasionally provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Many questions are low order and/or posed in rapid succession.</p>	<p><u>Adequate</u> evidence exists that the teacher uses strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are intentionally used when asking students questions. Students are often provided opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions elicit thoughtful responses and wait time is utilized for students to answer.</p>	<p><u>Significant</u> evidence exists that the teacher uses varied strategies to evoke higher order thinking and discussions.</p> <p>Scaffolding, pacing, prompting, and probing techniques are consistently used when asking students questions. Students are provided extensive opportunities to participate in learning activities which require them to show, tell, explain, and prove their reasoning. Questions elicit thoughtful responses and sufficient wait time is utilized for students to reflect and answer.</p>	
<p>Florida Educator Accomplished Practices: Instructional Delivery and Facilitation</p>	<p>Possible evidence may include sources such as: Observation, Conversation, Extending Thinking Lessons, Wait Time, Student Engagement, Verbatim Questions.</p>			

EPC: 2c. Lesson Delivery and Engaging Students in Learning	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 2: Instructional Delivery and Facilitation			
	<p><u>Little or no</u> evidence exists that the teacher actively engages students in order to maximize instructional outcomes.</p> <p>Intellectual student engagement is not evident. Lesson delivery does not include collaborative structures, distributive practice, and distributive summarizing. The lesson lacks pacing to promote student learning.</p>	<p><u>Partial</u> evidence exists that the teacher actively engages students in order to maximize instructional outcomes.</p> <p>Intellectual student engagement is inconsistent. Lesson delivery infrequently includes collaborative structures, distributive practice, and distributive summarizing. The lesson pacing does little to promote to student learning.</p>	<p><u>Adequate</u> evidence exists that the teacher actively engages students in order to maximize instructional outcomes.</p> <p>Intellectual student engagement is often evident. Lesson delivery includes collaborative structures, distributive practice, and distributive summarizing. The lesson is paced to promote student learning.</p>	<p><u>Significant and varied</u> evidence exists that the teacher actively engages all students in order to maximize instructional outcomes.</p> <p>Intellectual student engagement is pervasive. Lesson delivery consistently includes collaborative structures, distributive practice, and distributive summarizing. The lesson is seamlessly paced to promote optimal student learning.</p>
	<p>Florida Educator Accomplished Practices: Instructional Delivery and Facilitation</p>	<p>Possible evidence may include sources such as: Observation, Lesson Design, Conversation, Collaborative Learning Structures, Advance Organizers, Assessment Prompts, Graphic Organizers, Distributed Summarization, Use of Gradual Release Model.</p>		

EPC: 2d. Using Assessment in Instruction	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 2: Instructional Delivery and Facilitation				
	<p><u>Little or no evidence exists</u> that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor do not support student learning due to lack of progress monitoring of learning goals.</p>	<p><u>Partial evidence</u> exists that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor reflect inconsistent use of progress monitoring of learning goals as evidenced by limited checks for understanding, feedback, and summarization.</p>	<p><u>Adequate evidence</u> exists that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor reflect consistent use of progress monitoring of learning goals as evidenced by one or more of the following: checks for understanding, appropriate feedback, summarization, or use of scoring rubrics to establish student expectations.</p>	<p><u>Significant and varied evidence exists</u> that the teacher uses assessment for ongoing progress monitoring.</p> <p>Pacing and progression of rigor reflect pervasive use of progress monitoring which extends the defined learning goals as evidenced by checks for understanding, high-quality feedback, summarization, and use of scoring rubrics to establish high student expectations.</p>
Florida Educator Accomplished Practices: Assessment	Possible evidence may include sources such as: Lesson Design, Assessment Artifacts, Conversations, Extended Thinking Lessons, Progress Monitoring, Use of Formative Assessments, Summative Assessments, Performance-Based Assessments, Accurate and Updated Documentation of Student Data, Student Portfolios, Scoring Rubrics, Use of Gradual Release Model, Data Chat Records.			

EPC: 2e. Demonstrating Flexibility and Responsiveness	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 2: Instructional Delivery and Facilitation			
	<p><u>Little or no evidence exists</u> that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>No facilitation of learning is occurring due to the lack of instructional strategies in response to student learning needs.</p>	<p><u>Partial evidence</u> exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>Facilitation of learning is characterized by missed opportunities for targeted interventions, re-teaching, or seizing opportunities to enhance learning due to limited flexibility in adjusting instructional strategies in response to student learning needs.</p>	<p><u>Adequate evidence</u> exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>Facilitation of learning is occurring due to the flexible use of instructional strategies in response to student learning needs. Modifications of instructional strategies may include targeted interventions, and re-teaching.</p>	<p><u>Significant and varied evidence</u> exists that the teacher recognizes the need and modifies instructional strategies to ensure success for all students.</p> <p>Facilitation of learning is seamless due to an extensive repertoire of instructional strategies utilized in response to student learning needs. Consistent modifications of instructional strategies include targeted interventions, re-teaching and seizing opportunities to enhance learning.</p>
Florida Educator Accomplished Practices: Instructional Delivery and Facilitation	Possible evidence may include sources such as: Observation, Conversations, Lesson Design/Practices, Mandated Student Learning Accommodations, Student Data Records, Documented Lesson Reflections, Differentiated Instruction.			

EPC: 2f. Integrating Cross Content Reading and Writing Instruction	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 2: Instructional Delivery and Facilitation				
	<p><u>Little or no evidence exists</u> that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Reading and writing strategies across content areas for students to develop connections to the text are not utilized to support student comprehension. Vocabulary instruction of content area terms is not evident. Writing is seldom used to respond to new learning.</p>	<p><u>Partial evidence</u> exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are inconsistently incorporated to enhance student comprehension. Limited vocabulary instruction of content area terms is evident. Writing is infrequently used to respond to new learning.</p>	<p><u>Adequate evidence</u> exists that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are consistently incorporated to enhance student comprehension. Appropriate vocabulary instruction of content area terms is evident. Writing is frequently used to respond to new learning.</p>	<p><u>Significant and varied evidence exists</u> that the teacher provides reading comprehension and writing strategies across the content areas to enhance student learning.</p> <p>Extensive reading, writing, and scaffolding strategies across content areas for students to develop connections to the text before, during, and after reading are consistently incorporated to enhance student comprehension. Explicit and pervasive vocabulary instruction of content area terms is evident. Writing is frequently used in an authentic manner to respond to new learning.</p>
Florida Educator Accomplished Practices: Instructional Delivery and Facilitation	Possible evidence may include sources such as: Observation, Conversations, Lesson Design, Documentation of Reading Comprehension and Writing, Student Assignments, Work Samples, and Data Records, Portfolios, Journals, Graphic Organizers...			

EPC: 3a. Creating an Environment of Respect and Rapport	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 3: The Learning Environment				
	<p><u>Little or no evidence exists</u> that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions exhibit a lack of sensitivity, responsiveness, regard, and consideration.</p>	<p><u>Partial evidence exists</u> that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions seldom exhibit sensitivity, responsiveness, regard, and consideration.</p>	<p><u>Adequate evidence exists</u> that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions often exhibit sensitivity, responsiveness, regard, and consideration between teacher and students.</p>	<p><u>Significant and varied evidence exists</u> that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions exhibit embedded sensitivity, responsiveness, regard, and consideration between the teacher and students. Interactions among students are characteristically considerate.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment Foundational Principle 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</p>	<p>Possible evidence may include sources such as: Observation, Administrative conversations with the teacher, classroom discipline plan, discipline referral data.</p>			

EPC: 3b. Establishing a Culture for Learning	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 3: The Learning Environment			
	<p>Little or no evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications lack evidence of high expectations for learning. Lessons are characterized by a lack of specific and appropriate feedback.</p>	<p>Partial evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications reveal inconsistent evidence of high expectations for learning. Lessons are characterized by inconsistent use of specific and appropriate feedback.</p>	<p>Adequate evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications often show evidence of high expectations for learning. Lessons are characterized by use of specific and appropriate feedback.</p>	<p>Significant and varied evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications show consistent evidence of high expectations for learning. Specific and appropriate feedback is embedded throughout lessons.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation Foundational Principle 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</p>	<p>Possible evidence may include sources such as: Observation, administrative conversations with the teacher, use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), student learning maps, and exemplary student work samples.</p>			

EPC: 3c. Managing Classroom Procedures	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 3: The Learning Environment			
	<p><u>Little or no</u> evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is lost due to the lack of procedures for transitions, handling of supplies, and performance of non-instructional tasks.</p>	<p><u>Partial</u> evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is lost due to the inconsistent use of procedures for transitions, handling of supplies, and performance of non-instructional tasks.</p>	<p><u>Adequate</u> evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is well managed due to the use of procedures for transitions, handling of supplies, and performance of non-instructional tasks.</p>	<p><u>Significant and varied</u> evidence exists that the teacher has established procedures and routines for managing the classroom.</p> <p>Instructional time is maximized due to the consistent use of procedures for transitions, handling of supplies, and performance of non-instructional tasks to the point that they have become routine.</p>
<p>Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation</p>	<p>Possible evidence may include sources such as: Observation, procedures list, Administrative conversations with the teacher, time on task.</p>			

EPC: 3d. Managing Student Behavior	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 3: The Learning Environment				
	<p>Little or no evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are not defined or are poorly defined; monitoring of student behavior is inconsistent and/or ineffective. The classroom environment is characterized by off-task student behavior. Responses to student misbehaviors are inappropriate.</p>	<p>Partial evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is inconsistent and/or the classroom environment is characterized by off-task student behavior. Responses to student misbehaviors may at times be inappropriate, but improvements in responses are being made. Positive behavior is seldom encouraged or reinforced.</p>	<p>Adequate evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is consistent and classroom interactions are characterized by on-task student behavior. Responses to student misbehaviors are appropriate. Positive behavior is encouraged and reinforced.</p>	<p>Significant and varied evidence exists that the teacher has established standards for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are clearly defined; monitoring of student behavior is consistent and preventative. Classroom interactions are characterized by on-task student behavior. Responses to student misbehaviors are appropriate and subtle. Positive behavior is pervasively encouraged and reinforced.</p>
Florida Educator Accomplished Practices: The Learning Environment	Possible evidence may include sources such as: Observation, administrative conversations with the teacher, appropriateness of discipline referrals, teacher discipline plan.			

EPC: 3e. Organizing Physical Space	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 3: The Learning Environment				
	<p><u>Little or no</u> evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is unsafe or the learning environment is inaccessible for many students. The organization of the physical space impedes the learning process.</p>	<p><u>Partial</u> evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is safe and the learning environment is accessible for students. The organization of the physical space does little to facilitate the learning process.</p>	<p><u>Adequate</u> evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is safe and the learning environment is accessible and inclusive for most students. Physical space is organized to facilitate the learning process.</p>	<p><u>Significant and varied</u> evidence exists that the teacher has established a method of organizing the physical space in the classroom conducive to learning.</p> <p>The classroom is safe and the learning environment is accessible and inclusive for all students. Physical space is organized in a purposeful, flexible manner to maximize the learning process by accommodating a variety of learning experiences.</p>
Florida Educator Accomplished Practices: The Learning Environment	Possible evidence may include sources such as: Observations, etc.			

EPC: 4a. Attention to Equity and Diversity	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 4: Professional Responsibilities and Ethical Conduct				
	<p><u>Little or no</u> evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities or student management actions are not equitably distributed. Interactions between students and the teacher are inappropriate and/or lacking. An absence of understanding or awareness of cultural differences exists.</p>	<p><u>Partial</u> evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities or student management actions are somewhat equitably distributed. Interactions between students and the teacher may sometimes be inappropriate. An absence of understanding or awareness of cultural differences may exist.</p>	<p><u>Adequate</u> evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed in a learning environment where most students are treated equitably. Positive interactions between most students and the teacher are evident. Cultural differences are recognized and respected.</p>	<p><u>Significant and varied</u> evidence exists that the teacher gives appropriate attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed and student interactions reflect respect for cultural differences. Positive interactions between all students and the teacher are evident. Cultural differences are recognized, respected, and used to enrich instruction.</p>
Florida Educator Accomplished Practices: Professional Responsibility and Ethical Conduct The Learning Environment	Possible evidence may include sources such as: Conversation, Observation, Reflection, Continuous Improvement, Discipline Records.			

EPC: 4b. Maintaining Accurate Records	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
<p><u>Little or no</u> evidence exists that the teacher maintains accurate records.</p> <p>Records are characterized by a lack of organization and/or updates. Systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.</p>	<p><u>Partial</u> evidence exists that the teacher maintains accurate records.</p> <p>Records are characterized by inconsistent organization and/or updates. Systems for maintaining both instructional and non-instructional records are rudimentary.</p>	<p><u>Adequate</u> evidence exists that the teacher maintains accurate records.</p> <p>Records are organized and updated in a timely manner. Systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.</p>	<p><u>Significant and varied</u> evidence exists that the teacher maintains accurate records.</p> <p>Records are consistently organized and updated in a timely manner. Systems for maintaining both instructional and non-instructional records are accurate, efficient, and continually refined for effectiveness.</p>	
<p>Florida Educator Accomplished Practices: Professional Responsibility and Ethical Conduct</p>	<p>Possible evidence may include sources such as: Lesson Plan Design, Grading System, PS/RTI Documentation, Attendance Records, IEP Documentation, Progress Monitoring, Complying with Deadlines.</p>			

EPC: 4c. Communicating with Families	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no evidence</u> exists that the teacher fosters two-way communication and collaborates with families to support student learning.</p> <p>Appropriate communication with families about the instructional program or about individual students is lacking.</p>	<p><u>Partial evidence</u> exists that the teacher fosters two-way communication and collaborates with families to support student learning.</p> <p>Appropriate communication with families about the instructional program or individual students is inconsistent.</p>	<p><u>Adequate evidence</u> exists that the teacher fosters two-way communication and collaborates with families to support student learning.</p> <p>Appropriate communication with families about the instructional program or about individual students is consistent.</p>	<p><u>Significant and varied evidence</u> exists that the teacher fosters two-way communication and collaborates with families to support student learning.</p> <p>Consistent initiation of appropriate and varied communication with families about the instructional program or about individual students is comprehensive.</p>
<p>Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct</p>	<p>Possible evidence may include sources such as: Conversations, Documentation Logs, Agenda Artifacts, Emails, Parent Conference Documentation.</p>			

EPC: 4d. Participating in a Professional Community	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
EPC Domain 4: Professional Responsibilities and Ethical Conduct				
	<p><u>Little or no</u> evidence exists that the teacher participates in a professional community. Professional interactions display a lack of collaboration and active participation in support of school and district initiatives. Relationships with colleagues may impede the progress of school and district initiatives.</p>	<p><u>Partial</u> evidence exists that the teacher participates in a professional community. Professional interactions display an inconsistent level of collaboration and participation in support of school and district initiatives. Relationships with colleagues are generally cooperative.</p>	<p><u>Adequate</u> evidence exists that the teacher participates in a professional community. Professional interactions support collaboration, active participation, and productive relationships with colleagues, which assist with the progress of school and district initiatives.</p>	<p><u>Significant and varied</u> evidence exists that the teacher participates in a professional community. Professional interactions promote consistent collaboration and active participation to sustain productive relationships with colleagues, which contribute to the progress of school and district initiatives.</p>
<p>Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct</p>	<p>Possible evidence may include sources such as: Observation, Conversation with teachers, Leadership Roles in School or District, Lesson Study process, participation in professional organizations and committee.</p>			

EPC: 4e. Individual Continuous Professional Improvement	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct			
	<u>Little or no evidence</u> exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices. Completion or implementation of professional learning is lacking .	<u>Partial evidence</u> exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices. Completion or implementation of professional learning is inconsistent .	<u>Adequate evidence</u> exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices. Completion and implementation of professional learning with fidelity and quality is consistent.	<u>Significant and varied evidence</u> exists that the teacher engages in individual, targeted professional learning opportunities and reflective practices. Completion and implementation of professional learning with fidelity and high quality is consistent. The teacher initiates activities that contribute to the learning of peers.
Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct		Possible evidence may include sources such as: TARGET Plan and ARROW Documentation, PD Records, Learning Community Documentation Artifacts, Observed Application of Learning in the Classroom, Conversation with teachers, Lesson Plans, mentoring peers, serving as a resource, Collaborative Planning.		

EPC: 4f. Professional Responsibilities	Performance Rating	
	Ineffective/Needs Improvement or Developing	Effective/Highly Effective
	EPC Domain 4: Professional Responsibilities and Ethical Conduct	
<u>Little or no evidence</u> exists that the teacher meets professional responsibilities. There is a lack of adherence to professional standards, ethics, and practices for educators.	<u>Evidence exists</u> that the teacher meets professional responsibilities. Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for educators.	
Florida Educator Accomplished Practices: Foundational Principle 3 - The effective educator exemplifies the standards of the profession Professional Responsibility and Ethical Conduct	Possible evidence may include sources such as: Observation, Conversation with teachers, "The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida."	

Library/Media Specialists Evaluation Rubric

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a. Fostering a culture of inquiry, independent reading, and lifelong learning	Domain 1: Learning Environment			
	<p>Little or no evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS lacks positive interactions or does not interact with media patrons.</p>	<p>Partial evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS inconsistently interacts with media patrons and seldom conveys a sense of inquiry and lifelong learning.</p>	<p>Adequate evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS frequently interacts with media patrons and conveys a sense of inquiry and lifelong learning.</p>	<p>Significant and varied evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning.</p> <p>The L/MS extensively interacts with media patrons and conveys a sense of inquiry and lifelong learning beyond the walls of the media center.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: Observation, library website, open houses, newsletters, bulletin boards, displays, promotion calendar, reading lists, book clubs, book talks, teacher/L/MS collaborative promotions...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Climate</p> <p>Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1b. Providing an inviting and accessible environment	Domain 1: Learning Environment			
	<p>Little or no evidence exists that the L/MS has created an inviting and accessible learning environment for individual and group use.</p> <p>The L/MS does not use physical space that is purposeful, organized, attractive, or inviting.</p>	<p>Partial evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS seldomly uses physical space that is organized, attractive, or inviting.</p>	<p>Adequate evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS appropriately uses physical space that is organized, attractive, and inviting.</p>	<p>Significant and varied evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS maximizes the purposeful use of physical space that is organized, attractive and inviting.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 		<p>Possible evidence may include sources such as: clear signage, accessible computer workstations and shelving, clutter free, adequate space and traffic flow, small and large group work areas ...</p>		
<p>Relationship to Exc3e1 Rubric for Library Program Evaluation:</p> <p>Component: Facility, Furniture</p> <p>Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1c. Creating an environment of respect and rapport	Domain 1: Learning Environment			
	<p><u>Little or no</u> evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions exhibit a lack of sensitivity, responsiveness regard, and consideration.</p>	<p><u>Partial</u> evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions seldom exhibit sensitivity, responsiveness, regard, and consideration.</p>	<p><u>Adequate</u> evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions often exhibit sensitivity, responsiveness, regard, and consideration between L/MS and patrons.</p>	<p><u>Significant and varied</u> evidence exists that the L/MS has created a climate of respect and rapport in the media center.</p> <p>Interactions exhibits embedded sensitivity, responsiveness, regard, and consideration between L/MS and patrons. Interactions among patrons are characteristically considerate.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Foundational Principle 1 	<p>Possible evidence may include sources such as: observation, administrative conferences with L/MS, patron surveys, emails, communication logs...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Climate</p> <p>Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1d. Managing student behavior	Domain 1: Learning Environment			
	<p>Little or no evidence exists that the L/MS has established standards expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are not defined or are poorly defined; monitoring of student behavior is inconsistent and/or ineffective.</p> <p>Responses to student misbehaviors are inappropriate.</p>	<p>Partial evidence exists that the L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies may be defined; monitoring of student behavior is inconsistent and/or ineffective.</p> <p>Positive behavior is seldom encouraged or reinforced.</p>	<p>Adequate evidence exists that the media specialist L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are defined; monitoring of student behavior is consistent.</p> <p>Responses to student misbehaviors are appropriate.</p> <p>Positive behavior is often encouraged and reinforced.</p>	<p>Significant and varied evidence exists that the L/MS has established expectations for managing student behavior.</p> <p>Behavioral expectations and problem-solving strategies are clearly defined; monitoring of student behavior is consistent and preventative.</p> <p>Responses to student misbehaviors are appropriate and subtle.</p> <p>Positive behavior is pervasively encouraged and reinforced.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 		<p>Possible evidence may include sources such as: observation, policy and procedures manuals or handouts, mission/vision statement, positive behavior systems (i.e. PBS), recognition program, program evaluation, administrative conversations with media specialist, in-service training, discipline referrals...</p>		
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Not Addressed</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1e. Establishing library procedures	Domain 1: Learning Environment			
	<p>Little or no evidence exists that the L/MS has established procedures and routines for managing the media center.</p> <p>Lack of routines and procedures result in patron confusion.</p>	<p>Partial evidence exists that the L/MS has established procedures and routines for managing the media center.</p> <p>Routines and procedures are poorly managed and inconsistent.</p>	<p>Adequate evidence exists that the L/MS has established procedures and routines for managing the media center.</p> <p>Routines and procedures are well managed and function smoothly.</p>	<p>Significant and varied evidence exists that the L/MS has established procedures and routines for managing the media center.</p> <p>Routines and procedures are pervasive in the media environment result in independent patron usage.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: observation, Policy and Procedures Manual or pamphlet, library orientation presentation, patron surveys, samples, administrative conversations with media specialist...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Not Addressed</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2a. Demonstrating knowledge of the curriculum	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect a lack of knowledge of national and state standards.</p> <p>The L/MS rarely incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Partial evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect an inconsistent knowledge of national and state standards.</p> <p>The L/MS infrequently incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Adequate evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect knowledge of national and state standards.</p> <p>The L/MS often incorporates emerging trends, research, and new methods into curriculum practices.</p>	<p>Significant and varied evidence exists that the L/MS demonstrates knowledge of the curriculum.</p> <p>Practices reflect extensive knowledge of national and state standards.</p> <p>The L/MS consistently incorporates emerging trends, research, and new methods into curriculum practices.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include sources such as: collaborative instructional units, media center lesson plans, informational tools (e.g. informational literacy one-shots or pathfinders, Web 2.0) ...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Information Literacy and Inquiry-Based Instruction, Trans-literacy Instruction, Instructional Partnership</p> <p>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2b. Providing instruction to engage students in learning	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS does not embed instruction into the media program. Students are not engaged in instruction.</p>	<p>Partial evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS partially embeds instruction into the media program.</p> <p>The L/MS' instruction infrequently facilitates student learning, including communication and collaboration across multiple platforms. Student engagement is inconsistent.</p>	<p>Adequate evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS embeds instruction into the media program.</p> <p>The L/MS' instruction facilitates student learning, including communication and collaboration across multiple platforms, Student engagement is often evident.</p>	<p>Significant and varied evidence exists that the L/MS provides instruction to engage students in varied and stimulating learning opportunities.</p> <p>The L/MS embeds instruction systematically into the media program.</p> <p>The L/MS' instruction maximizes student learning, including communication and collaboration across multiple platforms. Student engagement is pervasive.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as: Instructional units, lesson plans, lesson logs, instructional samples, student-created products, L/MS created instructional videos, pathfinders, blogs, wikis, media center website, program evaluation, School Improvement Plan (SIP), strategic plan...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Components: Information literacy and Inquiry-Based Instruction, Trans-literacy Skills Instruction, Literature Appreciation and Literature-Based Instruction</p> <p>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2c. Incorporating literacy Instruction	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p><u>Little or no</u> evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS lacks an approach to literacy instruction.</p> <p>The L/MS does not provide school-wide reading motivation programming.</p>	<p><u>Partial</u> evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS inconsistently executes an approach to literacy instruction.</p> <p>The L/MS provides limited school-wide reading motivation programming.</p>	<p><u>Adequate</u> evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS consistently executes a unified approach to literacy and reinforces reading strategies and skills, including reading promotion activities that support and encourage academic, informational, and recreational reading.</p> <p>The L/MS facilitates school-wide reading motivation programming.</p>	<p><u>Significant and varied</u> evidence exists that the L/MS incorporates literacy instruction across the curriculum.</p> <p>The L/MS systematically executes a unified approach to literacy and reinforces reading strategies and skills, including reading promotion activities that support and encourage academic, informational, and recreational reading.</p> <p>The L/MS, supported by collaboration with stakeholders, facilitates highly effective school-wide reading motivation programming.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as: reading promotion schedules, reading progress-monitoring software such as AR or other reading reports, programming notes, reading lists, book clubs, displays, posters, bulletin boards, book talks, lesson plans, lesson logs, newsletters, surveys, photographs, website, wikis, teacher feedback, participation statistics...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Components: Reading promotion and guidance</p> <p>The library media program enhances student achievement by supporting all facets of the instructional program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2d. Supporting the instructional program	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS does not support the curriculum.</p>	<p>Partial evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS inconsistently supports the curriculum.</p>	<p>Adequate evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.</p>	<p>Significant and varied evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS extensively supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Lesson Delivery and Facilitation 	<p>Possible evidence may include sources such as: collaboration logs, planning sheets, media center website, website statistics, database links, pathfinders, student-created products, professional development...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Components: Reading promotion and guidance, Professional Development</p> <p>The library media program enhances student achievement by supporting all facets of the instructional program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2e. Using data to enhance learning	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS fails to use data to enhance learning.</p>	<p>Partial evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS inconsistently uses data to enhance learning.</p>	<p>Adequate evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS frequently uses data to develop programs, assist in instructional design, and enhance learning.</p>	<p>Significant and varied evidence exists that the L/MS uses data to support student-learning needs.</p> <p>The L/MS maximizes use of data to develop programming, assist in instructional design, and enhance learning.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Lesson Delivery and Facilitation 	<p>Possible evidence may include sources such as: program evaluation, needs surveys, usage statistics, state and local assessment data, formative and summative rubrics, student portfolios...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Components: Program Evaluation</p> <p>Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well-funded library media program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2f. Providing professional development based upon school data	Domain 2: Instructional Design, Planning, Delivery, and Facilitation			
	<p>Little or no evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS fails to develop and provide professional learning opportunities based upon school data.</p>	<p>Partial evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS occasionally develops and provides professional learning opportunities based upon school data.</p>	<p>Adequate evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS frequently develops and provides professional learning opportunities based upon school data.</p>	<p>Significant and varied evidence exists that the L/MS contributes to the professional growth of the faculty.</p> <p>The L/MS consistently initiates, develops, and provides varied learning opportunities based upon school data.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Lesson Delivery and Facilitation 		<p>Possible evidence may include sources such as: professional development logs, training resources, collaboration logs, planning calendars, School Improvement Plan (SIP), emails, presentations, in-service agendas, webinars, survey feedback...</p>		
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Professional development</p> <p>The library media program enhances student achievement by supporting all facets of the instructional program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a. Managing the library collection	Domain 3: Administration of Service			
	<p>Little or no evidence exists that the L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials not in accordance with district and professional guidelines. The collection is unbalanced and outdated materials are not purged periodically.</p>	<p>Partial evidence exists that the L/MS attempts to adhere to district or professional guidelines in selecting materials.</p> <p>The L/MS selects materials for the media collection. The collection is seldom weeded and balance has been inconsistently established in the collection. Limited attempt has been made to update the collection.</p>	<p>Adequate evidence exists that L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials in accordance with district and professional guidelines. The collection is periodically purged of outdated material. Collection is balanced and updated within budgetary limits.</p>	<p>Significant and varied evidence exists that L/MS adheres to district or professional guidelines in selecting materials for the collection.</p> <p>The L/MS selects materials for the collection thoughtfully and in consultation with teaching colleagues and according to district and professional guidelines. The L/MS frequently purges the collection of outdated material and extends the library collection in accordance with the school's needs and within budget limitations.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment & Assessment 	<p>Possible evidence may include sources such as: annual budget report, Destiny Collection Summary Report, Dewey Shelf List, District Selection Policy and Procedure Manual, strategic plan, faculty requests, student wish lists, professional selection aids, order consideration file, Library Media Materials guidelines (LMM), collection evaluation reports, weeding reports...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Component: Resource Management The library media program provides appropriate, accurate, and current resources in all formats to meet the needs of the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3b. Demonstrating knowledge of collection development	Domain 3: Administration of Service			
	<p>Little or no evidence exists that the L/MS has used knowledge of collection development to enhance the media collection.</p> <p>The L/MS lacks knowledge of collection development practices.</p> <p>The L/MS does not use professional resources in library science to update the collection.</p>	<p>Partial evidence exists that the L/MS has knowledge of collection development to enhance the media collection.</p> <p>The L/MS inconsistently uses knowledge of collection development practices.</p> <p>The L/MS limitedly uses review resources, collection consideration files, or standards to update the collection.</p>	<p>Adequate evidence exists that the L/MS has used appropriate knowledge of collection development practices to enhance the media collection.</p> <p>The L/MS consistently uses review resources and collection consideration files, and other professional resources to incorporate current trends in library science and information technology to update the collection.</p> <p>The collection development has been appropriately applied to achieve alignment with current standards.</p>	<p>Significant and varied evidence exists that the L/MS has used extensive knowledge of collection development practices to enhance the media collection.</p> <p>The L/MS explicitly and pervasively uses review resources and collection consideration files, and other professional resources to incorporate current trends in library science and information technology to update the collection.</p> <p>The collection development has been extensively applied to achieve alignment with current standards.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: needs survey, collection development plan, program evaluation, circulation reports, consideration file; review materials (e.g. <i>VOYA</i>, <i>Library Journal</i>, <i>The Horn Book</i>, <i>School Library Journal</i>, <i>Library Media Connection</i>), websites (e.g. American Library Association, YALSA and AASL), professional development, FAME, wish lists, collection policies, curriculum standards...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Resource Management</p> <p>The library media program provides appropriate, accurate, and current resources in all formats to meet the needs of the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3c. Establishing media programming	Domain 3: Administration of Service			
	<p>Little or no evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS lacks flexibility and responsiveness; media programming does not reflect SIP goals or respond to the needs of the learning community.</p> <p>Lack of themes and displays. Few curricular connections.</p>	<p>Partial evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS limitedly uses flexibility and responsiveness; media programming seldom reflects SIP goals or addresses the curriculum and literacy needs of the learning community.</p> <p>Limited use of themes and displays, inconsistent curricular connections.</p>	<p>Adequate evidence exists that L/MS establishes media programming that supports the learning community.</p> <p>The L/MS uses flexibility and responsiveness that reflects SIP goals and addresses the curriculum and literacy needs of the learning community.</p> <p>Appropriate use of themes, high-interest displays, and curricular connections.</p>	<p>Significant and varied evidence exists that the L/MS establishes media programming that supports the learning community.</p> <p>The L/MS uses extensive flexibility and responsiveness that reflects SIP goals and addresses the curriculum and literacy needs of the learning community.</p> <p>Pervasive use of well-developed themes, high-interest displays, and authentic curricular connections.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as: open houses, surveys, calendars, schedules, program requests, lesson plans, curriculum guides, photographs, locally created posters, bulletin boards, book marks, program evaluation, collaboration logs, newsletters, theme calendars from <i>School Librarian's Workshop</i>, <i>School Library Monthly</i>, <i>Library Sparks...</i></p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Instruction</p> <p>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3d. Demonstrating knowledge of technological processes and resources	Domain 3: Administration of Service			
	<p>Little or no evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS inaccurately uses the library management system. New resources are rarely cataloged.</p> <p>Little or no applicable knowledge of information databases, software, and web tools.</p>	<p>Partial evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS ineffectively uses the library management system to provide media services to the learning community. Delays cataloging of new resources into the library management system.</p> <p>Limited knowledge of information databases, software, and web tools.</p>	<p>Adequate evidence exists that L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS effectively uses the library management system to provide media services to the learning community. Catalogs new resources in a timely manner into the library management system.</p> <p>Adequately uses information databases, software, and web tools, and serves as a technological resource specialist for the learning community.</p>	<p>Significant and varied evidence exists that the L/MS uses technological processes and resources to facilitate the Library Media Program.</p> <p>The L/MS is pervasively knowledgeable and accurately uses the library management system to provide seamless media services to the learning community. Efficiently catalogs new resources in a timely manner into the library management system.</p> <p>The L/MS demonstrates mastery of information databases, software, and web tools, and is recognized as a technological resource specialist for the learning community.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: library management system reports, lesson plans, professional development, sign-in sheets, observations, student products, ITV productions, photographs, Shining Star, communication logs, parent technology night, Home Connect, Destiny Quest, school website...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>ISTE NETS-T</p> <p>Component: Resource Management</p> <p>The library media program provides appropriate, accurate, and current resources in all formats to meet the needs of the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Promoting the library/media program throughout both the learning community and the public	Domain 4: Professional Responsibility and Ethical Conduct			
	<p>Little or no evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS makes no outreach efforts.</p>	<p>Partial evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS seldomly engages in outreach efforts throughout the learning community.</p>	<p>Adequate evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS engages in outreach efforts throughout the learning community, maintains contacts with outside libraries.</p>	<p>Significant and varied evidence exists that the L/MS promotes the library/media program throughout both the learning community and the public.</p> <p>The L/MS proactively engages in outreach efforts throughout the learning community, establishes contacts with outside libraries, and coordinates efforts for mutual benefit.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as: school and media newsletters, collaboration logs, emails, newspaper articles, flyers...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Advocacy</p> <p>The library media program and its initiatives are promoted throughout the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4b. Extracting, interpreting, and sharing data relevant to the media program	Domain 4: Professional Responsibility and Ethical Conduct			
	<p>Little or no evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS extracts little or no data from the library management systems and other data sources.</p> <p>The L/MS does not interpret nor share data.</p>	<p>Partial evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS infrequently extracts data from library management systems and other data sources.</p> <p>The L/MS seldomly interprets data.</p> <p>Data is rarely shared with administration and/or the learning community.</p>	<p>Adequate evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS often extracts data from library management systems and other data sources.</p> <p>The L/MS interprets data for needs assessment, programming, collection development, and curriculum connections.</p> <p>Data analyses are shared with administration and/or the learning community.</p>	<p>Significant and varied evidence exists that the L/MS extracts, interprets, and shares data relevant to the media program.</p> <p>The L/MS consistently extracts data from library management systems and other data sources.</p> <p>The L/MS interprets data for needs assessment, programming, collection development, and curriculum connections.</p> <p>Data analyses are shared with administration and/or the learning community on a regular basis.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as: program records, scheduling log, library management system reports, reading assessment program reports (AR), financial records, professional development, media advisory committee minutes, email, collaboration logs...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation:</p> <p>Component: Advocacy</p> <p>The library media program and its initiatives are promoted throughout the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4c. Participating in professional learning	Domain 4: Professional Responsibility and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS rarely attends professional learning opportunities and seldomly applies professional learning within the media program.</p>	<p><u>Partial</u> evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS attends mandated professional learning opportunities and inconsistently applies professional learning within the media program.</p>	<p><u>Adequate</u> evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS pursues professional learning opportunities, participates in county and school initiatives, and applies professional learning within the media program.</p>	<p><u>Significant and varied</u> evidence exists that the L/MS participates in the learning community and the profession.</p> <p>The L/MS pursues professional learning opportunities based upon the L/MS's professional needs and/or interests, participates in county and school initiatives, and consistently applies professional learning within the media program.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as: webinars, professional development, Library Media Services training, ITV training, tech training, observation, meeting agendas, conference portfolios, conference programs, conversations with teachers, membership and participation in professional organizations, and participation on district and/or school committees...</p>			
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Component: Advocacy The library media program and its initiatives are promoted throughout the learning community.</p>				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4d. Attending to equity and diversity	Domain 4: Professional Responsibility and Ethical Conduct			
	<p><u>Little or no</u> evidence exist that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities for student management actions are not equitably distributed.</p> <p>Interactions between students and the L/MS are insensitive and/or lacking.</p> <p>An absence of understanding or awareness of cultural differences exists.</p>	<p><u>Partial</u> evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities or student management actions are somewhat equitably distributed.</p> <p>Interactions between students and the L/MS may sometimes be insensitive.</p> <p>An absence of understanding or awareness of cultural differences may exist.</p>	<p><u>Adequate</u> evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed in a learning environment where most students are treated equitably.</p> <p>Positive interactions between most students and the L/MS are evident.</p> <p>Cultural differences are recognized and respected.</p>	<p><u>Significant and varied</u> evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed and student interactions reflect respect for cultural differences.</p> <p>Positive interactions between all students and the L/MS are evident.</p> <p>Cultural differences are recognized, respected, and used to enrich instruction.</p>
Florida Educator Accomplished Practices: · Professional Responsibility and Ethical Conduct		Possible evidence may include sources such as: conversations, observation, program records, scheduling log, desk log, discipline records...		
Relationship to Exc3el Rubric for Library Program Evaluation: Not referenced				

	Unsatisfactory	Highly Effective
4e. Professional responsibilities	Domain 4: Professional Responsibility and Ethical Conduct	
	<p><u>Little or no</u> evidence exists that the L/MS meets professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p><u>Evidence</u> exists that the L/MS meets professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for educators.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 3 • Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as: observations, conversations, "The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida," discourages plagiarism, and promotes adherence to copyright law, logs, communications ...</p>	
<p>Relationship to Exc3el Rubric for Library Program Evaluation: Not referenced</p>		

School Counselors Evaluation Rubric

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a. Demonstrating knowledge of theory, techniques, and child and adolescent development	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor exhibits lack of understanding of counseling theory and techniques, demonstrates little or no awareness of research-based practices, and does not seek to improve guidance program and services.</p> <p>The school counselor rarely uses knowledge or skill application to meet the needs of students, school staff, and the community.</p>	<p>Partial evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor sporadically displays limited knowledge of counseling theory and techniques.</p> <p>The school counselor rarely utilizes research-based practices to improve the guidance program and services.</p> <p>The school counselor exhibits little knowledge in the application of skills to meet the needs of students, school staff, and the community.</p>	<p>Adequate evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor applies a solid understanding of counseling theory and techniques by applying skills and knowledge to meet the needs of students, school staff, and the community.</p> <p>The school counselor has an awareness of current research and strives to improve the guidance program and services.</p>	<p>Significant and varied evidence exists that the school counselor demonstrates knowledge of theory, techniques, and child/adolescent development.</p> <p>The school counselor consistently applies a thorough understanding of counseling theory and techniques by demonstrating the ability to continuously utilize skills and knowledge to meet the needs of students, school staff, and the community.</p> <p>The school counselor consistently applies research-based practices to enhance or improve guidance program and services.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundation Principle 2 Instructional Design & Lesson Planning 	<p>Possible evidence may include sources such as: Informal observations, conversations between administrator and counselor, department/leadership team meetings, review of documents, feedback from stakeholders...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 141, 1a American School Counseling Association (ASCA) Competencies: I-A-8; I-B-1; III-A-2 Polk County Developmental Guidance Plan-PSD-5 	<p>EPC Questions:</p> <ul style="list-style-type: none"> What counseling practices have you applied to enhance your comprehensive guidance program? Are there any evidenced-based practices that you are utilizing in your developmental guidance program? Describe a situation in your guidance program where you applied a targeted theory or approach (academic or behavioral) to assist a student or staff member. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1b. Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component	Domain 1: Planning and Preparation			
	<p><u>Little or no</u> evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor exhibits little or no evidence of developing and/or implementing a guidance plan that has appropriate goals for the academic setting.</p> <p>The school counselor fails to meet the needs of the students.</p> <p>No utilization of comprehensive evaluative process is evident.</p>	<p><u>Partial</u> evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor inconsistently develops and/or implements a guidance plan that has achievable goals for guidance program and services that are appropriate to the academic setting.</p> <p>The school counselor infrequently meets student needs.</p> <p>Limited utilization of comprehensive evaluative process.</p>	<p><u>Adequate</u> evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor develops and implements annual goals for guidance program and services that are appropriate to the academic setting and student needs.</p> <p>The school counselor utilizes data for a comprehensive evaluation.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor implements a plan with appropriate goals for program and/or service delivery that includes an evaluation component.</p> <p>The school counselor consistently develops and implements clear goals for guidance program and services that are appropriate to the academic setting, student needs, and the school improvement plan.</p> <p>The school counselor creates and utilizes an ongoing evaluation component and uses data to revise the guidance program.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design & Lesson Planning Foundation Principle 1 	<p>Possible evidence may include sources such as:</p> <p>Resource files/directories, referral records, informal observations, evaluative instrument, feedback from families/students/school staff, conversations between administrator and counselor...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 141, 1c ASCA Competencies: III-B-1; III-B-1b; III-B-4b; IV-C-2; V-A-1; V-B-1; V-B-1b; V-B-1b ASCA National Model -Standard 10 Florida's School Counseling Framework-Florida Department of Education (DOE)-2010, Chapter 2, p. 13-15 	<p>EPC Questions:</p> <ul style="list-style-type: none"> What strategies have you developed for implementation of the District Developmental Guidance Plan? How did you evaluate the outcome of your counseling services and/or program? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1c. Demonstrating knowledge of resources	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor demonstrates little or no knowledge of available resources for students and families.</p>	<p>Partial evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor rarely researches resources based on specific student, family, school needs and occasionally assists students, families, and school staff to access and use these resources.</p>	<p>Adequate evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor often researches resources based on specific student, family, school needs and empowers students, families, and school staff to access and effectively use these resources.</p>	<p>Significant and varied evidence exists that the school counselor has knowledge of resources.</p> <p>The school counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.</p> <p>The school counselor collaborates with community agencies and actively participates in helping students, parents and school staff access relevant community resources/services.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> • Foundation Principle 2 • Instructional Design & Lesson Planning • Instructional Delivery & Facilitation 		<p>Possible evidence may include sources such as:</p> <p>Resource files/directories, referral records, informal observations, feedback from families/students/school staff, conversations between administrator and counselor...</p>		
<p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> • Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p.142, 1d • ASCA Competencies: III-B-3; III-B-3a; III-3-3b; III-B-3c; III-B-3f; III-B-3h; III-B-3i • Polk Developmental Guidance Plan--PSD-9 • Florida's School Counseling Framework- Standard 4 		<p>EPC Questions:</p> <ul style="list-style-type: none"> • What resources and/or research-based interventions have you used to meet the needs of students, staff members, and families? • Describe a situation in which you collaborated or linked a family or student with community resources. 		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2a. Creating a student services environment of respect and rapport that establishes a climate that enhances learning	Domain 2: Environment			
	<p>Little or no evidence exists that the school counselor creates an environment of respect and rapport.</p> <p>The school counselor demonstrates behaviors that create a negative climate.</p>	<p>Partial evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor demonstrates positive and negative interactions and displays limited accessibility to students and/or parents, school staff, administration, and the community.</p>	<p>Adequate evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor models positive interactions and is responsive, open, and respectful of varying opinions and perspectives.</p> <p>The school counselor is accessible to students, parents, school staff, administration, and the community.</p>	<p>Significant and varied evidence exists that the school counselor creates an environment of respect and rapport has been established.</p> <p>The school counselor consistently models positive interactions and is responsive, open, and respectful of varying opinions and perspectives.</p> <p>The school counselor promotes accessibility to students, parents, school staff, administration, and the community.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>The counselor’s calendar, a communication notebook, formal/informal observations, sign-in sheets for teachers and students, email to school staff and/or parents regarding meetings, notes in student agendas or folders, telephone log sheets...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 143 ASCA National Competencies 1.A.6 ASCA National Polk Developmental Guidance Plan-AD-1, PSD-4 Florida’s School Counseling Framework- Standard 1 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe the ways you support the faculty, staff, and students that helps to facilitate a positive climate that enhances student learning. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2b. Managing procedures: record keeping, time management, organization, following district policies	Domain 2: Environment			
	<p>Little or no evidence exists of that the school counselor utilizes management skills in the fulfillment of the guidance functions...</p> <p>The school counselor lacks basic organization, time management skills, and knowledge of district procedures. The school counselor's reports, records, and documentation are consistently missing, late, or inaccurate.</p>	<p>Partial evidence that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor displays limited understanding of district procedures and exhibits inconsistent organizational and time management skills.</p>	<p>Adequate evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor maintains accurate records, reports, and documentation in a timely manner. The school counselor is aware of reporting and documenting, applying district procedures consistently.</p> <p>The school counselor displays adequate time management within the school day.</p>	<p>Significant and varied evidence exists that the school counselor utilizes management skills in the fulfillment of the guidance functions.</p> <p>The school counselor maintains exemplary records (as related to district procedures), reports, and documentation in a timely manner and develops and maintains a highly systematic management system that serves as a model for colleagues.</p> <p>The school counselor displays flexible time management that is seamless within the school day.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>Calendar, email, informal observations, records, participation in district committees and training...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Standards 7.1.1-F & J; 7.1.2E Florida's School Counseling Framework-Standard 9 	<p>EPC Questions:</p> <ul style="list-style-type: none"> What strategies have you used to effectively manage time? How do you prepare for each day? Do you feel you are punctual for meetings and with accountability paperwork? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2c. Managing behavior and compliance	Domain 2: Environment			
	<p>Little or no evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor does not establish standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor displays little or no awareness of developmental characteristics of students.</p>	<p>Partial evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor inconsistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor inconsistently applies appropriate knowledge of developmental techniques.</p>	<p>Adequate evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor consistently establishes standards of conduct for students during counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor has an essential level of knowledge of developmental characteristics of students.</p>	<p>Significant and varied evidence exists that the school counselor establishes behavioral standards.</p> <p>The school counselor consistently establishes effective standards of conduct for counseling sessions, group presentations, and crisis situations.</p> <p>The school counselor has an essential level of knowledge of developmental characteristics of students and seeks new knowledge pertaining to behavioral research and techniques.</p> <p>The school counselor is a collaborative partner and provides resources for colleagues.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: Professional development on behavior management, faculty presentations, informal observation, crisis intervention logs, group expectations, social skills groups/training, participation in groups, {i.e. District Crisis Team, Problem Solving/Response to Intervention (PS/RtI), Positive Behavior Support (PBS)}...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Standards 7.2.1 D, Polk Developmental Guidance Plan-PSD-5 Danielson, C., <i>Enhancing Professional Practice- A Framework for Teaching</i>, p. 144 Florida's School Counseling Framework, Standard 8 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe a situation in which you used a technique(s) to address a behavioral issue. What was the outcome? How have you used techniques from professional development to enhance your comprehensive guidance program? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2d. Organizing work environment and resources	Domain 2: Environment			
	<p>Little or no evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits little to no organization and time management when conducting activities.</p> <p>The school counselor displays little to no understanding of available resources or suitable practices.</p>	<p>Partial evidence that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits limited skills in organization and time management when conducting planned and documented activities.</p> <p>The school counselor has a limited understanding of available resources or suitable practices.</p>	<p>Adequate evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits skills in organization and time management when conducting effectively planned and documented activities.</p> <p>The school counselor displays an understanding of available resources and models suitable practice.</p>	<p>Significant and varied evidence exists that the school counselor exhibits organizational skills or the knowledge of resources available.</p> <p>The school counselor exhibits exemplary skills in organization and time management when conducting effectively planned and documented activities.</p> <p>The school counselor displays an expert understanding of available resources and models suitable practice.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment Instructional Design and Lesson Planning 	<p>Possible evidence may include sources such as:</p> <p>Informal observations by administrators, conversations with administrators, in-service agendas, professional development, local resource guides/files, community feedback, Outlook calendar notices...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Competencies IVA-4, IV B-1 Florida's School Counseling Framework, Standard 1, 5, 9 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe your organizational mechanisms/techniques that relate to the school's counseling program. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a. Demonstrating flexibility and responsibility	Domain 3: Service Delivery and Instruction			
	<p><u>Little or no</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor shows little or no recognition of the needs of students, parents, and staff members and does not modify the counseling program to work toward success for all students.</p>	<p><u>Partial</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor shows limited recognition of the needs of students, parents, and staff members and may modify the counseling program to work toward success for all students.</p>	<p><u>Adequate</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor recognizes the needs of students, parents, and staff members and modifies the counseling program to work toward success for all students.</p> <p>The school counselor seeks changes to the comprehensive school counseling program to improve its effectiveness when necessary.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor demonstrates flexibility and responsibility.</p> <p>The school counselor consistently recognizes the needs of students, parents, and staff members and actively modifies counseling program to work toward success for all students.</p> <p>The school counselor actively seeks ways to make changes to the comprehensive school counseling program to improve its effectiveness.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundation Principle 3 • The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>Pre/post surveys, Informal observations, conversations, student data records, staff surveys and consultations, Comprehensive Guidance Plan...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> • Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 146, 3 e • ASCA Competencies: 1-B-1, 1-B-1d • Florida School Counseling Framework: Standard 2 	<p>EPC Questions:</p> <ul style="list-style-type: none"> • How do you use your needs assessment data to improve your school counseling program? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3b. Needs assessment gathering information to develop a school counseling program	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor does not review data, or seek input from students, parents, or staff members, and/or assess needs to develop and implement a school counseling program.</p>	<p>Partial evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor may not review data, or seek input from students, parents, or staff members, and/or thoroughly assess needs to develop and implement a school counseling program.</p>	<p>Adequate evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive school counseling program.</p>	<p>Significant and varied evidence exists that the school counselor assesses school-wide needs to develop a school counseling program.</p> <p>The school counselor continually reviews data, seeks input from students, parents, and staff members, and assesses needs to develop and implement a comprehensive adaptive school counseling program.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Assessment Instructional Design and Lesson Planning 	<p>Possible evidence may include sources such as:</p> <p>Needs assessment sample, needs assessment data, pre/post surveys, informal observations, conversations, student data records, staff surveys and consultations...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 145, 3 a ASCA Competencies: V-B-1 through V-B-1i Florida School Counseling Framework: Standard 7 Gysbers, Norman C. & Henderson, Patricia, <i>Developing and Managing Your School Guidance Program</i>. 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe how you have used data (generated from a school wide needs assessment) to develop and assess your school counseling program. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>3c. Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment</p>	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor rarely analyzes or disaggregates data to develop, implement, or evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor does not make recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p>Partial evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor inconsistently analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor may make recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p>Adequate evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor makes recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>	<p>Significant and varied evidence exists that the school counselor utilizes data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment.</p> <p>The school counselor continually analyzes and disaggregates data to develop, implement, and evaluate student intervention plans and/or progress toward student goal attainment.</p> <p>The school counselor makes appropriate and timely recommendations to the Problem Solving Team regarding the student's intervention plan and/or progress toward student goal attainment.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Assessment 	<p>Possible evidence may include sources such as: Needs assessment sample, needs assessment data, Comprehensive Guidance Plan, pre/post surveys, observations, conversations, student data records, staff surveys, consultations, counselor internal records, counselor calendar, student sign-in sheet, parent phone log, "Mission, Elements, Analyze, Stakeholders-Unite, Educate" (MEASURE)...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA Competencies: V-B-1 through V-B-1i Florida School Counseling Framework: Standard 7 Mission, Elements, Analyze, Stakeholders-Unite, Educate (MEASURE)-Dahir, C. & Stone, C., <i>School Counselor Accountability: A MEASURE of Success.</i> 	<p>EPC Questions:</p> <ul style="list-style-type: none"> How do you use data to evaluate the outcome of your school counseling program and services? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3d. Assisting students in the formulation of age-appropriate academic, personal/ social, and career plans/ awareness based on knowledge of student needs	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school counselor assists students are assisted in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor does not assist students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Partial evidence exists that the school counselor assists students in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor inconsistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Adequate evidence exists that the school counselor assists students are assisted in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p>	<p>Significant and varied evidence exists that the school counselor assists students are assisted in the formulation of age-appropriate academic, personal/social, and career plans/awareness based on knowledge of student needs.</p> <p>The school counselor consistently helps students to formulate age-appropriate academic, personal/social, and career plans/awareness.</p> <p>The school counselor recognizes and seeks out students who are in need of additional services.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation Foundation Principle 3 	<p>Possible evidence may include sources such as:</p> <p>Informal observations, conversations, student data records, staff surveys and consultations, e-PEP 4-year plans, choices, registration information and handouts, counselor logs, newsletter, website, Great American Teach-In, career exploration programs...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> Danielson, C., <i>Enhancing Professional Practice-A Framework for Teaching</i>, p. 145 ASCA competencies IV-B – 3 Florida School Counseling Framework, Standard 2 & 3 Polk Developmental Guidance Plan-CD-3 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe a situation / example in which you facilitated the age-appropriate services (1. Academic, 2. Personal/Social, 3. Career) for students based upon their learning style, needs, and developmental levels. What type of management tools do you utilize in your guidance program? What procedures and/or methods do you use to customize plans/awareness for the needs of students? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Growing and developing professionally	Domain 4: Professional Responsibility and Ethical Conduct			
	<p>Little or no evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor rarely learns about innovations and trends in the profession of school counseling as well as in the field of education and does not apply new knowledge.</p>	<p>Partial evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor occasionally learns about innovations and trends in the profession of school counseling as well as in the field of education and rarely applies new knowledge.</p>	<p>Adequate evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor maintains competence by learning about innovations and trends in the profession of school counseling as well as in the field of education and frequently applies new knowledge.</p>	<p>Significant and varied evidence exists that the school counselor is growing and developing professionally.</p> <p>The school counselor maintains competence and seeks to grow professionally by learning about innovations and trends in the profession of school counseling as well as in the field of education and seeks opportunities to apply new knowledge.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundation Principle 3 Continuous Professional Improvement 	<p>Possible evidence may include sources such as:</p> <p>Workshop/seminar registrations, certificates of completion of coursework, advanced certifications/licensure, webinars, sign-in sheets from workshop presentations, professional readings, proof of membership in professional organizations (e.g., American Counselor Association (ACA), American School Counselor Association (ASCA), Florida School Counselor Association (FSCA), Polk County Counselor Association (PCCA), informal observations in applying new skills...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA competencies IIIB1a, IIIB1g, V-B Florida School Counseling Framework, Standard 7 & 13 Polk Developmental Guidance Plan-p. 103, 104 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Share personal and/or professional growth activities you have been involved with this year. How have you applied the content in your position? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4b. Knowledge, application, and sharing of resources to meet student needs	Domain 4: Professional Responsibility and Ethical Conduct			
	<p>Little or no evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor does not establish rapport with stakeholders nor provide information about counseling programs and services.</p> <p>The school counselor does not make appropriate referrals.</p>	<p>Partial evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor establishes rapport with stakeholders on a limited basis.</p> <p>The school counselor occasionally responds to feedback on needs of students and does not always make referrals and/or provide accurate information when making referrals.</p> <p>The school counselor provides limited information to stakeholders about counseling programs and services.</p>	<p>Adequate evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor establishes rapport with stakeholders.</p> <p>The school counselor responds to feedback on pertinent and emerging needs of students and provides accurate information when making referrals.</p> <p>The school counselor provides thorough and accurate information to stakeholders about counseling programs and services.</p>	<p>Significant and varied evidence exists that the school counselor applies and shares knowledge of resources for meeting student needs.</p> <p>The school counselor consistently establishes rapport with stakeholders.</p> <p>The school counselor encourages and responds to feedback on pertinent and emerging needs of students and is a knowledgeable resource, sharing appropriate information when making referrals.</p> <p>The school counselor is proactive in providing thorough and accurate information to stakeholders about counseling programs and services.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Continuous Professional Improvement Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as: Observations, written and/or electronic artifacts/agendas, administrator conversations with counselor, oral communication, work samples, calendars and graphic organizers, documentation logs (quarterly guidance logs, etc.), emails, parent conference documentation, interviews with stakeholders, leadership roles in school and/or district, facilitation of problem solving team, brokering community resources to assist students...</p>			
<p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> ASCA competencies I-A-6; I-B-1e; I-B-4; III-C-2; III-C-4 	<p>EPC Questions</p> <ul style="list-style-type: none"> Describe some ways you have shared your guidance services knowledge with others. How do you use problem solving to address student or school issues? What procedures and/or methods do you use to customize plans/awareness for the needs of students 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4c. Contributing and participating in school, district, professional community, and community initiatives	Domain 4: Professional Responsibility and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor does not participate in school and/or district committees.</p> <p>The school counselor does not participate in joint projects and programs with colleagues and other professionals.</p>	<p><u>Partial</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor rarely participates in school and/or district committees.</p> <p>The school counselor rarely participates in joint projects and programs with colleagues and other professionals.</p>	<p><u>Adequate</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor participates in school and/or district committees.</p> <p>The school counselor is professional, constructive, and knowledgeable about issues affecting the school and/or district, and seeks opportunities to establish professional relationships and to collaborate with colleagues.</p>	<p><u>Significant and varied</u> evidence exists that the school counselor contributes and participates in school, district, professional communities, and community initiatives.</p> <p>The school counselor advocates for the implementation of school and/or district projects and initiatives.</p> <p>The school counselor is professional, constructive, and knowledgeable about complex issues affecting the school and/or district, and seeks opportunities to work in collaboration with other professionals and continues to promote initiatives.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible evidence may include sources such as:</p> <p>Communication logs, parent conference logs, attending professional conferences, presentations at professional conferences or meetings, holding an elective office in a professional group, counselor's calendar, information observations...</p>			
<p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> ASCA National Standards, I-A-6; I-B-2; I-B-4; I-C-5; IIB-4, II-B4a, 11-B4c, II-B4e, IIB-4f; IV-B-1d 	<p>EPC Questions</p> <ul style="list-style-type: none"> Please share about the personal and/or professional growth activities you have been involved with this year. Describe your role in district, professional community, and community initiatives and how this has impacted student achievement. 			

4d. Demonstrating adherence to ethical standards	Unsatisfactory/Needs Improvement or Developing	Effective/Highly Effective
	Domain 4: Professional Responsibility and Ethical Conduct	
	<p>Little or no evidence exists that the school counselor meets ethical standards. The school counselor does not adhere to professional standards, ethics and practices for school counselors. The school counselor does not maintain accurate records, fails to comply appropriately with situations governed by the law, and does not adhere to standards of confidentiality.</p>	<p>Significant and varied evidence exists that the school counselor meets ethical standards. The school counselor adheres to professional standards, ethics and practices for school counselors. The school counselor maintains accurate records, complies appropriately with situations governed by the law, and adheres to standards of confidentiality.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Foundation Principle 3 Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include sources such as: Observations, conversations with teachers and/or students, electronic transmissions to parents, staff, administration and/or students, counseling notes, student cumulative folders (release of information forms), group work documentation, research and/or presentations within the profession, notes of consultation with interested parties or service providers...</p>	
<p>Evidence Based Professional Standards</p> <ul style="list-style-type: none"> ASCA Ethical Standards for School Counselors, revised 2010 (Subsections of ASCA Ethical Standards: B. Responsibilities to Parents/Guardians; C. Responsibilities to Colleagues and Professional Associates; D. Responsibilities to School, Communities and Families; F. Responsibilities to the Profession; G. Maintenance of Standards) ACA Code of Ethics, revised 2005. ASCA National Model, I.A.7; II.A.7; II-B-4a; II-B-4f; II-B-4g; II-B-4j; II-B-4k; II-C-4 6B-1.001 <i>Code of Ethics of the Education Profession in Florida</i>. 6B-1.006 Principles of Professional Conduct for the Education Profession in Florida. Florida's School Counseling Framework-(DOE), Appendix D, p. 85-93 	<p>EPC Questions</p> <ul style="list-style-type: none"> As determined by code of ethics, this dimension is necessary and non-negotiable in application. 	

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
5a. Facilitating productive verbal and nonverbal communication	Domain 5: Communication			
	<p>Little or no evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor does not effectively use communication styles and techniques to facilitate collaboration.</p> <p>The school counselor does not effectively listen, communicate, or provide feedback to others to elicit dialogue between parties.</p>	<p>Partial evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor inconsistently uses communication styles and techniques to facilitate collaboration.</p> <p>The school counselor listens, communicates, and provides feedback to others to elicit dialogue between parties.</p>	<p>Adequate evidence exists that the school counselor facilitates productive verbal and nonverbal communication.</p> <p>The school counselor uses communication styles and techniques to facilitate productive collaboration.</p> <p>The school counselor uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.</p>	<p>Significant and varied evidence exists that the school counselor facilitates productive verbal and nonverbal communication...</p> <p>The school counselor consistently uses varied communication styles and techniques to facilitate productive collaboration.</p> <p>The school counselor consistently uses active listening, constructive communication skills and provides accurate feedback to others to elicit active dialogue between parties.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as:</p> <p>Informal observations of interaction with others, demonstrating effective leadership ability, feedback from community, parents, and staff members, positive meeting outcomes...</p>			
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> ASCA National Standards – I.B-4d, I.B- 4e, I.B- 5 Florida’s School Counseling Framework-DOE, Standard 2, 3, 4, & 13 	<p>EPC Questions:</p> <ul style="list-style-type: none"> What are some specific, effective communication techniques you have applied this year with students, parents, or staff? Tell me about a time when you effectively communicated with a student, parent, or staff member to ensure student needs were addressed promptly. Describe an example of how you have invited stakeholder involvement with students. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
5b. Communicating with Stakeholders	Domain 5: Communication			
	<p>Little or no evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor rarely uses written and verbal communication with families, students, school staff, and stakeholders.</p>	<p>Partial evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor inconsistently uses written and verbal communication with families, students, school staff, and stakeholders.</p> <p>The school counselor inconsistently provides communication to keep families, students, and stakeholders informed of student progress as outlined in the school counseling plan.</p>	<p>Adequate evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor uses written and verbal communication with families, students, school staff, and appropriate stakeholders.</p> <p>The school counselor provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan.</p> <p>The school counselor's communications may invite stakeholder involvement.</p>	<p>Significant and varied evidence exists that the school counselor communicates with stakeholders.</p> <p>The school counselor consistently uses written and verbal communication with families, students, school staff, and appropriate stakeholders.</p> <p>The school counselor actively provides informative and timely communication to keep families, students, and appropriate stakeholders informed of student progress as outlined in the school counseling plan.</p> <p>The school counselor's communications encourage active stakeholder involvement.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 		<p>Possible evidence may include sources such as: As newsletters, <i>connect ed. telephone messaging</i>, emails, phone log, student folder/agendas, parent conference notes, informal observations, website...</p>		
<p>Evidence-Based Professional Standards:</p> <ul style="list-style-type: none"> NBCT – Standard 7 ASCA National Standards: I.B.3, I.B.3c, I.B.4 Florida's School Counseling Frameworks-DOE: Standards 3, 4, 9, 12, 13 		<p>EPC Questions:</p> <ul style="list-style-type: none"> What are some communication techniques (written and/or verbal) you have used this year with students, parents, and/or staff? Describe an example of how you have invited stakeholder involvement with students, parents, and/or staff. 		

School Psychologists Evaluation Instrument

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist rarely applies the theories or techniques of child and adolescent development that are appropriate (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist rarely utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Partial evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies theories or techniques of child and adolescent development that may not be appropriate (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist inconsistently utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Adequate evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies the theories and techniques of child and adolescent development (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist utilizes the theories of child and adolescent development within a problem-solving framework.</p>	<p>Significant and varied evidence exists that the school psychologist understands, uses and shares a wide range of knowledge regarding child and adolescent development and the problem solving process.</p> <p>The school psychologist applies traditional and innovative theories and techniques of child and adolescent development (i.e. an understanding of risk and protective factors, learning, motivation, and social-emotional development).</p> <p>The school psychologist utilizes the theories of child and adolescent development within a problem-solving framework.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 Instructional Design and Lesson Planning 	<p>Possible evidence may include sources such as:</p> <p>Behavior plans, comprehensive services, contributions to Problem Solving Leadership Team (PSLT), School Improvement Plan (SIP), and/or Problem-Solving Team (PST), counseling, gap analysis, information from principals/staff/parents, intervention plan forms, observation, Professional Learning Communities (PLC) activities, progress monitoring graphs, psychological reports, resources shared with staff/parents, Section 504 Plans, and/ or written communication...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domains 1, 2 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved achievement. How have you developed goals for a student using the problem-solving model? What resources and/or research-based interventions have you used to meet the needs of students, schools, and families? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1b. Using a consultative, problem-solving framework as the basis for all professional activities	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist rarely utilizes information or technological resources during data collection and decision-making.</p> <p>The school psychologist rarely consults with others to develop, monitor, support, and evaluate programs that do not improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Partial evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist inconsistently utilizes information or technological resources to enhance data collection and decision-making.</p> <p>The school psychologist may consult with others to develop, monitor, support, and evaluate programs that may not improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Adequate evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist utilizes information and/or technological resources to enhance data collection and decision-making.</p> <p>The school psychologist consults with others to effectively develop, monitor, support, and evaluate programs that improve academic, behavioral, and social-emotional development and mental health services.</p>	<p>Significant and varied evidence exists that the school psychologist uses a consultative, problem-solving framework as the basis for all professional activities.</p> <p>The school psychologist utilizes a wide variety of data collection methods, information, and technological resources to enhance decision-making.</p> <p>The problem-solving framework is used cyclically to modify each plan as appropriate.</p> <p>The school psychologist consults with others to effectively develop, monitor, support, and evaluate programs that improve academic, behavioral, social-emotional development, and mental health services.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning Foundational Principle 1 	<p>Possible evidence may include sources such as:</p> <p>Comprehensive services, Essential Performance Criteria (EPC) guide, information from consultees, intervention planning forms, Individual Performance Plan (IPP) and documentation, meets with administration to plan for school services, observations, psychological reports, use of data, and/or written communication...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domains 1, 2, 3, 5, 9 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> How have you developed goals for a student using the problem-solving model? How have you used technology to address the needs of students, parents, and schools? How do you use problem solving to address student or school issues? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist rarely seeks out resources to address systemic problems at their assigned schools.</p> <p>The school psychologist rarely responds to requests for additional information from staff, parents, and/or students.</p>	<p>Partial evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist inconsistently seeks out resources to address systemic problems at their assigned schools.</p> <p>The school psychologist may respond to requests for additional information from staff, parents, and/or students on a variety of issues.</p>	<p>Adequate evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist seeks out resources to address systemic problems at their assigned schools .such as readiness, school failure, truancy, disruptive behavior, dropout, bullying, youth suicide, school violence, etc.</p> <p>The school psychologist responds to requests for additional information from staff, parents, and/or students on a variety of issues in a timely manner.</p>	<p>Significant and varied evidence exists that the school psychologist utilizes school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems.</p> <p>The school psychologist utilizes and seeks out resources to address multiple systemic problems at their assigned schools such as readiness, school failure, truancy, disruptive behavior, dropout, bullying, youth suicide, school violence, etc.</p> <p>The school psychologist promptly responds to requests for additional information from staff, parents, and/or students on a wide variety of issues in a timely manner.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 Instructional Design and Lesson Planning Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as:</p> <p>Application of knowledge gained through webinars/workshops, Essential Performance Criteria (EPC) guide, evidence of participation on School Intervention Plan (SIP) and Problem Solving Leadership Team (PSLT), Individual Education Plans (IEPs), Individual Performance Plan (IPP) and documentation, Problem Solving Team (PST) meetings, recommendations, Tier 2/3 intervention plans, and/or written resources...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 5, 6, 7 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved achievement. Describe some ways you have shared your content knowledge with others? What resources and/or research-based interventions have you used to meet the needs of students, schools, and families? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>2a. Demonstrating a respect for individual differences when interacting with others</p>	Domain 2: The Learning Environment			
	<p>Little or no evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist rarely demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p>	<p>Partial evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist inconsistently demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p> <p>The school psychologist may model strategies that result in a positive school environment that enhances student learning.</p>	<p>Adequate evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics.</p> <p>The school psychologist consistently models strategies that result in a positive school environment that enhances student learning.</p>	<p>Significant and varied evidence exists that the school psychologist demonstrates a respect for individual differences when interacting with others.</p> <p>The school psychologist demonstrates sensitivity to the influence of individual differences such as race, class, gender, culture, sexual orientation, and other characteristics. The school psychologist is adept at identifying and responding appropriately to verbal and non-verbal cues.</p> <p>The school psychologist consistently models strategies that result in a positive school environment that enhances student learning.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>Consultation with other professionals, counseling, ecological assessments, email communication, intervention plans, observations, presentations/trainings, Positive Behavior Support (PBS) activities, Problem Solving Team (PST) meetings, recommendations, reports, Problem Solving Leadership Team (PSLT) agendas/notes/outcomes, School Improvement Plans (SIP), school wide and individual behavior plans, Section 504 plans, and/or staffing plans...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 8 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> What strategies do you use to adjust for a student’s cultural background, developmental level, and learning style? Please provide specific examples. How have you applied your knowledge of students in crisis? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2b. Applying appropriate ecological and behavioral theories	Domain 2: The Learning Environment			
	<p><u>Little or no</u> evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist fails to identify the antecedents, consequences, and/or functions of behavior.</p>	<p><u>Partial</u> evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist inaccurately identifies the antecedents, consequences, and/or functions of behavior and may develop and/or implement ineffective behavior programs.</p>	<p><u>Adequate</u> evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist accurately identifies the antecedents, consequences, and functions of behavior to develop and/or implement effective behavior programs at the individual level.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist applies appropriate ecological and behavioral theories.</p> <p>The school psychologist accurately identifies the antecedents, consequences, and functions of behavior to develop and/or implement effective behavior programs at the individual, group, classroom, and/or school levels.</p>
Florida Educator Accomplished Practices: <ul style="list-style-type: none"> • The Learning Environment • Assessment 	Possible evidence may include sources such as: Classroom consultation notes/emails, ERASE notes, Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP), observation records, Positive Behavior Support (PBS) team participation, Problem Solving Team (PST) meetings, psychological reports, and/or trainings...			
Evidence Based Professional Standards: <ul style="list-style-type: none"> • NASP Domain 4 				
EPC Discussion Questions: <ul style="list-style-type: none"> • Specifically describe some of the “best practices” strategies that you have used this year and how they relate to improved behavior. • What resources and/or research-based interventions have you used to meet the needs of students, schools, and families? • Describe both formal and informal assessment techniques you have used to assess a student’s needs. 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a. Fostering effective two-way communication	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist frequently utilizes ineffective communication strategies.</p> <p>The school psychologist uses limited communication approaches.</p>	<p>Partial evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist occasionally utilizes ineffective communication strategies.</p> <p>The school psychologist uses limited communication approaches.</p>	<p>Adequate evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist utilizes effective communication strategies.</p> <p>The school psychologist uses a variety of communication approaches.</p>	<p>Significant and varied evidence exists that the school psychologist fosters effective two-way communication.</p> <p>The school psychologist adapts communication style and content to a variety of audiences and settings.</p> <p>The school psychologist uses a variety of communication approaches.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as: Audience feedback, E-mails, graphs, Individual Performance Plan (IPP), observation, presentation materials, and/or reports/documents...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 2 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> What are some specific, effective communication techniques you have applied this year with students, parents, or staff? What strategies do you use to adjust for a student's cultural background, developmental level, and learning style? Please provide specific examples. How do you adapt your communication style and content to a variety of audiences and settings? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3b. Gathering information, evaluating needs, and conducting assessments to determine student services	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, may not collect or analyzes data, uses inappropriate assessment tools.</p> <p>The school psychologist shares data and recommendations that have limited or no utility.</p>	<p>Partial evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes data from limited sources, and may use assessment tools, provides limited GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs.</p> <p>The school psychologist shares data and recommendations that have limited utility.</p>	<p>Adequate evidence exists that that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes data from a variety of sources, and uses assessment tools, GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs.</p> <p>The school psychologist shares data and recommendations to assist in educational decision-making.</p>	<p>Significant and varied evidence exists that the school psychologist gathers information, evaluates needs, and conducts assessments to determine student services.</p> <p>The school psychologist, as a part of a multi-disciplinary team, collects and analyzes a broad spectrum of data from a variety of sources, , and uses multiple assessment tools, GAP analysis, and progress-monitoring data to evaluate students' academic, behavioral, and mental health needs across all levels of support.</p> <p>The school psychologist effectively shares data and recommendations to assist in educational decision-making.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Assessment • Instructional Design and Lesson Planning • Instructional Delivery and Facilitation 	<p>Possible evidence may include sources such as:</p> <p>Comprehensive Services Log including number of eligibility staffings, gap analysis, collecting group data for Problem Solving Team/Problem Solving Leadership Team (PST/PSLT) meetings, Individual Education Plans (IEPs), intervention plans, reports showing a range of assessment tools and sources of information, and/or Review-Interview-Observe-Test/Instruction-Curriculum-Environment-Learner (RIOT/ICEL) documentation...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> • NASP Domain 1 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> • Describe both formal and informal assessment techniques you have used to assess a student's needs. • Are you involved with the implementation of FLPBS? If so, how? If not, how are your teachers assisting with behavior interventions? • How do you use problem solving to address student or school issues? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Growing and developing professionally	Domain 4: Professional Responsibilities and Ethical Conduct			
	<p>Little or no evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist inconsistently attends professional development activities.</p> <p>The school psychologist rarely applies knowledge gained to their professional practice.</p>	<p>Partial evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist attends professional development activities.</p> <p>The school psychologist inconsistently applies knowledge gained to their professional practice.</p>	<p>Adequate evidence exists that that the school psychologist grows and develops professionally.</p> <p>The school psychologist participates in professional development activities.</p> <p>The school psychologist applies knowledge gained to their professional practice.</p>	<p>Significant and varied evidence exists that the school psychologist grows and develops professionally.</p> <p>The school psychologist proactively seeks and participates in professional development activities based on self-identified individual needs.</p> <p>The school psychologist applies knowledge gained to their professional practice.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principal 3 Continuous Professional Improvement 	<p>Possible evidence may include sources such as:</p> <p>Continuing Education (CE) certificates, departmentally initiated trainings, Essential Performance Criteria (EPC) guide, Individual Performance Plan (IPP), Nationally Certified School Psychologist (NCSP) documentation for renewal, observations, professional development through conference/webinar/workshop participation, Professional Learning Communities (PLC) activities, professional product, recertification points, and/or shared presentation with staff/colleagues...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 10 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities to your job role? How have those activities matched the needs of the student population you serve? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4b. Contributing to and participating in school, district, professional, and community initiatives	Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist rarely serves as a participant in school, district, or professional communities.</p> <p>The school psychologist rarely contributes relevant knowledge to support initiatives at the local or district levels.</p>	<p><u>Partial</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist sometimes serves as a participant in school, district, or professional communities.</p> <p>The school psychologist sometimes contributes relevant knowledge to support initiatives at the local or district levels.</p>	<p><u>Adequate</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist serves as an active participant in school, district, and/or professional communities.</p> <p>The school psychologist contributes relevant knowledge to support initiatives at the local and/or district levels.</p>	<p><u>Significant and varied</u> evidence exists that the school psychologist actively contributes to and participates in school, district, professional, and community initiatives.</p> <p>The school psychologist consistently serves as an active participant in school, district, and professional communities.</p> <p>The school psychologist consistently contributes relevant knowledge to support initiatives at the local, district and/or state levels.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible evidence may include sources such as: Participation in: community organizations, Crisis Intervention Team, professional organizations, Positive Behavior Support (PBS), professional committees/teams, Professional Learning Communities (PLC), Response to Intervention (RtI), other school-based activities, Problem Solving Leadership Team (PSLT), mental health initiatives... Activities beyond contract hours are optional and not required in any way</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 6 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> Please share some information about the personal and/or professional growth activities you have been involved with this year. How have you applied the content of those activities to your job role? How have those activities matched the needs of the student population you serve? 				

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4c. Prioritizing work and responding to student, family, school, and/or district needs	Domain 4: Professional Responsibilities and Ethical Conduct			
	<p>Little or no evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist does not maintain, update, or submit required documents in a timely manner.</p> <p>The school psychologist does not adapt his or her schedule to assist with student or school concerns.</p>	<p>Partial evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist infrequently maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist may adapt his or her schedule to assist with student or school concerns and infrequently resumes his or her scheduled activities.</p>	<p>Adequate evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist accurately maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist adapts his or her schedule as appropriate to assist with student or school concerns and resumes his or her scheduled activities.</p>	<p>Significant and varied evidence exists that the school psychologist prioritizes work and is responsive to student, family, school, and/or district needs.</p> <p>The school psychologist organizes, accurately maintains, updates, and submits required documents in a timely manner.</p> <p>The school psychologist proactively adapts his or her schedule as appropriate to assist with student or school concerns and seamlessly resumes his or her scheduled activities.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as: 60-Day Timeline, attending required meetings at school and district levels, completing monthly paperwork on time, maintaining Outlook calendar, and/or maintaining personal files for 3 years...</p>			
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> NASP Domain 10 				
<p>EPC Discussion Questions:</p> <ul style="list-style-type: none"> What strategies have you used to effectively manage time? Are assessments completed within the 60-day timeline and are unavoidable delays documented? 				

	Unsatisfactory/Needs Improvement or Developing	Effective/Highly Effective
4d. Demonstrating professional responsibility and ethical conduct	Domain 4: Professional Responsibilities and Ethical Conduct	
	<p>Evidence exists that the school psychologist does not consistently meet professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for school psychologists.</p>	<p>Evidence exists that the school psychologist consistently strives to meet professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for school psychologists.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principal 3 • Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include, but is not limited to sources such as:</p> <p>Communication with others, observations, Polk County Code of Ethics and Principles of Professional Conduct, and/or The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida,, policies and procedures for accurate, efficient, and confidential record keeping....</p>	
<p>Evidence Based Professional Standards:</p> <ul style="list-style-type: none"> • NASP Domain 2, 5, 10 		
<p>EPC Questions</p> <ul style="list-style-type: none"> • As determined by code of ethics, this dimension is necessary and non-negotiable in application. 		

School Social Workers Evaluation Rubric

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a. Demonstrating knowledge of theory, techniques, child and adolescent development	Domain 1: Planning and Preparation			
	<p><u>Little or no</u> evidence exists that the school social worker demonstrates knowledge of theory, techniques, child and adolescent development.</p> <p>The school social worker displays a lack of research informed interventions appropriate to specific student and family needs and a lack of compliance with the district, state, and federal regulations.</p>	<p><u>Partial</u> evidence exists that the school social worker demonstrates knowledge of theory, techniques, child, and adolescent development.</p> <p>The school social worker inconsistently identifies and prepares to implement research informed interventions appropriate to specific student and family needs that comply with district, state, and federal regulations.</p>	<p><u>Adequate</u> evidence exists that the school social worker demonstrates knowledge of theory, techniques, child, and adolescent development.</p> <p>The school social worker identifies and prepares to implement research informed interventions appropriate to specific student and family needs that comply with district, state, and federal regulations.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker demonstrates knowledge of theory, techniques, child and adolescent development.</p> <p>The school social worker identifies and prepares to implement a broad range of research informed interventions to specific student and family needs that comply with current district, state, and federal regulations.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 17, 18, 20, 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe evidence-based interventions you have used to address student or family needs. Include any adaptations to ensure interventions were more appropriate to the needs of the student or family. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the school social worker appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker rarely consults with stakeholders when designing service delivery goals. Service delivery goals lack appropriateness to the program and to the specific needs of students.</p> <p>The goals are seldom SMART.</p>	<p>Partial evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker inconsistently consults with stakeholders when designing service delivery goals. Service delivery goals are occasionally appropriate to the program and to the specific needs of students.</p> <p>The goals are occasionally SMART.</p>	<p>Adequate evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker consults with stakeholders when designing service delivery goals. Service delivery goals are appropriate to the program and to the specific needs of students.</p> <p>The goals are often SMART.</p>	<p>Significant and varied evidence exists that the school social worker establishes appropriate goals for program and/or service delivery that is based upon an evaluation component.</p> <p>The school social worker consistently consults with stakeholders when designing service delivery goals. Service delivery goals are clearly defined and appropriate to the program and to the specific needs of students.</p> <p>The goals are consistently SMART.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 2, 3, 9, 23, 24 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Provide example of how you consulted with stakeholders to develop SMART goals in order to address program and student needs. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1c. Demonstrating the skills to access and utilize appropriate resources	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the Social Worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker rarely utilizes appropriate or relevant resources to provide others with access to services and does not develop partnership with family and school.</p>	<p>Partial evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker inconsistently utilizes a range of resources by occasionally participating, accessing, networking, and collaborating with community agencies to provide services to the child, family, and school.</p> <p>The school social worker promotes limited partnership with family and school and helps others develop the skills to access resources and services.</p>	<p>Adequate evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker utilizes a range of resources by participating, accessing, networking, and collaborating with community agencies to provide services to the child, family, and school.</p> <p>The school social worker promotes partnership with family and school and helps others develop the skills to access relevant resources and services.</p>	<p>Significant and varied evidence exists that the school social worker demonstrates the skills to access and utilize appropriate resources.</p> <p>The school social worker consistently utilizes a broad range of resources by participating, accessing, networking, and collaborating with community agencies to provide seamless services to the child, family, and school.</p> <p>The school social worker promotes partnership with family and school and helps others develop the skills to access relevant resources and services.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 3, 6, 19, 26, 40 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Give examples of strategies you used to access appropriate resources for students and families. Provide an example of how you filled your role as a home/school/community liaison. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2a. Creating an environment of respect and rapport	Domain 2: The Learning Environment			
	<p>Little or no evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker does not facilitate an environment that is conducive to respect and rapport.</p>	<p>Partial evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker rarely expresses interest and concern for individuals' needs and inconsistently facilitates an environment that is respectful.</p>	<p>Adequate evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker expresses interest and concern for individuals' needs and consistently facilitates an environment that is respectful; interactions are characterized by responsiveness, respect for differences, and openness to varying opinions and perspectives.</p>	<p>Significant and varied evidence exists that the school social worker creates an environment of respect and rapport.</p> <p>The school social worker expresses interest and concern for individuals' needs and consistently facilitates an environment that is respectful; interactions are characterized by responsiveness, respect for differences, and openness to varying opinions and perspectives.</p> <p>The school social worker models and promotes reflective comments and employs active listening skills.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services</p> <ul style="list-style-type: none"> Standards 1, 9, 19, 20, 40 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe the communication skills that you use to build respect and rapport. How do these skills affect the school climate? 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2b. Managing processes and procedures	Domain 2: The Learning Environment			
	<p>Little or no evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker lacks basic organization, time management skills, and knowledge of district procedures.</p> <p>The school social worker's reports, records, and documentation are consistently missing, late, and/or inaccurate.</p>	<p>Partial evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker displays limited understanding of district procedures and exhibits inconsistent organizational and time management skills</p>	<p>Adequate evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker maintains accurate records, reports, and documentation in a timely manner, is aware of reporting, documenting, and applying district procedures consistently.</p> <p>The school social worker displays adequate time management within the school day.</p>	<p>Significant and varied evidence exists that the school social worker manages processes and procedures.</p> <p>The school social worker maintains exemplary records, reports, and documentation in a timely manner, develops, and maintains a highly systematic management system that serves as a model for colleagues.</p> <p>The school social worker displays flexible time management that is seamless within the school day.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include sources such as:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 2, 11 	<p>EPC Questions:</p> <ul style="list-style-type: none"> List strategies that you have used to effectively manage time and/or prepare for the workday. Describe how you prioritize your work to meet deadlines and provide relevant feedback to stakeholders. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2c. Utilizing behavior management techniques	Domain 2: The Learning Environment			
	<p><u>Little or no</u> evidence exists that the school social worker utilizes behavior management techniques...</p> <p>The school social worker rarely applies behavior management techniques.</p>	<p><u>Partial</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker inconsistently applies behavior management techniques and may adjust to situations based on clear standards of conduct.</p>	<p><u>Adequate</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker reactively applies varied behavior management techniques, and adjusts to situations based on clear standards of conduct.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker utilizes behavior management techniques.</p> <p>The school social worker proactively applies varied behavior management techniques, and adjusts to situations based on clear standards of conduct.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 15, 22, 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe a situation in which you have used a technique(s) to address a behavioral issue (include outcomes). 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a. Communicating clearly and accurately	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker rarely identifies stakeholders or does not communicate expectations, directions, and procedures regarding identified objectives. Use of language lacks professionalism or relevance to the situation.</p>	<p>Partial evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker inconsistently Identifies stakeholders and infrequently communicates expectations, directions, and procedures regarding identified objectives. Use of language may not be professional or relevant to the situation.</p>	<p>Adequate evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker identifies relevant stakeholders and clearly communicates expectations, directions, and procedures regarding identified objectives. Use of language is professional and relevant to the situation.</p>	<p>Significant and varied evidence exists that the school social worker communicates clearly and accurately.</p> <p>The school social worker consistently identifies all relevant stakeholders and clearly communicates expectations, directions, and procedures regarding identified objectives. Use of language is professional and relevant to the situation.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment Instructional Delivery and Facilitation 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 9, 24 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe some communication strategies (written and/or verbal) you have used with students, parents and/or staff that were appropriate for the situation. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3b. Demonstrating flexibility and responsibility	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker rarely implements methods to improve service delivery nor adapts responses to stakeholders' needs. Consistently misses opportunities to serve as a liaison or advocate for students and/or families.</p>	<p>Partial evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker inconsistently implements methods that may improve service delivery; rarely adapts responses to stakeholders' needs. Misses opportunities to serve as a liaison or advocate for students and/or families.</p>	<p>Adequate evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker implements methods that improve service delivery; adapts responses to stakeholders' needs. Is a liaison or advocate for students and/or families.</p>	<p>Significant and varied evidence exists that the school social worker demonstrates flexibility and responsibility.</p> <p>The school social worker consistently seeks and implements varied methods that improve service delivery; adapts responses to stakeholders' needs. Is a liaison or advocate for students and/or families.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> The Learning Environment 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 8, 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe strategies you use to advocate for students and/or families. Provide examples of any adaptations made to implement interventions. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3c. Gathering data to assess student needs and Implementing Interventions	Domain 3: Service Delivery and Instruction			
	<p>Little or no evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker rarely gathers data through assessments and/or interviews in regards to the student’s intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker seldom implements interventions, which may promote student achievement.</p> <p>The school social worker does not collect data to monitor progress nor adapts interventions or consult with stakeholders for accountability.</p>	<p>Partial evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker inconsistently gathers data through assessments and/or interviews in regards to the student’s intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker implements interventions, which may promote student achievement.</p> <p>The school social worker infrequently collects data to monitor progress nor adapts interventions and rarely consults with stakeholders for accountability.</p>	<p>Adequate evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker gathers data through assessments and/or interviews in regards to the student’s intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker implements evidence based interventions when appropriate, which promote student achievement.</p> <p>The school social worker collects data to monitor progress, adapts interventions as appropriate, and consults with stakeholders for accountability.</p>	<p>Significant and varied evidence exists that the school social worker gathers data to assess student needs and implement interventions.</p> <p>The school social worker gathers comprehensive data through assessments and/or interviews in regards to the student’s intellectual, academic, social/ emotional, or environmental functioning.</p> <p>The school social worker consistently implements a broad range of evidence based interventions when appropriate, which promote student achievement.</p> <p>The school social worker collects comprehensive data to monitor progress, adapts interventions as appropriate, and consults with stakeholders for accountability.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 5, 6, 9, 12, 13, 21. 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe how you have collaborated with your schools to promote student achievement. Describe how you have progress monitored and consulted with stakeholders for accountability. Describe how you have used data to evaluate the outcome of your school social work services. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3d. Advocating for programs/services that promote a healthy school climate	Domain 3: Service Delivery and Instruction			
	<p><u>Little or no</u> evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker rarely facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker does not interact with stakeholders to enhance school climate.</p>	<p><u>Partial</u> evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker inconsistently facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker infrequently interacts with stakeholders to enhance school climate; may advocate for the continuation or improvement of programs that promote a healthy school climate.</p>	<p><u>Adequate</u> evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker interacts with stakeholders to enhance school climate; advocates for the continuation or improvement of programs that promote a healthy school climate.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker advocates for programs/services that promote a healthy school climate.</p> <p>The school social worker facilitates/participates in PST meetings, work groups, and/or other prevention/intervention programs that promote healthy school climate.</p> <p>The school social worker consistently interacts with stakeholders to enhance school climate; advocates for the continuation, improvement, or creation of programs that promote a healthy school climate.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Instructional Delivery and Facilitation • Instructional Design and Lesson Planning 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> • Standards 1, 9, 19, 20, 22, 23 	<p>EPC Questions:</p> <ul style="list-style-type: none"> • Describe your involvement with school programs/services that promote healthy school climate. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Growing and Developing Professionally	Domain 4: Professional Responsibility and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker rarely learns about innovations and trends in social work as well as in the field of education and does not apply new knowledge.</p> <p>The school social worker fails to utilize feedback given by supervisor and/or colleagues for professional growth.</p>	<p><u>Partial</u> evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker occasionally learns about innovations and trends in social work as well as in the field of education and rarely applies new knowledge.</p> <p>The school social worker may accept feedback from supervisor and/or colleagues and inconsistently utilize it for professional growth.</p>	<p><u>Adequate</u> evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker maintains competence by learning about innovations and trends in social work as well as in the field of education and frequently applies new knowledge.</p> <p>The school social worker accepts feedback from supervisor and/or colleagues and utilizes it for professional growth.</p>	<p><u>Significant and varied</u> evidence exists that the school social worker is growing and developing professionally.</p> <p>The school social worker maintains competence, seeks to grow professionally by learning about innovations and trends in social work as well as in the field of education, and seeks opportunities to apply new knowledge.</p> <p>The school social worker seeks out feedback from supervisor and/or colleagues and utilizes it for professional growth.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>			
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 17 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Describe how you have shared your professional development activities with others. 			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 4: Professional Responsibility and Ethical Conduct			
4b. Communicating with families, students, staff, community agencies, etc.	<p>Little or no evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker rarely promotes partnerships between families, school staff, and/or community stakeholders. The school social worker fails to encourage parental involvement.</p>	<p>Partial evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker infrequently promotes partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker inconsistently communicates with stakeholders.</p> <p>The school social worker may encourage parental involvement.</p>	<p>Adequate evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker implements partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker uses positive and practical language to communicate effectively with stakeholders.</p> <p>The school social worker encourages active parental involvement.</p>	<p>Significant and varied evidence exists that the school social worker communicates with families, students, staff, community agencies, etc.</p> <p>The school social worker identifies and initiates purposeful partnerships between families, school staff, and/or community stakeholders in support of the district strategic plan.</p> <p>The school social worker uses positive and practical language to communicate effectively with stakeholders. The school social worker encourages active parental involvement.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>		
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standards 1, 14, 25, 26 	<p>EPC Questions:</p> <p>What strategies did you use to build partnerships between families, school staff, and/or community stakeholders?</p>			

4c. Demonstrating professional responsibility	Unsatisfactory/Needs Improvement or Developing	Effective/Highly Effective
	Domain 4: Professional Responsibility and Ethical Conduct	
	<p><u>Little or no</u> evidence exists that the school social worker meets professional responsibilities.</p> <p>There is a lack of adherence to professional standards, ethics, and practices for social workers.</p>	<p><u>Adequate</u> evidence exists that the school social worker meets professional responsibilities.</p> <p>Conduct reflects a consistent level of adherence to professional standards, ethics, and practices for educators.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Professional Responsibility and Ethical Conduct 	<p>Possible evidence may include:</p> <p>Calendar, email, informal observations, records, participation in district committees and training, maintaining files, assessments, Problem Solving Team (PST) packets, participate in PST and PLCs, observations, district and school wide committees, formal and informal communications, individual and group counseling, case consultations with staff, EPC guide, collaboration with outside agencies, keeps accurate records...</p>	
<p>NASW Standards for School Social Work Services:</p> <ul style="list-style-type: none"> Standard 1 	<p>EPC Questions:</p> <ul style="list-style-type: none"> Determined by the NASW Code of Ethics, this dimension is necessary and non-negotiable in application. 	

Non-Classroom Teacher Evaluation Rubric

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 1: Planning and Preparation			
1a. Demonstrating knowledge of current trends in specialty area and professional development	<p><u>Little or no</u> evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect a lack of application of current trends in specialty area and research based protocols for professional development.</p>	<p><u>Partial</u> evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect inconsistent application of current trends in specialty area and research based protocols for professional development.</p>	<p><u>Adequate</u> evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect frequent application of current trends in specialty area and research based protocols for professional development.</p> <p>The NCT is aware of contemporary research and often incorporates research-based practices into adult education.</p>	<p><u>Significant and varied</u> evidence exists that the NCT demonstrates knowledge of current trends in specialty area and professional development.</p> <p>Professional development plans and practice reflect embedded application of current trends in specialty area and research based protocols for professional development.</p> <p>The NCT is aware of contemporary research and consistently incorporates research-based practices into adult education.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 	<p>Possible Evidence:</p> <p>Professional development plans, Professional development agendas, Professional development evaluations, administrative conversations with the NCT, implementation of Professional development, observation of Professional development, PLCs...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs.</p> <p>Time allocation reflects a lack of familiarity with the school's/district's programs and priorities. Schedule rarely reflects flexibility in response to changing priorities.</p> <p>The NCT does not seek to understand the skills required in implementing the school's/district's priorities.</p>	<p>Partial evidence exists that the NCT demonstrates knowledge to implement of the school's/district's programs.</p> <p>Time allocation reflects inconsistent familiarity with the school's/district's programs and priorities. Schedule reflects insufficient flexibility in response to changing priorities.</p> <p>The NCT seldom seeks to understand the skills required in implementing the school's/district's priorities.</p>	<p>Adequate evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs.</p> <p>Time allocation reflects familiarity with the school's/district's programs and priorities. Schedule reflects frequent flexibility in response to changing priorities.</p> <p>The NCT consistently works to influence the implementation of the school /district programs and seeks to understand the skills required in implementing the school's/district's priorities.</p>	<p>Significant and varied evidence exists that the NCT demonstrates knowledge to implement the school's/district's programs.</p> <p>Time allocation reflects extensive familiarity with the school's/district's programs and priorities. Schedule reflects purposeful flexibility in response to changing priorities.</p> <p>The NCT maximizes their opportunity to influence the future direction of the school /district programs and intentionally seeks to understand the skills required in implementing the school's/district's priorities.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 2 	<p>Possible Evidence: Mentoring log, coach's log, daily calendar, evidence of data analysis, data chat records, administrative conversation with NCT, School Improvement Plan, District Strategic Plan...</p>			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served	Domain 1: Planning and Preparation			
	<p><u>Little or no</u> evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect a lack of alignment to the needs of the situation and/or the teachers/stakeholders served.</p> <p>The NCT does not consult with administrators and colleagues in the development of instructional support goals.</p>	<p><u>Partial</u> evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect limited alignment to the needs of both the situation and the teachers/stakeholders served.</p> <p>The NCT seldom consults with administrators and colleagues in the development of instructional support goals.</p>	<p><u>Adequate</u> evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect intentional alignment to the needs of both the situation and the teachers/stakeholders served.</p> <p>The NCT consults with administrators and colleagues in the development of instructional support goals.</p>	<p><u>Significant and varied</u> evidence exists that the NCT sets appropriate goals for instructional support.</p> <p>Instructional support goals reflect extensive alignment to the needs of both the situation and the teachers/stakeholders served.</p> <p>The NCT purposefully consults with administrators and colleagues in the development of instructional support goals.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible Evidence: NCT goal form, administrative conversation with NCT, School Improvement Plan, District Strategic Plan...</p>			

1d. Demonstrating knowledge and application of resources	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 1: Planning and Preparation				
	<p><u>Little or no</u> evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support lacks use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs. The NCT does not seek out resources based on the applicability to a need.</p>	<p><u>Partial</u> evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes limited use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs. The NCT misses opportunities to provide resources based on the applicability to a need.</p>	<p><u>Adequate</u> evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes appropriate use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs. The NCT frequently seeks out resources based on the applicability to a need.</p>	<p><u>Significant and varied</u> evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes purposeful use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs. The NCT strategically seeks out resources based on the applicability to a need.</p>
<p>Florida Educator Accomplished Practices: Foundational Principal 2</p>		<p>Possible Evidence: NCT goal form, Use of current technology, administrative conversation with NCT, oral/written communication, coach's log, training materials...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1e. Planning and integrating the instructional support program with the overall school/district priorities	Domain 1: Planning and Preparation			
	<p>Little or no evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program lacks integration between school/district priorities and changing circumstances.</p>	<p>Partial evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program exhibits limited integration between school/district priorities and changing circumstances.</p>	<p>Adequate evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program exhibits integration between school/district priorities and changing circumstances.</p> <p>The NCT consults with appropriate stakeholders in order to reprioritize the support plan based on shifting needs.</p>	<p>Significant and varied evidence exists that the NCT demonstrates coherent planning to achieve the support goals.</p> <p>The instructional support program exhibits purposeful integration between school/district priorities and changing circumstances.</p> <p>The NCT consults with appropriate stakeholders in order to strategically reprioritize the support plan based on shifting needs.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 		<p>Possible Evidence:</p> <p>NCT goal form, School Improvement Plan, District Strategic Plan, administrative conversation with NCT, written/oral communications, calendar, coach's log...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1f. Developing a plan to evaluate the instructional support program	Domain 1: Planning and Preparation			
	<p><u>Little or no</u> evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program lacks sources of evidence.</p>	<p><u>Partial</u> evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program has insufficient sources of evidence.</p>	<p><u>Adequate</u> evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program has sources of evidence.</p> <p>The NCT has periodic progress checks in order to initiate support program adjustments.</p>	<p><u>Significant and varied</u> evidence exists that the NCT demonstrates advanced planning for evaluation of support program outcomes.</p> <p>Evaluation plan for the instructional support program has multiple and defined sources of evidence.</p> <p>The NCT has strategically planned for periodic progress checks in order to initiate support program adjustments.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Continuous Professional Improvement 		<p>Possible Evidence:</p> <p>NCT goal form, District Strategic Plan, School Improvement Plan, administrative conversation with NCT, administrator/NCT data chat, reflection journal...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2a. Creating an environment of trust, respect, and rapport	Domain 2: The Learning Environment			
	<p><u>Little or no</u> evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions lack sensitivity, responsiveness, regard, and consideration of others.</p>	<p><u>Partial</u> evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions inconsistently model sensitivity, responsiveness, regard, and consideration of others.</p>	<p><u>Adequate</u> evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions consistently model sensitivity, responsiveness, regard, and consideration of others.</p>	<p><u>Significant and varied</u> evidence exists that the NCT has created a climate of trust, respect, and rapport in the workplace.</p> <p>Workplace interactions consistently model sensitivity, responsiveness, regard, and consideration of others.</p> <p>The NCT actively promotes a positive workplace environment.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Foundational Principle 1 	<p>Possible Evidence:</p> <p>Administrative conversations with the NCT, observation, feedback forms, oral/written communication, NCT goal form...</p>			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2b. Promoting a culture for continuous professional learning	Domain 2: The Learning Environment			
	<p>Little or no evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is rarely encouraged.</p>	<p>Partial evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is occasionally encouraged.</p> <p>The NCT seldom engages in professional learning and inconsistently communicates professional learning opportunities for others.</p>	<p>Adequate evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is consistently encouraged.</p> <p>The NCT engages in professional learning, identifies and communicates professional learning opportunities for others, and recognizes accomplishments.</p>	<p>Significant and varied evidence exists that the NCT provides support for promoting a culture for continuous professional learning.</p> <p>Professional learning is consistently encouraged.</p> <p>The NCT actively seeks and engages in professional learning, identifies and communicates professional learning opportunities for others, and celebrates accomplishments.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation • Foundational Principle 1 	<p>Possible Evidence:</p> <p>Observations, administrative conversations with the NCT, oral/written procedures as related to the job, feedback forms, training logs, NCT goal form ...</p>			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2c. Managing procedures and routines in the job related environment	Domain 2: The Learning Environment			
	<p><u>Little or no</u> evidence exists that the NCTs has established procedures and routines for managing the job related environment.</p> <p>Productivity in the workplace is lost due to the lack of procedures and routines needed to complete job related tasks properly.</p>	<p><u>Partial</u> evidence exists that the NCT has established procedures and routines for managing the job related environment.</p> <p>Productivity in the workplace is often lost due to inconsistent use of procedures and routines needed to complete job related tasks properly.</p>	<p><u>Adequate</u> evidence exists that the NCT has established procedures and routines for managing the job related environment.</p> <p>Productivity in the workplace is managed due to the use of procedures and routines needed to complete job related tasks properly.</p>	<p><u>Significant and varied</u> evidence exists that the NCT has established procedures and routines for managing the job related environment.</p> <p>Productivity is maximized due to the consistent use of procedures and routines needed to complete job related tasks properly.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • The Learning Environment • Instructional Delivery and Facilitation • Foundational Principle 1 	<p>Possible Evidence:</p> <p>Observations, administrative conversations with the NCT, oral/written procedures as related to the job, feedback forms, training logs, NCT goal form ...</p>			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 2: The Learning Environment			
2d. Organizing and managing physical space	<p><u>Little or no</u> evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space impedes the learning process or activity.</p>	<p><u>Partial</u> evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space does little to facilitate the learning process or activity.</p>	<p><u>Adequate</u> evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space is accessible and inclusive for the learning process.</p> <p>The physical space is organized to facilitate the learning process or activity.</p>	<p><u>Significant and varied</u> evidence exists that the NCT organizes physical space for professional learning so that it is conducive to the activity or event.</p> <p>The organization of the physical space is accessible and inclusive for all participants involved in the learning process or activity.</p> <p>The physical space is organized in a purposeful, flexible manner to maximize the learning process or activity to accommodate a variety of needs.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> · The Learning Environment · Foundational Principle 1 	<p>Possible Evidence:</p> <p>Observations, administrative conversations with the NCT, oral/written procedures as related to the job, feedback forms, training logs, NCT goal form...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Domain 3: Delivery of Service				
3a. Collaborating with the purpose of improving student, school, or district performance	<p><u>Little or no</u> evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is lacking for the purpose of improving performance.</p>	<p><u>Partial</u> evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is occasionally used for the purpose of improving performance.</p>	<p><u>Adequate</u> evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is frequently used for the purpose of improving performance.</p>	<p><u>Significant and varied</u> evidence exists that the NCT demonstrates collaboration with others with the purpose to improve student, school, or district performance.</p> <p>Collaboration is varied and consistent with the purpose of improving performance.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> • Instructional Delivery and Facilitation 	<p>Possible Evidence: Observation, administrative conversations with the NCT, oral/written communication, applicable programmatic data, mentoring logs, coaching logs, feedback forms....</p>			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3b. Locating resources for others to enhance the instructional support program	Domain 3: Delivery of Service			
	<p><u>Little or no</u> evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources are not sought to meet the needs of the stakeholders.</p>	<p><u>Partial</u> evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources to meet the needs of stakeholders are inconsistently sought.</p>	<p><u>Adequate</u> evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>Resources are sought to meet the needs of stakeholders.</p> <p>The NCT provides resources upon request.</p>	<p><u>Significant and varied</u> evidence exists that the NCT locates resources to enhance the instructional support program.</p> <p>A wide variety of resources are sought to anticipate the needs of stakeholders.</p> <p>The NCT uses evidence to support differentiated needs.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 	<p>Possible Evidence:</p> <p>Observation, administrative conversations with the NCT, oral/written communication, applicable programmatic data, mentoring logs, coaching logs, feedback forms...</p>			

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3c. Demonstrating flexibility and responsiveness	Domain 3: Delivery of Service			
	<p><u>Little or no</u> evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders lack flexibility and responsiveness and do not improve the efficacy of the support program.</p>	<p><u>Partial</u> evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are inconsistently flexible and responsive and may not improve the efficacy of the support program.</p>	<p><u>Adequate</u> evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are flexible and responsive to improve the efficacy of the support program.</p> <p>The NCT revises support for stakeholders as needed.</p>	<p><u>Significant and varied</u> evidence exists that the NCT demonstrates flexibility and responsiveness.</p> <p>Responses to stakeholders needs are flexible and responsive to improve the efficacy of the support program.</p> <p>The NCT intentionally seeks information and purposefully monitors data to revise support for stakeholders.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 		<p>Possible Evidence:</p> <p>Observation, administrative conversations with the NCT, oral/written communication, applicable programmatic data, mentoring logs, coaching logs, feedback forms...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a. Generating and submitting reports following established procedures	Domain 4: Professional Responsibilities and Ethical Conduct			
	<p><u>Little or no</u> evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are rarely submitted on time.</p> <p>Data is not maintained accurately.</p>	<p><u>Partial</u> evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are infrequently submitted in a timely manner.</p> <p>Data is maintained with some degree of accuracy.</p>	<p><u>Adequate</u> evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are submitted in a timely manner.</p> <p>Data is maintained accurately.</p>	<p><u>Significant and varied</u> evidence exists that the NCT generates and submits reports following established procedures.</p> <p>Required School/ District/State/ Federal reports are submitted in a timely manner.</p> <p>Data is maintained accurately. Initiates data analysis for the purpose of continuous school/district improvement.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Foundational Principle 3 Continuous Professional Improvement 		<p>Possible Evidence:</p> <p>Job appropriate reports, assessment data, applicable logs, School Improvement Plan, narrative reports, surveys, administrative conversations with the NCT and applicable meeting notes...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 4: Professional Responsibilities and Ethical Conduct			
4b. Collaborating work with external stakeholders to improve student, school, or district performance	<p><u>Little or no</u> evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration rarely results in improved efficacy of the instructional support program or process.</p>	<p><u>Partial</u> evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration seldom results in improved efficacy of the instructional support program or process.</p>	<p><u>Adequate</u> evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration results in improved efficacy of the instructional support program or process and sustained relationships with external stakeholders.</p>	<p><u>Significant and varied</u> evidence exists that the non-classroom teacher works in collaboration with external stakeholders to improve student, school, or district performance.</p> <p>Collaboration results in improved efficacy of the instructional support program or process and initiate and sustain relationships with external stakeholders.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> Instructional Delivery and Facilitation 		<p>Possible Evidence:</p> <p>Appropriate logs, oral/written communication, administrative conversations with the NCT, applicable programmatic data, observations, and meeting minutes...</p>	

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 4: Professional Responsibilities and Ethical Conduct			
4c. Communicating clearly and accurately with internal and external stakeholders	<p>Little or no evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are rarely adapted to the needs of stakeholders.</p> <p>Communications often reflect insufficient or inaccurate information.</p>	<p>Partial evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are inconsistently adapted to the needs of stakeholders.</p> <p>Communications reflect insufficient or inaccurate information.</p>	<p>Adequate evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are consistently adapted to a variety of stakeholders.</p> <p>The NCT adapts style and content of communication by avoiding jargon when appropriate, using technology, establishing rapport, writing/speaking clearly and professionally, and being receptive and responsive to feedback.</p> <p>Communications reflect accurate information.</p>	<p>Significant and varied evidence exists that the non-classroom teacher communicates clearly and accurately with internal and external stakeholders.</p> <p>Communications are initiated and consistently adapted to a variety of stakeholders.</p> <p>The NCT adapts style and content of communication by avoiding jargon when appropriate, using technology, establishing rapport, writing/speaking clearly and professionally, and being receptive and responsive to feedback.</p> <p>Communications reflect accurate information.</p>
	<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 3 • Continuous Professional Improvement 	<p>Possible Evidence: Stakeholder feedback forms, appropriate logs, oral/written communication, observations, administrative conversations with the NCT, meeting minutes, and presentation materials...</p>		

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4d. Individual continuous professional improvement	Domain 4: Professional Responsibilities and Ethical Conduct			
	<p>Little or no evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are rarely taken advantage of.</p> <p>Completion or implementation of professional learning is lacking.</p>	<p>Partial evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are participated in when directed.</p> <p>Completion or implementation of professional learning is inconsistent.</p>	<p>Adequate evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are sought in order to stay current with related content and pedagogy.</p> <p>Completion and implementation of professional learning with fidelity and quality is consistent.</p>	<p>Significant and varied evidence exists that the non-classroom teacher keeps current in area of specialty.</p> <p>Professional learning opportunities are independently sought in order to stay current with related content and pedagogy.</p> <p>Completion and implementation of professional learning with fidelity and quality is consistent.</p> <p>The NCT initiates activities that contribute to the learning of peers.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 3 • Continuous Professional Improvement 	<p>Possible Evidence:</p> <p>Appropriate logs, documentation of Professional development, oral/written communication, observations, applicable programmatic data, administrative conversations with the NCT, meeting minutes, certificates of completion and presentation materials...</p>			

	Unsatisfactory/Needs Improvement	Effective/Highly Effective
4e. Professional responsibilities	Domain 4: Professional Responsibilities and Ethical Conduct	
	<p><u>Little or no</u> evidence exists that the designated non-classroom teacher meets professional responsibilities as related to “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.”</p> <p>Conduct reflects a lack of adherence to professional standards, ethics, and practices for educators.</p>	<p><u>Evidence</u> exists that the designated non-classroom teacher meets professional responsibilities as related to “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.”</p> <p>Conduct reflects consistent adherence to professional standards, ethics, and practices for educators.</p>
<p>Florida Educator Accomplished Practices:</p> <ul style="list-style-type: none"> • Foundational Principle 3 • Professional Responsibility and Ethical Conduct 	<p>Possible Evidence:</p> <p>Observation, conversation with teachers, “The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida” ...</p>	

Appendix D: Florida Educator Accomplished Practices (FEAPs) Crosswalk

Classroom Teacher Evaluation EPC Rating Rubrics

Domain 1: Instructional Design, Lesson Planning, and Assessment	
Essential Performance Criteria	FEAPS
EPC: 1a. Demonstrating Knowledge of Content and Pedagogy	Florida Educator Accomplished Practices: Foundational Principle 2 - The effective educator demonstrates deep and comprehensive knowledge of the subject taught. Instructional Design and Lesson Planning
EPC: 1b. Demonstrating Knowledge of Students.	Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation Foundational Principle 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
EPC: 1c. Setting Instructional Outcomes	Florida Educator Accomplished Practices: Instructional Design and Lesson Planning Foundational Principle 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.
EPC: 1d. Demonstrating Knowledge of Resources and Technology	Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation
EPC: 1e. Designing Coherent Instruction	Florida Educator Accomplished Practices: Instructional Design and Lesson Planning
EPC: 1f. Designing Student Assessments	Florida Educator Accomplished Practices: Instructional Design and Lesson Planning. Assessment
Domain 2: Instructional Delivery and Facilitation	
EPC: 2a. Communicating with Students	Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation
EPC: 2b. Using Strategies to Evoke High-order Thinking and Discussions	Florida Educator Accomplished Practices: Instructional Delivery and Facilitation
EPC: 2c. Lesson Delivery and Engaging Students in Learning	Florida Educator Accomplished Practices: Instructional Delivery and Facilitation
EPC: 2d. Using Assessment in Instruction	Florida Educator Accomplished Practices: Assessment
EPC: 2e. Demonstrating Flexibility and Responsiveness	Florida Educator Accomplished Practices: Instructional Delivery and Facilitation

EPC: 2f. Integrating Cross Content Reading and Writing Instruction	Florida Educator Accomplished Practices: Instructional Delivery and Facilitation
Domain 3: The Learning Environment	
EPC: 3a. Creating an Environment of Respect and Rapport	Florida Educator Accomplished Practices: The Learning Environment Foundational Principle 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
EPC: 3b. Establishing a Culture for Learning	Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation Foundational Principle 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
EPC: 3c. Managing Classroom	Florida Educator Accomplished Practices: The Learning Environment Instructional Delivery and Facilitation
EPC: 3d. Managing Student Behavior	Florida Educator Accomplished Practices: The Learning Environment
EPC: 3e. Organizing Physical Space	Florida Educator Accomplished Practices: The Learning Environment
Domain 4: Professional Responsibilities and Ethical Conduct	
EPC: 4a. Attention to Equity and Diversity	Florida Educator Accomplished Practices: Professional Responsibility and Ethical Conduct The Learning Environment
EPC: 4b. Maintaining Accurate Records	Florida Educator Accomplished Practices: Professional Responsibility and Ethical Conduct
EPC: 4c. Communicating with Families	Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct
EPC: 4d. Participating in a Professional Community	Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct
EPC: 4e. Individual Continuous Professional Improvement	Florida Educator Accomplished Practices: Continuous Professional Improvement Professional Responsibility and Ethical Conduct
EPC: 4f. Professional Responsibilities	Florida Educator Accomplished Practices: Foundational Principle 3 - The effective educator exemplifies the standards of the profession Professional Responsibility and Ethical Conduct

Library Media Specialists	
<u>Essential Performance Criteria EPC</u>	<u>FEAPS Florida Educator Accomplished Practices:</u>
<u>1a. Fostering a culture of inquiry, independent reading, and lifelong learning</u>	<u>The Learning Environment</u>
<u>1b. Providing an inviting and accessible environment</u>	<u>The Learning Environment</u>
<u>1c. Creating an environment of respect and rapport</u>	<u>The Learning Environment</u> <u>Foundational Principle 1</u>
<u>1d. Managing student behavior</u>	<u>The Learning Environment</u>
<u>1e. Establishing library procedures</u>	<u>The Learning Environment</u>
<u>2a. Demonstrating knowledge of the curriculum</u>	<u>Instructional Design and Lesson Planning</u>
<u>2b. Providing instruction to engage students in learning</u>	<u>Instructional Design and Lesson Planning</u> <u>Instructional Delivery and Facilitation</u>
<u>2c. Incorporating literacy instruction</u>	<u>Instructional Design and Lesson Planning</u> <u>Instructional Delivery and Facilitation</u>
<u>2d. Supporting the instructional program</u>	<u>Instructional Design and Lesson Planning</u> <u>Lesson Delivery and Facilitation</u>
<u>2e. Using data to enhance learning</u>	<u>Instructional Design and Lesson Planning</u> <u>Lesson Delivery and Facilitation</u>
<u>2f. Providing professional development based upon school data</u>	<u>Instructional Design and Lesson Planning</u> <u>Lesson Delivery and Facilitation</u>
<u>3a. Managing the library collection</u>	<u>The Learning Environment & Assessment</u>
<u>3b. Demonstrating knowledge of collection development</u>	<u>The Learning Environment</u>
<u>3c. Establishing media programming</u>	<u>The Learning Environment</u> <u>Instructional Delivery and Facilitation</u>
<u>3d. Demonstrating knowledge of technological processes and resources</u>	<u>The Learning Environment</u>
<u>4a. Promoting the library/media program throughout both the learning community and the public</u>	<u>Continuous Professional Improvement</u> <u>Professional Responsibility and Ethical Conduct</u>
<u>4b. Extracting, interpreting, and sharing data relevant to the media program</u>	<u>Professional Responsibility and Ethical Conduct</u>
<u>4c. Participating in professional learning</u>	<u>Continuous Professional Improvement</u> <u>Professional Responsibility and Ethical Conduct</u>
<u>4d. Attending to equity and diversity</u>	<u>Professional Responsibility and Ethical Conduct</u>
<u>4e. Professional responsibilities</u>	<u>Foundational Principle 3</u> <u>Professional Responsibility and Ethical Conduct</u>

School Counselors

<u>Essential Performance Criteria EPC</u>	<u>FEAPS Florida Educator Accomplished Practices:</u>
<u>1a. Demonstrating knowledge of theory, techniques, and child and adolescent development</u>	<u>Foundation Principle 2</u> <u>Instructional Design & Lesson Planning</u>
<u>1b. Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component</u>	<u>Instructional Design & Lesson Planning</u> <u>Foundation Principle 1</u>
<u>1c. Demonstrating knowledge of resources</u>	<u>Foundation Principle 2</u> <u>Instructional Design & Lesson Planning</u> <u>Instructional Delivery & Facilitation</u>
<u>2a. Creating a student services environment of respect and rapport that establishes a climate that enhances learning</u>	<u>The Learning Environment</u>
<u>2b. Managing procedures: record keeping, time management, organization, following district policies</u>	<u>The Learning Environment</u>
<u>2c. Managing behavior and compliance</u>	<u>The Learning Environment</u>
<u>2d. Organizing work environment and resources</u>	<u>The Learning Environment</u> <u>Instructional Design and Lesson Planning</u>
<u>3a. Demonstrating flexibility and responsibility</u>	<u>Foundation Principle 3</u> <u>The Learning Environment</u>
<u>3b. Needs assessment gathering information to develop a school counseling program</u>	<u>Assessment</u> <u>Instructional Design and Lesson Planning</u>
<u>3c. Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment</u>	<u>Assessment</u>
<u>3d. Assisting students in the formulation of age-appropriate academic, personal/ social, and career plans/ awareness based on knowledge of student needs</u>	<u>Instructional Delivery and Facilitation</u> <u>Foundation Principle 3</u>
<u>4a. Growing and developing professionally</u>	<u>Foundation Principle 3</u> <u>Continuous Professional Improvement</u>
<u>4b. Knowledge, application, and sharing of resources to meet student needs</u>	<u>Continuous Professional Improvement</u> <u>Professional Responsibility and Ethical Conduct</u>
<u>4c. Contributing and participating in school, district, professional community, and community initiatives</u>	<u>Continuous Professional Improvement</u>
<u>4d. Demonstrating adherence to ethical standards</u>	<u>Foundation Principle 3</u> <u>Professional Responsibility and Ethical Conduct</u>

Non-Classroom Teachers	
Essential Performance Criteria EPC	FEAPS Florida Educator Accomplished Practices:
<u>1a. Demonstrating knowledge of current trends in specialty area and professional development</u>	<u>Florida Educator Accomplished Practices: Foundational Principle 2</u>
<u>1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program</u>	<u>Florida Educator Accomplished Practices: Foundational Principle 2</u>
<u>1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served</u>	<u>Continuous Professional Improvement</u>
<u>1d. Demonstrating knowledge and application of resources</u>	<u>Foundational Principle 2</u>
<u>1e. Planning and integrating the instructional support program with the overall school/district priorities</u>	<u>Continuous Professional Improvement</u>
<u>1f. Developing a plan to evaluate the instructional support program</u>	<u>Continuous Professional Improvement</u>
<u>2a. Creating an environment of trust, respect, and rapport</u>	<u>The Learning Environment</u> <u>Foundational Principle 1</u>
<u>2b. Promoting a culture for continuous professional learning</u>	<u>The Learning Environment</u> <u>Instructional Delivery and Facilitation</u> <u>Foundational Principle 1</u>
<u>2c. Managing procedures and routines in the job related environment</u>	<u>The Learning Environment</u> <u>Instructional Delivery and Facilitation</u> <u>Foundational Principle 1</u>
<u>2d. Organizing and managing physical space</u>	<u>The Learning Environment</u> <u>Foundational Principle 1</u>
<u>3a. Collaborating with the purpose of improving student, school, or district performance</u>	<u>Instructional Delivery and Facilitation</u>
<u>3b. Locating resources for others to enhance the instructional support program</u>	<u>Instructional Delivery and Facilitation</u>
<u>3c. Demonstrating flexibility and responsiveness</u>	<u>Instructional Delivery and Facilitation</u>
<u>4a. Generating and submitting reports following established procedures</u>	<u>Foundational Principle 3</u> <u>Continuous Professional Improvement</u>
<u>4b. Collaborating work with external stakeholders to improve student, school, or district performance</u>	<u>Instructional Delivery and Facilitation</u>
<u>4c. Communicating clearly and accurately with internal and external stakeholders</u>	<u>Foundational Principle 3</u> <u>Continuous Professional Improvement</u>
<u>4d. Individual continuous professional improvement</u>	<u>Foundational Principle 3</u> <u>Continuous Professional Improvement</u>
<u>4e. Professional responsibilities</u>	<u>Foundational Principle 3</u> <u>Professional Responsibility and Ethical Conduct</u>
Individual Goal	<u>Continuous Professional Improvement</u>

School Psychologists	
Essential Performance Criteria EPC	FEAPS Florida Educator Accomplished Practices:
<u>1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process</u>	<u>Foundational Principle 2</u> <u>Instructional Design and Lesson Planning</u>
<u>1b. Using a consultative, problem-solving framework as the basis for all professional activities</u>	<u>Instructional Design and Lesson Planning</u> <u>Foundational Principle 1</u>
<u>1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and social-emotional problems</u>	<u>Foundational Principle 2</u> <u>Instructional Design and Lesson Planning</u> <u>Instructional Delivery and Facilitation</u>
<u>2a. Demonstrating a respect for individual differences when interacting with others</u>	<u>The Learning Environment</u>
<u>2b. Applying appropriate ecological and behavioral theories</u>	<u>The Learning Environment</u> <u>Assessment</u>
<u>3a. Fostering effective two-way communication</u>	<u>The Learning Environment</u> <u>Instructional Delivery and Facilitation</u>
<u>3b. Gathering information, evaluating needs, and conducting assessments to determine student services</u>	<u>Assessment</u> <u>Instructional Design and Lesson Planning</u> <u>Instructional Delivery and Facilitation</u>
<u>4a. Growing and developing professionally</u>	<u>Foundational Principle 3</u> <u>Continuous Professional Improvement</u>
<u>4b. Contributing to and participating in school, district, professional, and community initiatives</u>	<u>Continuous Professional Improvement</u>
<u>4c. Prioritizing work and responding to student, family, school, and/or district needs</u>	<u>The Learning Environment</u>
<u>4d. Demonstrating professional responsibility and ethical conduct</u>	<u>Foundational Principle 3</u> <u>Professional Responsibility and Ethical Conduct</u>
<u>Individual Goal</u>	

School Social Workers	
<u>Essential Performance Criteria EPC</u>	<u>FEAPS Florida Educator Accomplished Practices:</u>
<u>1a. Demonstrating knowledge of theory, techniques, child and adolescent development</u>	<u>Instructional Design and Lesson Planning</u>
<u>1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component</u>	<u>Instructional Design and Lesson Planning</u>
<u>1c. Demonstrating the skills to access and utilize appropriate resources</u>	<u>Instructional Design and Lesson Planning</u>
<u>2a. Creating an environment of respect and rapport</u>	<u>The Learning Environment</u>
<u>2b. Managing processes and procedures</u>	<u>The Learning Environment</u>
<u>2c. Utilizing behavior management techniques</u>	<u>The Learning Environment</u>
<u>3a. Communicating clearly and accurately</u>	<u>The Learning Environment</u>
	<u>Instructional Delivery and Facilitation</u>
<u>3b. Demonstrating flexibility and responsibility</u>	<u>The Learning Environment</u>
<u>3c. Gathering data to assess student needs and Implementing Interventions</u>	<u>Instructional Delivery and Facilitation</u>
<u>3d. Advocating for programs/services that promote a healthy school climate</u>	<u>Instructional Delivery and Facilitation</u>
	<u>Instructional Design and Lesson Planning</u>
<u>4a. Growing and Developing Professionally</u>	<u>Continuous Professional Improvement</u>
<u>4b. Communicating with families, students, staff, community agencies, etc.</u>	<u>Professional Responsibility and Ethical Conduct</u>
<u>4c. Demonstrating professional responsibility</u>	<u>Professional Responsibility and Ethical Conduct</u>
<u>Individual Goal</u>	<u>Continuous Professional Improvement</u>

Appendix E: Summative Evaluation Forms

Classroom Teacher – Stage 1

SAPID	Fiscal Year	Date Updated	Evaluator	Evaluator SAPID
Teacher Local ID	School Year	Date of Completion	Evaluator's Name	Evaluator's Local ID
Student Learning Growth				
Evidence of Student Achievement – this section is not finalized until Stage 2				Points Earned
Points for Student Achievement (<i>Student Data Source: Student Performance Data Associated with Teacher</i>)				
Instructional Practice				
1. Instructional Design, Lesson Planning and Assessment				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
1a. Demonstrating Knowledge of Content and Pedagogy			1-4	
1b. Demonstrating Knowledge of Students			1-4	
1c. Setting Instructional Outcomes			1-4	
1d. Demonstrating Knowledge of Resources and Technology			1-4	
1e. Designing Coherent Instruction			1-4	
1f. Designing Student Assessments			1-4	
Average for this Domain (1-4 Possible)				Points for Domain 1
2. Instructional Delivery & Facilitation				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
2a. Communicating with Students			1-4	
2b. Using Strategies to Evoke High-order Thinking and Discussions			1-4	
2c. Lesson Delivery and Engaging Students in Learning			1-4	
2d. Using Assessment in Instruction			1-4	
2e. Demonstrating Flexibility and Responsiveness			1-4	
2f. Integrating Cross Content Reading and Writing Instruction			1-4	
Average for this Domain (1-4 Possible)				Points for Domain 2
3. The Learning Environment				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
3a. Creating an Environment of Respect and Rapport			1-4	
3b. Establishing a Culture for Learning			1-4	
3c. Managing Classroom Procedures			1-4	
3d. Managing Student Behavior			1-4	
3e. Organizing Physical Space			1-4	
Average for this Domain (1-4 Possible)				Points for Domain 3
4. Professional Responsibility and Ethical Conduct				
EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Total Points from Administrator
4a. Attention to Equity and Diversity			1-4	
4b. Maintaining Accurate Records			1-4	
4c. Communicating with Families			1-4	

4d. Participating in a Professional Community			1-4	
4e. Individual Continuous Professional Improvement			1-4	
4f. Professional Responsibilities			1-4	
Average for this Domain (1-4 Possible)				Points for Domain 4
Stage 1 Overall Evaluation				
Employee Self Evaluation & Reflection				
			Completed & Finalized	Yes/No
Overall Rating		Rating from Table		Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective	
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00	
Teacher Signature		Administrator Signature		
Date		Date		

Classroom Teacher- Stage 2

SAPID	Fiscal Year	Date Updated	Evaluator	Evaluator SAPID
Teacher Local ID	School Year	Date of Completion	Evaluator's Name	Evaluator's Local ID

Student Learning Growth

Evidence of Student Achievement	Points Earned
Points for Student Achievement (<i>Student Data Source: Student Performance Data Associated with Teacher</i>)	

Instructional Practice

1. Instructional Design, Lesson Planning and Assessment

EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Average Points from Administrator
1a. Demonstrating Knowledge of Content and Pedagogy			1-4	
1b. Demonstrating Knowledge of Students			1-4	
1c. Setting Instructional Outcomes			1-4	
1d. Demonstrating Knowledge of Resources and Technology			1-4	
1e. Designing Coherent Instruction			1-4	
1f. Designing Student Assessments			1-4	

Average for this Domain (1-4 Possible) [Points for Domain 1](#)

2. Instructional Delivery & Facilitation

EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Average Points from Administrator
2a. Communicating with Students			1-4	
2b. Using Strategies to Evoke High- order Thinking and Discussions			1-4	
2c. Lesson Delivery and Engaging Students in Learning			1-4	
2d. Using Assessment in Instruction			1-4	
2e. Demonstrating Flexibility and Responsiveness			1-4	
2f. Integrating Cross Content Reading and Writing Instruction			1-4	

Average for this Domain (1-4 Possible) [Points for Domain 2](#)

3. The Learning Environment

EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Average Points from Administrator
3a. Creating an Environment of Respect and Rapport			1-4	
3b. Establishing a Culture for Learning			1-4	
3c. Managing Classroom Procedures			1-4	
3d. Managing Student Behavior			1-4	
3e. Organizing Physical Space			1-4	

Average for this Domain (1-4 Possible) [Points for Domain 3](#)

4. Professional Responsibility and Ethical Conduct

EPC Indicators Rated by Teacher (Self) and Administrator	Teacher Self-Evaluation Rating	Administrator Rating	Point Range	Average Points from Administrator
4a. Attention to Equity and Diversity			1-4	
4b. Maintaining Accurate Records			1-4	
4c. Communicating with Families			1-4	
4d. Participating in a Professional Community			1-4	

4e. Individual Continuous Professional Improvement			1-4	
4f. Professional Responsibilities			1-4	
Average for this Domain (1-4 Possible)				Points for Domain 4
Stage 2 Overall Evaluation				
Employee Self Evaluation & Reflection				
			Completed & Finalized	Yes/No
Overall Rating		Rating from Table		Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective	
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00	
Teacher Signature		Administrator Signature		
Date		Date		

LIBRARY MEDIA SPECIALIST (LMS) EVALUATION- Stage 1

Evidence of Student Achievement			Earned
Not available for Stage 1 Evaluation			N/A
Instructional Practice			
Domain 1. Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Fostering a culture of inquiry, independent reading, and lifelong learning	No Rating	No Rating	N/A
1b. Providing an inviting and accessible environment	No Rating	No Rating	N/A
1c. Creating an environment of respect and rapport	No Rating	No Rating	N/A
1d. Managing student behavior	No Rating	No Rating	N/A
1e. Establishing library procedures	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 1. Learning Environment in the box below:</i>			
Domain 2. Instructional Design, Planning, Delivery, And Facilitation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Demonstrating knowledge of the curriculum	No Rating	No Rating	N/A
2b. Providing instruction to engage students in learning	No Rating	No Rating	N/A
2c. Incorporating literacy Instruction	No Rating	No Rating	N/A
2d. Supporting the instructional program	No Rating	No Rating	N/A
2e. Using data to enhance learning	No Rating	No Rating	N/A
2f. Providing professional development based upon school data	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 2. Instructional Design, Planning, Delivery, And Facilitation in the box below:</i>			

Domain 3. Administration Of Service			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Managing the library collection	No Rating	No Rating	N/A
3b. Demonstrating knowledge of collection development	No Rating	No Rating	N/A
3c. Establishing media programming	No Rating	No Rating	N/A
3d. Demonstrating knowledge of technological processes and resources	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 3. Administration Of Service in the box below:</i>			
Domain 4. Professional Responsibility And Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Promoting the library/media program throughout both the learning community and the public	No Rating	No Rating	N/A
4b. Extracting, interpreting, and sharing data relevant to the media program	No Rating	No Rating	N/A
4c. Participating in professional learning	No Rating	No Rating	N/A
4d. Attending to equity and diversity	No Rating	No Rating	N/A
4e. Professional responsibilities	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 4. Professional Responsibility And Ethical Conduct in the box below:</i>			

Library / Media Specialist Absolutes Point Summary	
Percent of Absolutes Met	
Absolutes Form	
Last Updated on 00/00/00 by ADMINISTRATOR	
Activity 1. Attendance at required quarterly L/MS meetings	
Attended 1st Quarter Meeting	Yes/No
Attended 2nd Quarter Meeting	Yes/No
Attended 3rd Quarter Meeting	Yes/No
Attended 4th Quarter Meeting	Yes/No
Activity 2. Meeting Deadlines	
Barcode Range Report completed and submitted on-time	Yes/No
End of Year Inventory Report completed and submitted on-time	Yes/No
LMM Order completed and submitted on- time	Yes/No
Magazine Orders completed and submitted on-time (As appropriate)	Yes/No
Media Committee Verification Form completed and submitted on-time	Yes/No
Projected Budget Report completed and submitted on-time	Yes/No
Activity 3. Response to Mandatory Requests	
Online Surveys	Yes/No
Statistics submitted in a timely manner	Yes/No
Activity 4. Keeping Database up to date in Destiny	
Access levels kept up to date	Yes/No
Cataloging kept up to date	Yes/No
Set-up completed	Yes/No
Activity 5. In-service of School Media Advisory Committee	
In-service of School Media Advisory Committee conducted (As appropriate)	Yes/No

Stage 2 Overall Evaluation			
Employee Self Evaluation & Reflection			
			Completed & Finalized
		Yes/No	
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

LIBRARY MEDIA SPECIALIST (LMS) EVALUATION – Stage 2

Evidence of Student Achievement			Earned
Student Learning Growth Rating			
Instructional Practice			
Domain 1. Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Fostering a culture of inquiry, independent reading, and lifelong learning	No Rating	No Rating	N/A
1b. Providing an inviting and accessible environment	No Rating	No Rating	N/A
1c. Creating an environment of respect and rapport	No Rating	No Rating	N/A
1d. Managing student behavior	No Rating	No Rating	N/A
1e. Establishing library procedures	No Rating	No Rating	N/A
Enter any comments related to Domain 1. Learning Environment in the box below:			
Domain 2. Instructional Design, Planning, Delivery, And Facilitation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Demonstrating knowledge of the curriculum	No Rating	No Rating	N/A
2b. Providing instruction to engage students in learning	No Rating	No Rating	N/A
2c. Incorporating literacy Instruction	No Rating	No Rating	N/A
2d. Supporting the instructional program	No Rating	No Rating	N/A
2e. Using data to enhance learning	No Rating	No Rating	N/A
2f. Providing professional development based upon school data	No Rating	No Rating	N/A
Enter any comments related to Domain 2. Instructional Design, Planning, Delivery, And Facilitation in the box below:			
Domain 3. Administration Of Service			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation	Supervisor Rating	Average Points from
3a. Managing the library collection	No Rating	No Rating	N/A
3b. Demonstrating knowledge of collection development	No Rating	No Rating	N/A
3c. Establishing media programming	No Rating	No Rating	N/A

3d. Demonstrating knowledge of technological processes and resources	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 3. Administration Of Service in the box below:</i>			
Domain 4. Professional Responsibility And Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Promoting the library/media program throughout both the learning community and the public	No Rating	No Rating	N/A
4b. Extracting, interpreting, and sharing data relevant to the media program	No Rating	No Rating	N/A
4c. Participating in professional learning	No Rating	No Rating	N/A
4d. Attending to equity and diversity	No Rating	No Rating	N/A
4e. Professional responsibilities	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 4. Professional Responsibility And Ethical Conduct in the box below:</i>			

Library / Media Specialist Absolutes Point Summary

Percent of Absolutes Met

Absolutes Form

Last Updated on 00/00/00 by ADMINISTRATOR

Activity 1. Attendance at required quarterly L/MS meetings

Attended 1st Quarter Meeting Yes/No
Attended 2nd Quarter Meeting Yes/No
Attended 3rd Quarter Meeting Yes/No
Attended 4th Quarter Meeting Yes/No

Activity 2. Meeting Deadlines

Barcode Range Report completed and submitted on-time Yes/No
End of Year Inventory Report completed and submitted on-time Yes/No
LMM Order completed and submitted on- time Yes/No
Magazine Orders completed and submitted on-time (As appropriate) Yes/No
Media Committee Verification Form completed and submitted on-time Yes/No
Projected Budget Report completed and submitted on-time Yes/No

Activity 3. Response to Mandatory Requests

Online Surveys Yes/No
Statistics submitted in a timely manner Yes/No

Activity 4. Keeping Database up to date in Destiny

Access levels kept up to date Yes/No
Cataloging kept up to date Yes/No
Set-up completed Yes/No

Activity 5. In-service of School Media Advisory Committee

In-service of School Media Advisory Committee conducted (As appropriate) Yes/No

Stage 2 Overall Evaluation			
Employee Self Evaluation & Reflection			
			Completed & Finalized Yes/No
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

School Guidance Counselor – Stage 1

Evidence of Student Achievement			Earned
Not available for Stage 1 Evaluation			N/A
Instructional Practice			
Domain 1. Planning And Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Demonstrating knowledge of theory, techniques, child and adolescent development	No Rating	No Rating	N/A
1b. Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component	No Rating	No Rating	N/A
1c. Demonstrating knowledge of resources	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 1. Planning And Preparation in the box below:</i>			
Domain 2. Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Creating a student services environment of respect and rapport that establishes a climate that enhances learning	No Rating	No Rating	N/A
2b. Managing procedures: record keeping, time management, organization, and following district policies	No Rating	No Rating	N/A
2c. Managing behavior and compliance	No Rating	No Rating	N/A
2d. Organizing work environment and resources	No Rating	No Rating	N/A
<i>Enter any comments related to Domain 2. Environment in the box below:</i>			
Domain 3. Service Delivery And Instruction			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Demonstrating flexibility and responsibility	No Rating	No Rating	N/A
3b. Needs assessment gathering information to develop a school counseling program	No Rating	No Rating	N/A
3c. Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment	No Rating	No Rating	N/A
3d. Assisting students in the formulation of age- appropriate academic, personal/ social, and career plans/ awareness based on knowledge of student needs	No Rating	No Rating	N/A

Enter any comments related to Domain 3. Service Delivery And Instruction in the box below:

Domain 4. Professional Responsibility And Ethical Conduct

EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Growing and developing professionally	No Rating	No Rating	N/A
4b. Knowledge, application, and sharing of resources to meet student needs	No Rating	No Rating	N/A
4c. Contributing and participating in school, district, professional community, and community initiatives	No Rating	No Rating	N/A
4d. Demonstrating adherence to ethical standards	No Rating	No Rating	N/A

Enter any comments related to Domain 4. Professional Responsibility And Ethical Conduct in the box below:

Individual Goal Rating and Point Summary

The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

Is progress toward the goal being monitored?	No Rating
Are the strategies being implemented?	No Rating
Are the strategies being modified as appropriate?	No Rating
Is data related to the goal being monitored?	No Rating
Was the goal met or was the goal continued?	No Rating
Supervisor's Individual Goal Rating	No Rating

Enter any optional comments related to the Individual Goal in the box below:

Stage 1 Overall Evaluation			
Employee Self Evaluation & Reflection			
		Completed & Finalized	
		Yes	No
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

School Guidance Counselor – Stage 2

Evidence of Student Achievement			Earned
Student Learning Growth Rating			
Instructional Practice			
Domain 1. Planning And Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Demonstrating knowledge of theory, techniques, child and adolescent development	No Rating	No Rating	N/A
1b. Implementing a plan with appropriate goals for program and/or service delivery that includes an evaluation component	No Rating	No Rating	N/A
1c. Demonstrating knowledge of resources	No Rating	No Rating	N/A
Enter any comments related to Domain 1. Planning And Preparation in the box below:			
Domain 2. Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Creating a student services environment of respect and rapport that establishes a climate that enhances learning	No Rating	No Rating	N/A
2b. Managing procedures: record keeping, time management, organization, and following district policies	No Rating	No Rating	N/A
2c. Managing behavior and compliance	No Rating	No Rating	N/A
2d. Organizing work environment and resources	No Rating	No Rating	N/A
Enter any comments related to Domain 2. Environment in the box below:			
Domain 3. Service Delivery And Instruction			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Demonstrating flexibility and responsibility	No Rating	No Rating	N/A

3b. Needs assessment gathering information to develop a school counseling program	No Rating	No Rating	N/A
3c. Utilizing data to develop, implement, monitor, and evaluate student intervention plan and/or progress toward student goal attainment	No Rating	No Rating	N/A
3d. Assisting students in the formulation of age- appropriate academic, personal/ social, and career plans/ awareness based on knowledge of student needs	No Rating	No Rating	N/A

Enter any comments related to Domain 3. Service Delivery And Instruction in the box below:

Domain 4. Professional Responsibility And Ethical Conduct

EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Growing and developing professionally	No Rating	No Rating	N/A
4b. Knowledge, application, and sharing of resources to meet student needs	No Rating	No Rating	N/A
4c. Contributing and participating in school, district, professional community, and community initiatives	No Rating	No Rating	N/A
4d. Demonstrating adherence to ethical standards	No Rating	No Rating	N/A

Enter any comments related to Domain 4. Professional Responsibility And Ethical Conduct in the box below:

Individual Goal Rating and Point Summary

The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

Is progress toward the goal being monitored?	No Rating
Are the strategies being implemented?	No Rating
Are the strategies being modified as appropriate?	No Rating
Is data related to the goal being monitored?	No Rating
Was the goal met or was the goal continued?	No Rating
Supervisor's Individual Goal Rating	No Rating

Enter any optional comments related to the Individual Goal in the box below:

Stage 2 Overall Evaluation			
Employee Self Evaluation & Reflection			
		Completed & Finalized Yes/No	
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

School Psychologist – Stage 1

Evidence of Student Achievement			Earned
Student Learning Growth Rating			N/A
Instructional Practice			
Domain 1. Planning And Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process	No Rating	No Rating	
1b. Using a consultative, problem-solving framework as the basis for all professional activities	No Rating	No Rating	
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and socialemotional problems	No Rating	No Rating	
Average for this Section (1 - 4 Possible)	0.00	No Rating	
<i>Enter any comments related to Domain 1. Planning And Preparation in the box below:</i>			
Domain 2. The Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Demonstrating a respect for individual differences when interacting with others	No Rating	No Rating	
2b. Applying appropriate ecological and behavioral theories	No Rating	No Rating	
Average for this Section (1 - 4 Possible)	0.00	No Rating	
<i>Enter any comments related to Domain 2. The Learning Environment in the box below:</i>			
Domain 3. Service Delivery And Instruction			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Fostering effective two-way communication	No Rating	No Rating	
3b. Gathering information, evaluating needs, and conducting assessments to determine student services	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
<i>Enter any comments related to Domain 3. Service Delivery And Instruction in the box below:</i>			

Domain 4. Professional Responsibilities And Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Growing and developing professionally	No Rating	No Rating	
4b. Contributing to and participating in school, district, professional, and community initiatives	No Rating	No Rating	
4c. Prioritizing work and responding to student, family, school, and/or district needs	No Rating	No Rating	
4d. Demonstrating professional responsibility and ethical conduct	No Rating	No Rating	
Average for this Section (1 -4 Possible)			0.00
<i>Enter any comments related to Domain 4. Professional Responsibilities And Ethical Conduct in the box below:</i>			
Individual Goal Rating and Point Summary			
<i>The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.</i>			
Is progress toward the goal being monitored?		No Rating	
Are the strategies being implemented?		No Rating	
Are the strategies being modified as appropriate?		No Rating	
Is data related to the goal being monitored?		No Rating	
Was the goal met or was the goal continued?		No Rating	
Supervisor's Individual Goal Rating		No Rating	

Stage 1 Overall Evaluation			
Employee Self Evaluation & Reflection (1 or 4 possible)			
		Completed & Finalized	
		Yes	No
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

School Psychologist – Stage 2

Evidence of Student Achievement			Earned
Student Learning Growth Rating			
Instructional Practice			
Domain 1. Planning And Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Using and sharing a wide range of knowledge regarding child and adolescent development and the problem solving process	No Rating	No Rating	
1b. Using a consultative, problem-solving framework as the basis for all professional activities	No Rating	No Rating	
1c. Utilizing school, district, local community, state, and national programs and resources available to assist students, families, and schools in dealing with academic, behavioral, and socialemotional problems	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
<i>Enter any comments related to Domain 1. Planning And Preparation in the box below:</i>			
Domain 2. The Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Demonstrating a respect for individual differences when interacting with others	No Rating	No Rating	
2b. Applying appropriate ecological and behavioral theories	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
<i>Enter any comments related to Domain 2. The Learning Environment in the box below:</i>			
Domain 3. Service Delivery And Instruction			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Fostering effective two-way communication	No Rating	No Rating	
3b. Gathering information, evaluating needs, and conducting assessments to determine student services	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
<i>Enter any comments related to Domain 3. Service Delivery And Instruction in the box below:</i>			

Domain 4. Professional Responsibilities And Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Growing and developing professionally	No Rating	No Rating	
4b. Contributing to and participating in school, district, professional, and community initiatives	No Rating	No Rating	
4c. Prioritizing work and responding to student, family, school, and/or district needs	No Rating	No Rating	
4d. Demonstrating professional responsibility and ethical conduct	No Rating	No Rating	
Average for this Section (1 -4 Possible)			0.00
<i>Enter any comments related to Domain 4. Professional Responsibilities And Ethical Conduct in the box below:</i>			
Individual Goal Rating and Point Summary			
<i>The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.</i>			
Is progress toward the goal being monitored?	No Rating		
Are the strategies being implemented?	No Rating		
Are the strategies being modified as appropriate?	No Rating		
Is data related to the goal being monitored?	No Rating		
Was the goal met or was the goal continued?	No Rating		
Supervisor's Individual Goal Rating	No Rating		

Stage 2 Overall Evaluation			
Employee Self Evaluation & Reflection (1 or 4 possible)			
			Completed & Finalized
			Yes/No
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

Social Worker – Stage 1

Evidence of Student Achievement			Earned
Student Learning Growth Rating			N/A
Instructional Practice			
Domain 1. Planning And Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Demonstrating knowledge of theory, techniques, child and adolescent development	No Rating	No Rating	
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component	No Rating	No Rating	
1c. Demonstrating the skills to access and utilize appropriate resources	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
Domain 2. The Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Creating an environment of respect and rapport	No Rating	No Rating	
2b. Managing processes and procedures	No Rating	No Rating	
2c. Utilizing behavior management techniques	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
Domain 3. Service Delivery And Instruction			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Communicating clearly and accurately	No Rating	No Rating	
3b. Demonstrating flexibility and responsibility	No Rating	No Rating	
3c. Gathering data to assess student needs and implementing interventions	No Rating	No Rating	
3d. Advocating for programs/services that promote a healthy school climate	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
Domain 4. Professional Responsibility And Ethical Conduct			

EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Growing and developing professionally	No Rating	No Rating	
4b. Communicating with families, students, staff, community agencies, etc.	No Rating	No Rating	
4c. Demonstrating professional responsibility	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00

Individual Goal Rating and Point Summary

The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

Is progress toward the goal being monitored?	No Rating
Are the strategies being implemented?	No Rating
Are the strategies being modified as appropriate?	No Rating
Is data related to the goal being monitored?	No Rating
Was the goal met or was the goal continued?	No Rating
Supervisor's Individual Goal Rating	No Rating

Stage 1 Overall Evaluation

Employee Self Evaluation & Reflection (1 or 4 possible)

		Completed & Finalized		Yes/No
Overall Rating		Rating from Table	Average	
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective	
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00	
Teacher Signature		Administrator Signature		
Date		Date		

Social Worker – Stage 2

Evidence of Student Achievement			Earned
Student Learning Growth Rating			
Instructional Practice			
Domain 1. Planning And Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Demonstrating knowledge of theory, techniques, child and adolescent development	No Rating	No Rating	
1b. Establishing appropriate goals for program and/or service delivery that is based upon an evaluation component	No Rating	No Rating	
1c. Demonstrating the skills to access and utilize appropriate resources	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
Domain 2. The Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Creating an environment of respect and rapport	No Rating	No Rating	
2b. Managing processes and procedures	No Rating	No Rating	
2c. Utilizing behavior management techniques	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
Domain 3. Service Delivery And Instruction			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Communicating clearly and accurately	No Rating	No Rating	
3b. Demonstrating flexibility and responsibility	No Rating	No Rating	
3c. Gathering data to assess student needs and implementing interventions	No Rating	No Rating	
3d. Advocating for programs/services that promote a healthy school climate	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00

Domain 4. Professional Responsibility And Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Growing and developing professionally	No Rating	No Rating	
4b. Communicating with families, students, staff, community agencies, etc.	No Rating	No Rating	
4c. Demonstrating professional responsibility	No Rating	No Rating	
Average for this Section (1 - 4 Possible)			0.00
Individual Goal Rating and Point Summary			
<i>The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.</i>			
Is progress toward the goal being monitored?	No Rating		
Are the strategies being implemented?	No Rating		
Are the strategies being modified as appropriate?	No Rating		
Is data related to the goal being monitored?	No Rating		
Was the goal met or was the goal continued?	No Rating		
Supervisor's Individual Goal Rating	No Rating		

Stage 2 Overall Evaluation			
Employee Self Evaluation & Reflection			
		Completed & Finalized	
		Yes	No
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

Non-Classroom Teacher – Stage 1

Evidence of Student Achievement			Earned
Not available for Stage 1 Evaluation			N/A
Instructional Practice			
Domain 1. Planning and Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Demonstrating knowledge of current trends in specialty area and professional development	No Rating	No Rating	N/A
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program	No Rating	No Rating	N/A
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served	No Rating	No Rating	N/A
1d. Demonstrating knowledge and application of resources	No Rating	No Rating	N/A
1e. Planning and integrating the instructional support program with the overall school/district priorities	No Rating	No Rating	N/A
1f. Developing a plan to evaluate the instructional support program	No Rating	No Rating	N/A
Domain 2. The Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Creating an environment of trust, respect, and rapport	No Rating	No Rating	N/A
2b. Promoting a culture for continuous professional learning	No Rating	No Rating	N/A
2c. Managing procedures and routines in the job related environment	No Rating	No Rating	N/A
2d. Organizing and managing physical space	No Rating	No Rating	N/A

Domain 3. Delivery of Service			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Collaborating with the purpose of improving student, school, or district performance	No Rating	No Rating	N/A
3b. Locating resources for others to enhance the instructional support program	No Rating	No Rating	N/A
3c. Demonstrating flexibility and responsiveness	No Rating	No Rating	N/A
Domain 4. Professional Responsibilities and Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Generating and submitting reports following established procedures	No Rating	No Rating	N/A
4b. Collaborating work with external stakeholders to improve student, school, or district performance	No Rating	No Rating	N/A
4c. Communicating clearly and accurately with internal and external stakeholders	No Rating	No Rating	N/A
4d. Individual continuous professional improvement	No Rating	No Rating	N/A
4e. Professional responsibilities	No Rating	No Rating	N/A

Individual Goal Rating and Point Summary

The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

Is progress toward the goal being monitored?	No Rating
Are the strategies being implemented?	No Rating
Are the strategies being modified as appropriate?	No Rating
Is data related to the goal being monitored?	No Rating
Was the goal met or was the goal continued?	No Rating
Supervisor's Individual Goal Rating	No Rating

Stage 1 Overall Evaluation

Employee Self Evaluation & Reflection

		Completed & Finalized Yes/No	
Overall Rating		Rating from Table	Average
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49	3.50 -4.00
Teacher Signature		Administrator Signature	
Date		Date	

Non Classroom Teacher – Stage 2

Student Learning Growth

Evidence of Student Achievement	Earned
Student Learning Data Source	

Instructional Practice

Domain 1. Planning and Preparation			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
1a. Demonstrating knowledge of current trends in specialty area and professional development	No Rating	No Rating	N/A
1b. Demonstrating knowledge of the school's/district's programs and levels of teacher skill in implementing that program	No Rating	No Rating	N/A
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers and/or stakeholders served	No Rating	No Rating	N/A
1d. Demonstrating knowledge and application of resources	No Rating	No Rating	N/A
1e. Planning and integrating the instructional support program with the overall school/district priorities	No Rating	No Rating	N/A
1f. Developing a plan to evaluate the instructional support program	No Rating	No Rating	N/A
Domain 2. The Learning Environment			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
2a. Creating an environment of trust, respect, and rapport	No Rating	No Rating	N/A
2b. Promoting a culture for continuous professional learning	No Rating	No Rating	N/A
2c. Managing procedures and routines in the job related environment	No Rating	No Rating	N/A
2d. Organizing and managing physical space	No Rating	No Rating	N/A

Domain 3. Delivery of Service			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
3a. Collaborating with the purpose of improving student, school, or district performance	No Rating	No Rating	N/A
3b. Locating resources for others to enhance the instructional support program	No Rating	No Rating	N/A
3c. Demonstrating flexibility and responsiveness	No Rating	No Rating	N/A
Domain 4. Professional Responsibilities and Ethical Conduct			
EPC Indicators Rated by Employee (Self) and Supervisor	Employee Self-Evaluation Rating	Supervisor Rating	Average Points from Supervisor
4a. Generating and submitting reports following established procedures	No Rating	No Rating	N/A
4b. Collaborating work with external stakeholders to improve student, school, or district performance	No Rating	No Rating	N/A
4c. Communicating clearly and accurately with internal and external stakeholders	No Rating	No Rating	N/A
4d. Individual continuous professional improvement	No Rating	No Rating	N/A
4e. Professional responsibilities	No Rating	No Rating	N/A

Individual Goal Rating and Point Summary

The Individual Goal Form is used by the employee to develop, monitor progress, and evaluate the impact of his or her Individual Goal(s) on his or her professional practice and/or service delivery.

Is progress toward the goal being monitored? No Rating

Are the strategies being implemented? No Rating

Are the strategies being modified as appropriate? No Rating

Is data related to the goal being monitored? No Rating

Was the goal met or was the goal continued? No Rating

Supervisor's Individual Goal Rating No Rating

Stage 2 Overall Evaluation

Employee Self Evaluation & Reflection

		Completed & Finalized		Yes/No
Overall Rating		Rating from Table		Average
Unsatisfactory	Needs Improvement/Developing	Effective		Highly Effective
1.00-1.49	1.50-2.49	2.50-3.49		3.50 -4.00
Teacher Signature		Administrator Signature		
Date		Date		

Appendix F – Student Achievement Objectives

Instructional Guide for Developing Student Achievement Objectives

Many states and districts are employing Student Achievement Objectives (SAOs) as one method to document the influence that educators have on student learning over a specific amount of time. SAOs are content- and grade/course-specific learning objectives that can be validly measured to document student learning over a defined and significant period of time (e.g., semester or year). SAOs can constitute an instructional improvement process, driven by teachers in all grades and subjects.

Student Achievement Objectives provide the opportunity for all teachers to be able to:

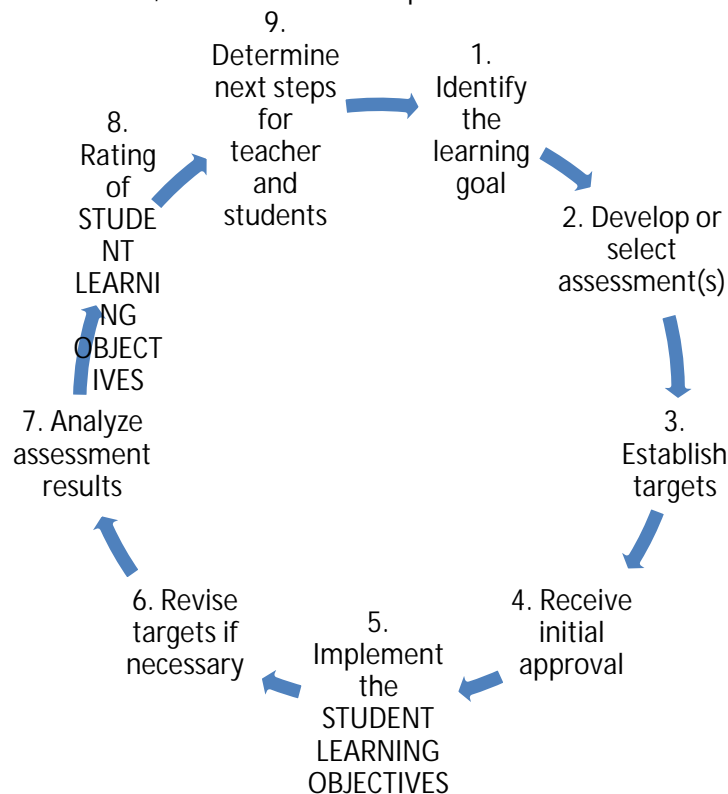
- set meaningful goals,
- collaborate with other educators around shared goals,
- monitor student and teacher progress toward goals,
- evaluate the extent to which goals were achieved.

In other words, SAOs encourage and support good teaching and learning!

Student Achievement Objectives comprises three key components that meet the expected criteria found on the SAO rubric. These three components consist of:

1. The Learning Goal: a description of what students will be able to do at the end of the course or grade;
2. The Assessment(s): measurement of students' understanding of the learning goal;
3. The Outcome: the expected student outcome by the end of the instructional period.

In order to develop and rate SAOs, we recommend the process described below.



This process includes reflecting on:

- enduring understandings and content standards
- instruction and strategies
- use of assessments
- monitoring student progress
- data to set outcomes and to determine next steps for student success.

The remainder of this document will provide guidance in understanding the SAO template, including the meaning of each question, the process for developing a cohesive and acceptable quality SAO, and successfully using the SAO rubric for evaluating and improving the different aspects of the SAO.

Instructional Guide for Developing SLOs. Part of the Center for Assessment's SLO Toolkit (2013). JThompson, Center for Assessment: www.ncica.org

Context and Authorship

The first page of the SAO template includes the information necessary to identify the context for the SAO.

The information includes the teacher name, school name, and district name. This repeating information will help to ensure that all pages of the document are included correctly with the corresponding teacher once it is printed.

Teacher Information	
Teacher Name	
SAP ID Number	
School Name	

The next section lists the course, grade level, or job assignment information. The purpose of this section is to provide what course, program, or class for which this SAO is written. A brief course or program description indicates what is taught or supported. A detailed description is vital here, so someone who is not familiar with what is taught or supported will have a solid understanding of the objectives of the course or program and then be able to understand how the standards and learning goal are correlated to student success. Specifying the grade level or job assignment is also important to be clear that the subject matter taught or supported and the included standards are appropriate for what is described. An SAO may only be written for Non-VAM courses. Support service positions would build an SAO appropriate to their job position and assignment. There will be a district web resource available for non-classroom positions to review sample SAO for their job assignment.

Course/Grade Level/Job Assignment Information	
Course Name/Job Assignment	
Brief Course or Program Description	
Grade Level(s)	

Some logistics included are important as part of the auditing and sign-off for SAO implementation. This information includes the names and current positions of those developing the SAO. This information will assist the person reviewing the SAO should there be a need to address the authors to gain additional clarity or information. The administrator's name and title that will be approving the SAO at the beginning of the year, as well as providing a teacher rating at the end of the year, should be included. The "sign-off" of the initial SAO requires the administrator's signature and the date to show that the SAO Rubric (see page 211) has been used to review the SAO and agrees that all aspects of it are rated as "acceptable" for use. The sign-off means that no more edits are needed to improve the SAO and thus, it can be used for a teaching effectiveness rating later on. This is called the initial SAO because it is the plan for what will be implemented at the beginning of the year.

Instructional Guide for Developing SLOs. Part of the Center for Assessment's SLO Toolkit (2013). JThompson, Center for Assessment: www.nciea.org

Process, Implementation Timeline, and Sign-Offs	
List the names and current job positions of those developing this SAO.	
Administrator Name & Title	
Administrator sign-off of initial SAO	

Learning Goal

An SAO comprises three aspects: a **learning goal**, assessment(s), and outcomes. A learning goal is:

- a description of what students will be able to do at the end of the course or grade,
- it is based on the intended standards and curriculum that are being taught and learned,
- shared expectations of standards and enduring understandings of a school or class for a group of students.

When developing a Learning Goal, big ideas and enduring understandings should be considered. Big ideas are the thread that links units, lessons, and year-to-year teaching. They provide a way to focus daily classroom activity on **meaningful** goals. They are a way to think about our curriculum that helps us answer the question: Why does it matter?

Important or “big ideas” are central to a discipline or course and have lasting value beyond the classroom. Big ideas synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.

The first section of the template begins with a description of the Learning Goal for this SAO. In order to ensure that the learning goal has the right size, detail, and depth necessary, use the planning information and the SMART review.

Learning Goal: A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.	
Learning Goal for this SAO:	
Describe the learning goal for this SAO.	

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To help map out the different pieces of the Learning Goal section, it is necessary to understand the SMART acronym and which questions will help guide this review. The SMART approach stands for the following:

- S** is for **Specific**
- M** is for **Measurable**
- A** is for **Appropriate**
- R** is for **Realistic**
- T** is for **Time Limited**

Specific

The learning goal must be focused on specific expectations. For example, a learning goal can be specific by content standards, competencies, or by learners’ needs (e.g., a high level idea based on a pre-test that students are struggling with).

The issue with Specific is: *What’s the right grain size?* Also known as the Goldilocks Dilemma:

- If the learning goal is too broad, then it’s difficult to measure well because there is too much information to teach and too few items to truly measure the something that big.
- If the learning goal is too narrow, then it may not be measuring anything beyond a single standard or even one part of a standard. This could lead to teaching content in a piecemeal or fragmented ways, which won’t help students see connections in what they learn.

Writing a learning goal is getting past the *Goldilocks Dilemma* and finding out what is “just right”! Just as Goldilocks needed to find the right fit, it will be necessary to keep trying to refine the learning goal so that it is the right size, representing the most important learning in the course, but narrow enough to be measured through one or more summative assessments.

Specific is identified by the “big idea” and “content standards” sections of the SAO template.

Planning Information for Writing the Learning Goal:	
Which big idea is supported by the learning goal?	
Which content standards are associated with this big idea? <i>List all standards that apply, including the text of the standards (not just the code).</i>	

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Measurable

Measurable relates to assessments. We want to know that there is something being used that can actually measure the goal. Not only that, but the instrument or measure selected to assess the learning goal must be appropriate and a high quality assessment. It is critical that valid tools to measure the degree to which students achieve the learning goal are identified.

[Determining high quality assessments that support and measure the learning goal will be discussed further in the Assessments section of the template.]

Appropriate

When thinking about Appropriate, it means making sure that the learning goal is within the teacher’s control to effect change and is a worthwhile focus for the students’ academic year. The learning goal must be designed in ways that the teacher feels that s/he has a fair chance to succeed, yet is ambitious enough to require high quality teaching to achieve.

Appropriate is addressed in the “important and meaningful” and “deep understanding” sections of the SAO template.

Planning Information for Writing the Learning Goal:	
Why is this learning goal important and meaningful for students to learn?	
In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?	

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Realistic

Realistic ensures that the learning goal is feasible for the teacher to teach. While the learning goal should be ambitious, it must also be achievable, not just for the extraordinary teacher, but for all effective teachers.

Realistic is addressed by the “instruction and strategies” and “time span” sections of the SAO template.

Planning Information for Writing the Learning Goal:	
Describe the instruction and strategies you will use to teach this learning goal. <i>Be specific to the different aspects of the learning goal.</i>	
Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	

Time Limited

When thinking about time limited, it is to ensure that the learning goal is contained within a single school year or appropriate unit of time. For instance, a semester long course would have the time frame limited to when a teacher has students to teach. Similarly, the learning goal must be written so it can be summatively evaluated within the time under the teacher’s control. The Outcomes section will allow for the collected data to show the progress that students have made in this time span.

Time Limited is addressed in the two “time span” sections of the SAO template. Note: the first time span section of the template is used for evaluating whether the learning goal is both realistic as well as time limited.

Planning Information for Writing the Learning Goal:	
Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	
Explain how this time span is appropriate and sufficient for teaching the learning goal.	

Explaining the learning goal with enough specificity allows for a solid SAO, which is the foundation that the other two parts of the SAO are built on. Think of the learning goal as the foundation to the SAO. If that is done well, then everything built around it will have the potential to be stable and strong.

Assessments and Scoring

A SAO comprises three aspects: a learning goal, **assessment(s)**, and outcomes. Assessments should be:

- designed to best measure the knowledge and skills found in the Learning Goal
- accompanied by clear criteria or rubrics to determine student learning from the assessment
- high quality measures used to evaluate the degree to which students achieved the developed Learning Goal.

Assessments should be used to support and measure the Learning Goal, not vice versa. This section of the template asks for a description of the assessments and scoring criteria or rubric for this SAO.

<p>Assessments and Scoring: Assessments should be of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.</p>	
<p>Assessments for this SAO</p>	
<p>Describe the assessments (such as performance tasks and their corresponding rubrics) that measure students' understanding of the learning goal.</p>	
<p>Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.</p>	

To help guide the description of the assessments and scoring guide or rubrics, it is essential to determine the elements of a high quality assessment. Specifically, the assessment and scoring tool should be:

- **Aligned**
 - identified big idea and standards are reflected in the assessment
 - engages students in the appropriate depth-of-knowledge and level of difficulty, considering the expected knowledge and skills on the assessment
- **Reliable for Scoring**
 - clear guidelines and criteria that are coherent across performance levels and aligned to the standards
 - allow for different scorers to reach the same score
- **Fair and Unbiased**
 - provide opportunity and access for all students
 - free from unnecessary information that can cause a distraction
 - clear and identifiable prompt or question

The planning section of the template provides two critical questions to guide the thinking of monitoring student progress. The use of formative and/or interim assessments administered thoughtfully and at appropriate time intervals will ensure that students are prepared for the assessment used to measure students' understanding of the learning goal. However, there is no value in assessing students if it does not impact instruction. Therefore, the second question requires consideration of how the assessments used for monitoring progress will be used to differentiate instruction for all students, both struggling students and those who are in need of being challenged on the material.

Planning Information for Explaining the Use of Assessments and Scoring:	
How often will you collect data to monitor student progress toward this learning goal?	
How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?	

Expected Outcomes

An SAO comprises three aspects: a learning goal, assessment(s), and **outcomes**. Outcomes:

- should identify the expected outcome by the end of the instructional period
- may differ for subgroups of students
- consist of two key components:
 1. Starting Level
 2. End Goal

This section of the template asks for the starting level and the end goal, or expected outcomes, by the end of the instructional period for all students.

Outcomes: identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Actual Performance from Baseline Data	
Identify the actual performance (e.g., grades, test scores, etc.) from the collected baseline data used to establish starting points for students.	
Expected Outcomes for this SAO	
Using students' starting points, identify the number or percentage of students expected at each achievement level based on their assessment performance(s).	

In order to identify the actual performance from the baseline data and the expected outcomes, it is first necessary to consider the courses, assessments, and/or experiences that are pertinent to the learning goal. In other words, think about what information will help to identify students' prior knowledge and their achievement on this knowledge. For example, if a course does not have a prerequisite, consider whether the assessment that will be used to measure the learning goal expects students to utilize math, reading, and/or writing skills. Data from state assessments, previous core content classes, and/or student work samples can be examined. A student enrolled in an entry level music class may have taken private music lessons or a student enrolled in an entry level automotive class may have been learning about cars with a family member for years. In these cases, a student survey about their knowledge and experiences would be beneficial for establishing starting levels and consequently, for developing expected outcomes.

Planning Information for Writing the Outcome Used to Define Teacher Performance:	
Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students' understanding of the learning goal.	
Identify the actual performance (e.g., grades, test scores, etc.) to establish starting points for students.	

After the expected outcomes are set, reflect on whether these outcomes are ambitious, yet realistic. Consider the following:

- Is it realistic to expect **all** students to demonstrate proficiency on the learning goal in a social studies class as measured by argumentative writing? This may be ambitious, but is it realistic when students have entered the course significantly below expectations in argument writing?
- On the other hand, is it realistic to expect **all** students to demonstrate proficiency on the learning goal in an orchestra class as measured by the melody and harmony of the performance? This may be ambitious and realistic for students exiting this class.

Planning Information for Writing the Outcome Used to Define Teacher Performance:	
Explain how these expected outcomes demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.	

Until now, everything that has been completed in the SAO template is goal setting. The actual outcomes are how your students performed at the end of the year. The template asks you to record the actual number or percentage of students who achieved the outcomes. If you had differentiated outcomes, you will want to include appropriate subgroups here, as well. In addition, the template provides a place to explain any additional information about the actual outcomes.

Actual Outcomes: identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Record the actual number or percentage of students who achieved the outcomes.	
Please provide any comments you wish to include about actual outcomes:	

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SAO Planning Resource Pages

Directions for Establishing a Learning Goal: After completing the entire table, use the planning information and the SMART Review to write the description of the learning goal.

Learning Goal: A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.	
Planning Information for Writing the Learning Goal:	
Which big idea is supported by the learning goal?	
Which content standards are associated with this big idea? <i>List all standards that apply, including the text of the standards (not just the code).</i>	
Why is this learning goal important and meaningful for students to learn?	
In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?	
Describe the instruction and strategies you will use to teach this learning goal. <i>Be specific to the different aspects of the learning goal.</i>	
Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	
Explain how this time span is appropriate and sufficient for teaching the learning goal.	

SMART Review of the Learning Goal for this SAO

<p>Use the SMART protocol to confirm that the Learning Goal has the right size, detail, and depth necessary.</p> <p>Check the boxes that apply.</p>	<p>The Learning Goal is:</p> <p><input type="checkbox"/> Specific –focused on the big idea and content standards.</p> <p><input type="checkbox"/> Measurable – able to be appropriately and adequately assessed (note the Assessments section will identify the specific assessment to be used).</p> <p><input type="checkbox"/> Appropriate – within the teacher’s control to effect change and is important, meaningful for students to learn during the identified time span.</p> <p><input type="checkbox"/> Realistic – while ambitious, it is achievable for both teachers and students, during the time span identified.</p> <p><input type="checkbox"/> Time Limited – can be summatively evaluated within the time under the teacher’s control.</p>
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Directions for Documenting Assessments and Scoring: After completing the entire table, use the planning information to write the description and use of assessments and scoring criteria or rubrics.

Assessments and Scoring: Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.

Planning Information for Explaining the Use of Assessments and Scoring:

<p>How often will you collect data to monitor student progress toward this learning goal?</p>	
<p>How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?</p>	

Directions for Establishing Outcomes: Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected outcomes.

Outcomes: identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.

Planning Information for Writing the Outcome Used to Define Teacher Performance:

<p>Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students' understanding of the learning goal.</p>	
<p>Explain how the expected outcomes identified demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.</p>	

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Student Achievement Objectives (SAO) Template

This template is designed to help teachers create SAOs. A complete SAO must include the planning information found in the SAO instructional guide.

Course/Grade Level Information	
Course Name	
Brief Course Description	
Grade Level(s)	
Course Length	

Process, Implementation Timeline, and Sign-Offs	
List the names and current job positions of those developing this SAO.	
Administrator Name & Title	
Administrator sign-off of initial SAO	

Directions for Establishing a Learning Goal: Use the planning information and the SMART Review to refine and tailor the description of the learning goal you described.

Learning Goal: a description of the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.	
Learning Goal for this SAO:	
Describe the learning goal for this SAO.	

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Directions for Documenting Assessments and Scoring: Use the planning information to refine and tailor the description and use of assessments you described.

Assessments and Scoring: Assessments should be of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.

Assessments for this SAO

Describe the assessments (such as performance tasks and their corresponding rubrics) that measure students' understanding of the learning goal.	
Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.	

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Directions for Establishing Outcomes: Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected outcomes.

Outcomes: identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.

Actual Performance from Baseline Data

Identify the actual performance (e.g., grades, test scores, etc.) from the collected baseline data used to establish starting points for students and place students into “starting” groups such as high, typical, and low.

Expected Outcomes for this SAO

Using students’ starting points, identify the **number or percentage of students** expected at each achievement level based on their end-of-course assessment performance(s).

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Directions: Complete this section at the end of the instructional period.

Actual Outcomes: identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.

Record the **actual** number or percentage of students who achieved the expected outcomes.

Please provide any comments you wish to include about actual outcomes:

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SAO Rubric for Rating the Quality of SAOs

Purpose of this Rubric: This rubric is for use by teachers, school administration, and district administration in evaluating the different aspects of Student Achievement Objectives (SAOs) to make sure the SAO meets an “acceptable quality” rating on this rubric before it is used for teacher performance ratings.

	Acceptable Quality	Quality Needs Improvement	Insufficient Quality
<p>Learning Goal A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.</p> <p>ÿ Acceptable Quality ÿ Quality Needs Improvement ÿ Insufficient Quality</p>	<p>Appropriately identifies and thoroughly describes an important and meaningful learning goal, with:</p> <ul style="list-style-type: none"> Ø the big idea and the standard(s) clearly aligned to and measured by the learning goal, Ø a clear explanation of the critical nature of the learning goal for all students in the specific grade/ course, Ø a clear description of how the learning goal allows students to demonstrate deep understanding of the content standards within the identified time span, and Ø specific and appropriate instruction and strategies described to teach the learning goal. 	<p>Generally identifies and describes a learning goal with:</p> <ul style="list-style-type: none"> Ø the big idea and/or standards minimally aligned to the learning goal, Ø some explanation of the importance of the learning goal for students in the specific grade/ course, Ø a general description of how the learning goal allows students to demonstrate adequate understanding of the content standards within the identified time span, and/or Ø some generic instruction and strategies used to teach the learning goal. 	<p>Identifies and describes a learning goal that is vague, trivial, or unessential, with:</p> <ul style="list-style-type: none"> Ø the big idea and/or standards not aligned to the learning goal, Ø lack of information of the importance of the learning goal for students in the specific grade/course, Ø little to no description of how the learning goal allows students to demonstrate understanding of the content standards in the identified time span, and/or Ø questionable and/or vague instruction and strategies used to teach the learning goal.
<p>Assessments and Scoring Assessments should be standards-based, of high quality, and be designed to best measure the knowledge and skills found in the learning goal of this SAO. They should be accompanied by clear criteria or rubrics to determine student learning from the assessment.</p> <p>ÿ Acceptable Quality ÿ Quality Needs Improvement ÿ Insufficient Quality</p>	<p>Appropriately identifies and clearly describes:</p> <ul style="list-style-type: none"> Ø high quality assessments*, with evidence to support how the appropriateness and quality of the assessments has been established Ø scoring rubrics that appropriately differentiate student performance, including evidence to support these rubrics have been validated, and Ø progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information. 	<p>Identifies and provides some description, which may lack specificity, of the:</p> <ul style="list-style-type: none"> Ø assessments, with partial explanation and no evidence to support how the appropriateness and quality of the assessments have been established , Ø scoring rubrics that partially differentiate student performance, with no evidence to support how the rubrics have been validated, and/or Ø progress-monitoring measures used with little detail in how instruction will be differentiated based on this information. 	<p>Identifies and provides an unclear, insufficient, or confusing description of the:</p> <ul style="list-style-type: none"> Ø assessments, which minimally measure the learning goal, with no reference to how the appropriateness and quality of the assessments have been established, Ø scoring rubrics with minimal or no differentiation of student performance with no evidence to support how the rubrics have been validated, and/or Ø progress-monitoring measures used with minimal or no reference to the differentiation of learners based on this information.
<p>Expected Outcomes Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.</p> <p>ÿ Acceptable Quality ÿ Quality Needs Improvement ÿ Insufficient Quality</p>	<p>Clearly and thoroughly explains how the data are used to define teacher performance, including:</p> <ul style="list-style-type: none"> Ø appropriate baseline data/information used to establish and differentiate expected performance, and Ø rigorous expectations that are realistic and attainable for each group of students using the documented high quality assessments. 	<p>Broadly, without specificity, explains how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> Ø unclear baseline data/information used to establish and differentiate expected performance,, and/or Ø expectations that are imprecise, somewhat realistic and/or attainable for each group of students. 	<p>Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> Ø no baseline data/information or use of irrelevant information to establish and differentiate expected performance, and/or Ø low expectations, for each group of students.

* A high quality assessment has been determined to be aligned to identified standards and depth of knowledge, has a rubric or scoring guide that allows for reliable scoring, and is fair and unbiased.

Mid-Year Review of Student Achievement Objectives (SAO)

A mid-year review of the progress toward completion of the SAO is required for all Category I teachers, and optional for Category II teachers. This mid year review, if required (Cat I) or requested (Cat II), must take place within the first fifteen (15) student days of Semester II. In 2016-2017 semester courses may set an SAO in the second semester only. The timelines for semester courses will be set and distributed by November 1, 2016. During this meeting the teacher and administrator will review the initial SAO using the reflection questions below. Upon mutual agreement **ONLY** the Expected Outcomes may be amended. If there is no mutual agreement, the dispute may be referred to the Regional Assistant Superintendent for resolution.

If after reflection and discussion of the questions below, a Category I teacher's outcomes cannot be amended to become feasible, the process of an SAO may be abandoned. The employee's student learning data will then revert to the data source listed in the District Course Directory - Appendix B of this manual.

These questions may be used to guide a conversation between a teacher and an administrator in discussing the SAO goals and proposed changes to the expected outcomes. A written response may not be required or expected.

Learning Goal Reflection Questions:

1. How have you ensured that all students have been able to access this Learning Goal? In other words, specifically, what supports and scaffolds have you put in place for all students, and especially for struggling students?
2. What professional learning, if any, have you sought out to ensure that students would be successful toward this Learning Goal? What types of professional learning or other resources might be helpful in reaching your learning goal?
3. Based on what you've learned about your students and how they are progressing toward the Learning Goal you've identified, would you make any adjustments to the Learning Goal if you were to choose a similar learning goal next year? If so, what would you adjust and why? In what ways would these adjustments impact the big idea and/or standards?
4. Since your Learning Goal is directly tied to other content areas, how do you integrate reading and writing into these content areas? In what ways has this aided or restricted your long- and short-term planning?
5. Has your teaching assignment or position remained the same? If not, what changes to the Learning Goal and Expected Outcomes must be made to accommodate your change in position or courses?

Assessment Reflection Questions:

1. Describe the types of assessments you are using throughout each quarter to monitor progress and what information are you finding? Now that you have seen student results, how are you using the information to differentiate instruction?
2. Describe the data sources that you expected to use and their current use and availability? Will you still be able to access the data you need?
3. Describe how you are providing students with descriptive formative feedback on their assessments? How do you assist students with using this feedback so that they can improve their assessments?
4. For a Learning Goal established by your grade level/subject area team, how often are you collaborating on the development of assessments and/or analyzing student work to ensure that all students are demonstrating improvement? Describe the process you are using and how this is providing you with the information you need to adjust your instruction.

Outcome Reflection Questions:

1. Using your mid-year data, describe the progress your students are making and 1) whether you will be able to move your students to the levels of achievement that you have set, and 2) whether you will need to adjust your outcomes and why.
2. Tell me about a student whose progress isn't what you had anticipated when you set your outcome and what you've learned about that child's instructional needs.
3. Describe how the make up of your classes have changed or remained the same. Do your expected outcomes need to be adjusted to reflect a changing population?

Non-Classroom Reflection Questions:

1. In what ways would these adjustments to the expected outcomes impact the big idea and or the standards?
2. How are the students your job position/program supports progressing toward the learning goal you selected?
3. Would you make any adjustments to the learning goal if you were to choose a similar learning goal next year?
4. Describe the type of assessments/progress monitoring you chose to validate the success of your goal?

Instructional Guide for Developing SLOs. Part of the Center for Assessment's SLO Toolkit (2013). JThompson, Center for Assessment: www.nciea.org

Instructional Personnel SAO Summative Rating Rubric

Directions for Instructional Personnel Ratings: The table below is to be used by the administrator reviewing the SAO to document the teacher rating based on the outcomes that were established.

<p>Teacher Ratings: Based on the results of the learning goal, assessments/tasks, and outcomes of this SAO, a teacher rating is noted below. <i>These percentiles may need to be readjusted before this document is used. The TEAC reserves the right to adjust these numbers after the Beta year to correctly reflect the best point breaks.</i></p>			
<input type="checkbox"/> Unsatisfactory 0.00% - 49.99% of the outcomes achieved	<input type="checkbox"/> Needs Improvement/Developing 50.00% - 69.99% of the outcomes achieved	<input type="checkbox"/> Effective 70.00% - 89.99% of the outcomes achieved	<input type="checkbox"/> Highly Effective 90.00%-100.00% of the outcomes achieved
Administrator comments:			
<u>Date</u>	<u>Administrator Signature</u>		
<u>Date</u>	<u>Teacher Signature</u> (the signature does not necessarily indicate agreement with the rating)		

The completed SAO Rubric will then calculate as part of the overall evaluation rating in Stage 1 and 2 of the corresponding summative evaluation for the employee type.

Appendix G - Individual Goal Setting Documents

Individual Goal Form

Initial Meeting						
Name			Job Title/Position			
SAP ID	School Number	Fiscal Year	Evaluator	Evaluator SAP ID	Planning Date	Interim Review Date
Identified Focus Area(s)						
Identified Domain of EPC for Focus Area:						
Goal Statement(s)						
Individual/ Unit Goal						
Focus Area						
Action Plan(s)						
Strategy						
Documentation Method						
Interim Review						
Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or the goal continued?	Supervisor's Rating Interim Review	Rating here
What has been observed that reflects current proficiency on this EPC?						
Supervisor's Rationale for EPC Rating						
Specific & Actionable Feedback						
Reflection Questions						
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?						
Stage 1 Review						
Is progress toward the goal being monitored?	Are the strategies being implemented?	Are the strategies being modified as appropriate?	Is data related to the goal being monitored?	Was the goal met or the goal continued?	Supervisor's Rating Stage 1 Review	Rating Here
What has been observed that reflects current proficiency on this EPC?						
Supervisor's Rationale for EPC Rating						
Specific & Actionable Feedback						
Reflection Questions						
Explain how your goal is related to school data and what tools will be used to measure the effectiveness of the goal?						
Name		Date		Evaluator Name		Date

Individual Goal Evaluation Rubric

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
Individual Goal	Individual Goal			
	<p><u>Little or no</u> evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is not pursued throughout the year and/or until completion.</p>	<p><u>Partial</u> evidence exists that the selected strategies are implemented or modified throughout the year.</p> <p>The goal is inconsistently pursued throughout the year and/or until completion.</p>	<p><u>Adequate</u> evidence exists that selected the strategies are appropriately implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>The goal is pursued throughout the year and/or until completion.</p>	<p><u>Significant and varied</u> evidence exists that the selected strategies are purposefully implemented and modified as needed throughout the year to increase the positive outcome of the goal.</p> <p>Data related to and progress toward the goal is consistently monitored. The goal is pursued throughout the year and/or until completion.</p>
<p>Florida Educator Accomplished Practices</p> <ul style="list-style-type: none"> Continuous Professional Improvement 	<p>Possible Evidence:</p> <p>Appropriate logs, documentation of Professional development, oral/written communication, observations, applicable programmatic data, administrative conversations with the NCT, meeting minutes, certificates of completion and presentation materials...</p>			

Appendix H – IAC INSTRUCTIONS AND FORMS

1. The Instructional Assistance Conference Form process and form is used by the administrator and teacher in a professional conversation to identify specific areas of concern coupled with suggested action to be taken to assist the teacher in helping students achieve learning gains. The Instructional Assistance Conference is not disciplinary in nature and does not take the place of a Professional Development Plan (PDP) Process.
2. The conference should produce collaborative ideas for suggested actions to assist the teachers who demonstrate satisfactory performance, but who may need assistance in targeted areas. This procedure should not be used with teachers demonstrating unsatisfactory performance.
3. Monitoring is informal; however, an initial meeting and an exit meeting are required.
4. Once strategies are defined, the teacher is provided support personnel who are available to assist in the successful completion of the strategies. **One action step will be to name person(s) designated to assist the teacher as needed with items noted on the Instructional Assistance Conference Form.**
5. **An IAC must be open for a minimum of 30 work days, but no more than 90 work days. If after 90 days the principal chooses to continue the IAC process they must generate a new form.**

Instructional Assistance Conference form (IAC)

Name		School	
SAP		School Year	
Date began		Date to close	
Principal's Signature		Teacher's Signature	

Specific Area(s) of Concern <u>(limit 3 EPCs)</u>	Suggested <u>Recommended</u> Action(s) <u>(initial and date when completed)</u>

Resource Person(s):

NAME		TITLE	
NAME		TITLE	
NAME		TITLE	
NAME		TITLE	
NAME		TITLE	

Exit Meeting Date:	
Principal's Signature	Teacher's Signature

Appendix I – Professional Development Plan (PDP) Instructions and Form

1. A PDP may be implemented at any time, based upon needs identified by the administrator related to the specific Essential Performance Criteria.
2. Instructional Personnel who receive an overall rating of Unsatisfactory on the Stage 2 Performance Rating **must** be engaged in a Professional Development Plan (PDP).
3. When applied, the PDP must be prepared in a collaborative conference between the teacher and designated administrator within 10 days of the noted deficiency.
4. The PDP is designed to provide **a minimum** of 90 work days of assistance; helping the teacher to correct deficiencies within the prescribed period of time.
5. Once strategies are defined, the teacher is provided support personnel who are available to assist in the successful completion of the strategies. One action step will be to name person(s) designated to assist the teacher as needed with items noted on the PDP Form.
6. A PDP requires an initial meeting to set the plan, one or more interim reviews and a final summary review. The plan may consist of up to 3 EPC ratings and a few strategies for each. The documentation method must be included for each strategy. When any recommended strategy/action is met, the administrator and teacher, must sign off with initials and date to indicate the strategy/action has been met.

Professional Development Plan (PDP) Document

Last Name	First Name	Category <input type="checkbox"/> <input type="checkbox"/>		Date	Initials
		School Year		Interim Review	
SAP ID #		School Name		Interim Review	
Teacher Signature	Administrator Signature	Planning Session	Date	Interim Review	
				Interim Review	
Teacher Signature	Administrator Signature	Summary Review	Date	Interim Review	
		Final Assessment	<input type="checkbox"/> 經 1 種 DIA <input type="checkbox"/> 經 3 種 或 經 1 種 DIA		
Domain/EPC (limit 3 EPCs)		Strategies	Documentation Method	Date	Initials
Professional Resource Team			Comments:		
Name	Position				

Appendix J - Glossary

A

Alternative Certification Educator (ACE) Program - A research-based program offered through the Florida Department of Education designed to provide professional education preparation to newly hired teachers with subject area expertise who qualify for an initial Florida Certificate and need to fulfill instructional requirements to qualify as an educator.

~~ARROW – An Accountability Report of Reflections and Outcomes of Work. The form is used as documentation of the implementation and evaluation of professional learning at the school and District levels.~~

Attendance Determinant - See page 9. Criteria used to determine students included in the **District** data set applied to determine student achievement. Students included in the student achievement rating portion of the teacher evaluation system have:

- Enrolled in both Full-time Equivalency (FTE) Survey 2 & 3 for a full year course
- Enrolled in FTE Survey 2 (1st semester)
- Enrolled in FTE Survey 3 (2nd semester)
- 20 or less absences (full-year course)
- 10 or less absences (semester course)

~~Atypical Teacher~~

~~A teacher whose teaching assignment is new, changes, or varies within the school year. This term is used with uncommon scenarios, see page 13~~

C

Category I Teachers - Any classroom teacher that is new to the profession or new to the District regardless of the years of teaching experience ~~and Florida Professional Educator Certification credentials~~ and any teacher that holds a Temporary Teaching Certificate.

Category II Teachers - Teachers with Florida Professional Educator Certification, or other approved certification, and who have more than one year of teaching experience in the District.

~~Contemporary Research – Seminal, foundational, or empirical research conducted within the last five to seven years.~~

D

Data Chats - Brief conversations between a teacher and an administrator that offer teachers the opportunity to review student achievement and other school-wide data and use this data to improve their instruction.

Descriptor - Refers to any of the observable practices related to the EPCs and serves as an indicator as to the level to which a teacher successfully implements each EPC in his or her classroom/instruction.

Developing – See Indicator Rating Rubrics

Developmental Feedback - Information sharing between an administrator and teacher to increase the teacher's awareness, responsibility, and performance.

District Assessment - A standardized District determined assessment for a given subject applied across the District in a given subject area.

Domains - The broad categories for the Essential Performance Criteria (EPC), **Appendix D – Florida Educator Accomplished Practices Crosswalk** based on the Florida Educator Accomplished Practices. They include:

- ~~Instructional Design, Lesson Planning, and Assessment~~
- ~~Instructional Delivery and Facilitation~~
- ~~The Learning Environment~~
- ~~Professional Responsibilities and Ethical Conduct~~

E

Educator Preparation Institute (EPI) Program - An accelerated training program offered through Polk State College for newly hired teachers who have a four- year degree and did not major in education.

Effective – See Indicator Rating Rubrics

Evaluation - See Performance Evaluation

Evaluative Feedback - Feedback given by an administrator to a teacher during the summative evaluation conference as part of the annual performance rating .

Evaluation Planning Session - Conference between teacher and administrator designed to focus on evaluation processes related to categories I and II. Discussion may include, but is not limited to, the following:

- a. Procedures and timeline
- b. Essential performance criteria
- c. Collegial planning
- d. Areas of continuous professional improvement

F

Feedback Loops - A process that allows for continuous dialogue and collaboration between teachers and administrators that build sustainable, professional learning communities (reciprocal feedback).

Florida Educator Accomplished Practices (FEAPs) - Florida’s core standards for effective educators. These standards form the foundation for the state’s teacher preparation programs, educator certification requirements, and school District instructional personnel appraisal systems.

Formal Observation - Consists of an observation for a full class period (~~45 minutes or more~~) as deemed appropriate for various levels. This observation ~~includes a planning conference (pre-observation conference) and requires a reflection conference (post-observation conference) with the teacher. The planning and reflection conferences should be scheduled 1-5 days preceding and following the observation.~~ **See chart on page 13.**

G

~~Granular Level – Technically, a very detailed level.~~

H

High-Effect Size Strategies - Research-based strategies that have been identified in contemporary research as having a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context.

Highly Effective – see Indicator Rating Rubrics

I

Indicator Rating Rubrics - Behaviorally anchored statements that operationally define the rating labels of Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory as applied to describe performance related to the Essential Performance Criteria.

- Highly Effective – a rating that indicates that there is significant and varied evidence of teacher performance at the highest level of quality and consistency of practice; demonstrated practice is exemplary in relation to the rubric description for an EPC as documented through observation and other appropriate data gathering methods.
- Effective - a rating that indicates that there is adequate evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is excellent in relation to the rubric description for an EPC as documented through observation and other appropriate data gathering methods.
- Needs Improvement - a rating that indicates that there is partial evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is lower than the meeting the expectation but is developing in relation to the rubric description for an EPC as evidenced through observation and other appropriate data gathering methods.
- Developing - **only teachers in their first three (3) years in the profession may earn a rating of Developing. This** a rating that indicates that there is partial evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is lower than the meeting the expectation but is developing in relation to the rubric description for an EPC as evidenced through observation and other appropriate data gathering methods.
- Unsatisfactory - a rating that indicates that there is little or no evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is significantly lower than or non-existent toward meeting the expectation in relation to the rubric description for an EPC as evidenced through observation and other appropriate data gathering methods.

Informal Observation - An observation that can be announced or unannounced and may or may not include an observation of the full class period (~~10 to 30 minutes~~). ~~Typically, there is no planning or reflection conference.~~ **See chart on page 13.**

Instructional Assistance Conference/Form - A process used to promote prompt professional conversations regarding instructional assistance with ~~teachers~~ **instructional personnel**. This process and form does not replace the formal written plan of improvement required in Section 15.7 and is not disciplinary in nature. It is intended to facilitate professional conversations between the teacher and administrator.

Instructional Personnel Evaluation System - a collaborative system between teachers and administrators focused on improving the quality of professional practices resulting in increased student learning.

Interim Evaluation - A mid-year conference/conversation that takes place between a teacher and an administrator designed to focus on an analysis of the status of strategy implementation and student performance data between the initial planning session and summary review. A teacher's progress towards ~~TARGET plans and ARROW~~ **professional goals, student learning data, and Student Achievement Objectives (SAO)** documentation is also discussed at this time.

L

~~Learning Target~~ - State determined or District determined goal for measurement of student progress.

M

~~Marzano Evaluation Model~~ - The adopted Florida Teacher Evaluation Model that is founded on historical and contemporary research and offers an inclusive look at teacher effectiveness and development of expertise.

N

Needs Improvement/Developing – see Indicator Rating Rubrics

O

Observation Instrument Rubric – ~~Appendix E~~ A comprehensive observation tool used by an administrator while conducting classroom walkthrough observations, informal observations, and formal observations. The instrument is used to gather information about a teacher's use of evidence-based practices for essential performance criteria across all ~~four~~ domains.

~~On-going Professional Dialogue~~ - Focused and collaborative conversations that occur throughout the year between a teacher and an administrator on improving student learning experiences and student engagement practices. The dialogue is designed to create a differentiated teacher professional growth plan with the objective of improving professional practices and student achievement.

~~Organizational Context~~ - The climate and environment in which an individual works.

P

~~Performance Evaluation~~ - A supportive process with a goal to result in enhanced student growth, improved teacher professional learning, teacher performance, and teacher morale.

Professional Development Plan (PDP) - A formal improvement plan created for a teacher **instructional personnel** to address Essential Performance Criteria. **See Appendix I – page 219.** ratings of "Unsatisfactory" (required) or "Needs Improvement/Developing" (optional).

Professional Education Competence (PEC) Program - A program designed for first year teachers without Florida Professional Certification. The program's competencies align with the Florida Educator Accomplished Practices, and the program fulfills one of the requirements for teachers working towards professional certification.

Q

Quality Assurance - The systematic monitoring and evaluation of the various aspects of teacher observation to maximize the probability that minimum standards of quality are attained by the evaluator.

R

S

School Improvement Plan (SIP) - A formal plan delineating improvement strategies based upon a school's identified student subgroup needs. The plan is approved by the school board, submitted to the state department of education, and is public record.

Self-Evaluation - A part of the teacher evaluation where the teacher reflects individually on his/her practices as delineated in the rubric descriptions and then rates him or herself accordingly for each essential performance criteria.

~~The points earned from this self-evaluation make up 1.7% of a teacher's Overall Annual Performance Evaluation Rating.~~

~~**Stage 2 Evaluation Rating**— Derived from the combination of values from points awarded to teachers individually based on student achievement data from the students matched to the teacher, ratings (Points) awarded to teachers individually based on demonstrated performance tied to rubrics and combined with points earned related to the teacher's situational context pertaining to the impact of specified student demographics, and ratings (Points) awarded to teachers individually based on self-evaluation.~~

~~An annual contract will not be awarded if a teacher receives two consecutive annual performance evaluation ratings of unsatisfactory under s. 1012.34, two annual performance evaluation ratings of unsatisfactory within a 3-year period under s. 1012.34, or three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory under s. 1012.34.~~

~~**Student Learning Gain (Student Academic Performance)**— A student demonstrates learning gains by maintaining a score of 3 or higher on the Florida Standards Assessment and EOCs, or at level 4 or higher on the FAA; by increasing their score by 1 or more achievement levels; or, for students that maintain Florida Standards Assessment score at level 1 or 2, by demonstrating more than one year's growth on the Florida Standards Assessment vertical scale. Students remaining at level 1, 2, or 3 on the FAA can demonstrate gains by scoring 5 points higher than in the previous year. Students remaining at level 1 or 2 after taking an EOC can demonstrate gains by increasing their common-scale score.~~

Student Achievement Objective (SAO) – SAOs are content- and grade/course-specific learning objectives that can be validly measured to document student learning over a defined and significant period of time (e.g., semester or year). SAOs can constitute an instructional improvement process, driven by teachers in all grades and subjects.

Student Learning Data (SLD) – Points will be calculated for data sources other than state VAM by the process of Group Mean Centering so that a teacher is not advantaged or disadvantaged due to the data source used or the student population the instructional employee is assigned to serve.

Student Performance Data Source - Florida Standards Assessment, other state assessment data, District assessed courses, and **Student Achievement Objective data**, credited to teachers based on the students the teacher is teaching.

Summative Evaluation - The end of the evaluation cycle, which includes an administrator/teacher conference related to the teacher's ~~Overall Annual Performance Evaluation~~ **Stage 2** Rating.

T

~~**Teacher Evaluation System**—Enhancing Student Achievement through Teacher Evaluation and Learning is a collaborative system between teachers and administrators focused on improving the quality of professional practices resulting in increased student learning.~~

~~**Teachers' Action Research Goals and Educational Timeline (TARGET)**—Defines aspirational learning goals in a plan specific to the teacher and learning gains for students at the school. This timeline requires gathering and disaggregating student data for broad and specific patterns of need for students directly or indirectly assigned to the teacher. It involves the teacher in determining the learning objectives that will help students become successful based upon disaggregated data. Also, it entails the development of student outcome goals that provide the teacher with ongoing targets for instructional strategies to implement at the school. Finally, this timeline provides opportunities to demonstrate that professional learning strategies have helped students become successful based upon disaggregated data.~~

~~**Timely and Actionable Feedback**—Prompt and specific behavioral feedback an administrator provides to a teacher including the data collected during an observation and clarifying performance expectations supporting the teacher's forward planning and continuous improvement of professional practices.~~

Trend Data

~~The past performance of a particular individual or group as measured over some period of time.~~

Test Validity - For district-developed assessments used in instructional employee evaluation, the curriculum department will review each assessment to determine if the scores of the assessment are a valid measure of teacher effectiveness. This review will include a determination of whether or not the standards measured by the assessment are representative of the key standards of the course and whether or not the items on the assessment appropriately measure those standards.

U

Unsatisfactory – See Indicator Rating Rubrics

V

Value-Added Model - Process developed by the Department of Education to measure student learning growth.

W

Walkthrough Observation - An observation that can be announced or unannounced and generally consists of very brief classroom observations of 3-5 minutes in length in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis. See page 13.