

School District of Manatee County

Instructional Personnel Evaluation System



Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2018, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

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Part I: Evaluation System Overview

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

The School District of Manatee County (SDMC) promotes student achievement by helping teachers excel in the classroom. Teacher effectiveness is the most influential factor to positively impact student achievement. Our goal is to promote innovative and effective teaching in every classroom. Supporting teachers to excel as professionals through a focus on a site-based system of support at every school, students will achieve more and be prepared for life after graduation.

We support teacher's professional growth in two main ways:

- 1) Job-embedded professional development: By observing teacher's instructional practice, administrators can identify areas of strength and areas for continued growth. Additionally, teacher observation and evaluation results will assist to identify districtwide and site based gaps and needs, and to drive school improvement planning.
- 2) Evaluation: The evaluation of teacher performance is based on multiple measures of effectiveness.

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1.,F.A.C.].
- At least 33% of the evaluation is based on student learning growth assessed annually by statewide assessments. For subjects not measured by statewide assessments, the district will calculate student learning based on district-wide assessments developed by or approved by the district unless it's a Pre-K teacher, ESE Specialist or a MTC teacher or a teacher who has less than 10 matched student scores available in RVT 1 & 2 in the evaluation year. The aforementioned teachers will receive 83% of their final summative evaluation from the Instructional Practice score and 17% from the Professional Development Plan.
- The district will use the district-adopted student growth measures for courses associated with Florida Standards Assessments as well as those noted on page4.
- **Teacher's Confidence Interval** – Using each teacher's mean student growth/performance and standard deviation, the District will calculate 99.9%, 99% and 50% Confidence Intervals for each teacher based on his/her assigned students. The Confidence Intervals provide a level of confidence that the teacher's classification is valid and reliable. The teacher's Confidence Intervals are defined as the teacher's mean plus or minus the z-value representing the desired confidence level multiplied by the result of the teacher's standard deviation divided by the square root of the number of students.

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• **Definition of HE, E, NI and U on Student Growth.** *Unsatisfactory* – A teacher will be classified as Unsatisfactory if the teacher’s entire 99.9% confidence interval is less than the district average. *Needs Improvement/Developing* – A teacher will be classified as Needs Improvement/Developing if the teacher’s entire 99% confidence interval is less than the district average and some of the teacher’s 99.9% confidence interval is greater than the district average. *Highly Effective* - A teacher will be classified as Highly Effective if the teacher’s entire 50% confidence interval is greater than the district average. *Effective* - A Teacher will be classified as Effective if the teacher’s confidence intervals do not meet any of the above classifications.

- For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule6A-5.030(2)(a)2., F.A.C.].
- The district will measure growth using equally appropriate formulas. The Florida Department of Education will provide the appropriate models. The district will have the option to request, through evaluation system review process, to use student achievement, rather than growth, or combination of growth and achievement for classroom teachers where achievement is more appropriate.
- For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, then the most recent consecutive years of available data will be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.]. If it’s a PreK teacher, ESE Specialist or a MTC teacher or a teacher who has less than 10 matched student’s scores available in RVT 1 & 2 in the evaluation year, the aforementioned teachers will receive 83% on the Instructional Practice score and 17% on the Professional Development Plan.
- The state model is a core three-level covariate model that includes a calculation of the unique teacher effect plus one-half of the overall school effect. The teacher effect is the difference between the predicted performance and actual performance of the students connected with the teacher for each FSA reading and math test. The predicted performance is based on the previous two years of FSA performance by the student while taking into consideration the additional state approved variables.
- If less than three years of data are available, years for which data are available must be used. The district will include student learning growth data and other measurable student outcomes, as they are approved at the state or local level. If the most recent year of data is not available, a teacher will receive 83% of their final summative evaluation from the Instructional Practice score and 17% from the Professional Development Plan.
- For classroom teachers of students assessed and not assessed by statewide, standardized assessments, the district-determined student performance measure(s) are listed in the tables below [Rule6A-5.030(2)(a)5.,F.A.C.]
- For instructional personnel who are not classroom teachers, the district-determined

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student performance measure(s) will be used (except for PreK, MTC and ESE Specialists) [Rule 6A-5.030(2)(a)6., F.A.C

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

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

Training

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

Data Inclusion and Reporting

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

Evaluation Procedures

- The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include

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indicators of student performance; instructional practice; and any other indicators of performance, if applicable.

- The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

- The district has procedures for how evaluation results will be used to inform the
 - Planning of professional development; and
 - Development of school and district improvement plans.
- The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

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

District Self-Monitoring

- The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;

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- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
- Evaluators provide necessary and timely feedback to employees being evaluated;
- Evaluators follow district policies and procedures in the implementation of evaluation system(s);
- Use of evaluation data to identify individual professional development; and,
- Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Ongoing	<ul style="list-style-type: none"> • Teacher Evaluation System handbook is posted for all employees on the internal email system at all times • Evaluation rubrics, guides, and protocol documents are posted and available to all employees at all times on the internal Webnet Portal • Observation and evaluation trainings are offered via the Professional Development department throughout the year (listed in the PD database system)
Newly Hired Classroom Teachers	Start of the School Year & Ongoing	<ul style="list-style-type: none"> • “New Educator Program” (new teacher orientation) provides an overview of the observation and evaluation process to all new employees • Onboarding sessions held throughout the year by Human Resources, which include an overview of the observation and evaluation process • Teacher Evaluation System handbook is always posted for all employees on the internal Webnet Portal • Evaluation rubrics, guides, and protocol documents are always posted and available to all employees on the Webnet Portal • Trainings are offered via the Office of Professional Development throughout the year
Late Hires	Ongoing	<ul style="list-style-type: none"> • Onboarding sessions held throughout the year by Human Resources, which include an overview of the observation and evaluation process • Teacher Evaluation System handbook is posted for all employees on the Webnet Portal

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		<ul style="list-style-type: none"> • Evaluation rubrics, guides, and protocol documents are posted and available to all employees at all times on the internal Webnet Portal • Trainings are offered via the Professional Development department throughout the year
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2. Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed at least twice in the first year of teaching in the school district. In the table below, describe when and how many observations take place for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	<u>Teachers rated less than effective for two years or more:</u> 3 walk-throughs 2 Observations <u>Teachers with two or more years of effective or highly effective:</u> 3 walk-throughs 1 observation	Throughout the year, with at least one prior to December 15	<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation. • Walk through feedback provided within three days.
Hired after the beginning of the school year	Newly hired teachers in first semester will receive all required observations. Teacher starting 2 nd Semester will receive the required 2 nd semester observations, and return to Cycle A in the following year (see Evaluation Cycle on Page 35)	Same as above, unless hired in 2 nd Semester	<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation. • Walk through feedback provided within three days.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	<u>1st Semester</u> <ul style="list-style-type: none"> • 1 Walk through • Initial Screening • Develop Professional Growth Plan • Minimum of one observation no less than 30 min 	Ongoing throughout the year, per Manatee County Teacher Evaluation	<ul style="list-style-type: none"> • Walk through feedback within 3 days • Initial screening feedback, within five days • PDP developed 1st Qtr • Mid-year summative evaluation at end of first

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	<p><u>2nd Semester</u></p> <ul style="list-style-type: none"> • 2 Walk throughs • 1 observation between Jan 15 and May 15 		<p>semester</p> <ul style="list-style-type: none"> • PDP reviewed prior summative evaluation • Summative evaluation prior to May 15
<p>Hired after the beginning of the school year</p>	<p>Newly hired teachers in first semester will receive all required observations. Teacher starting 2nd Semester will receive the required 2nd semester observations, and return to Cycle A in the following year (see Evaluation Cycle on Page 35)</p>	<p>Same as above, unless hired in 2nd Semester</p>	<ul style="list-style-type: none"> • Walk through feedback within 3 days • Initial screening feedback, within five days • PDP developed 1st Qtr Mid-year summative evaluation at end of first

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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	<p><u>Teachers rated less than effective for two years or more:</u> Review of PDP and annual summative evaluation</p> <p><u>Teachers with two or more years of effective or highly effective:</u> Review of PDP and annual summative evaluation</p>	<u>For all teachers,</u> Prior to May 15th	Teachers receive PDP and IPS scores after May 15. Student growth scores, typically received in the summer, will complete the teachers' final summative evaluation calculation.
Hired after the beginning of the school year	Teachers will follow Cycle A, as seen on Page 35	<u>For all teachers,</u> Prior to May 15th	
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	Mid-year summative and annual summative evaluation	Mid-year summative evaluation occurs at the end of first semester; annual summative prior to May 15 th .	Teachers receive PDP and IPS scores after May 15. Student growth scores, typically received in the summer, will complete the teachers' final summative evaluation calculation.
Hired after the beginning of the school year	Teachers will follow Cycle A, as seen on Page 35. If starting 2 nd semester, they will return to fully complete Cycle A the following year	Teachers hired 2 nd semester will receive end of year summative	

Part IV: Evaluation Criteria

A. Instructional Practice

In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Manatee County, instructional practice accounts for 50% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

TEACHER EVALUATION SYSTEM

Philosophy

Manatee County School District believes that it is the responsibility of the district and its professional staff to see that the needs of the students are being met. One way to meet this responsibility is to have an evaluation system that is based on sound educational research and is designed to improve the quality of instruction for the purpose of increased student learning growth. In order to be most effective, the system involves both teachers and administrators.

The primary purpose of the Manatee County Performance Feedback Process is to provide a sound basis for teacher improvement and professional growth that will increase student learning growth. This is accomplished through an evaluation of teacher effectiveness and subsequent discussions between the teacher and a supervisor or other observer. The process assumes the competence of the majority of teachers and focuses on professional development in the context of student performance gains first, while documenting competency on an annual basis.

At the core of the professional development continuum are three key elements. One is the belief that at all levels the professional educator is engaged in a process of continuous improvement through deliberate practice, seeking to provide better learning for current and future students. The nature of the improvement experiences will vary, but they include self-reflection, feedback on performance from peers, parents and administrators, improvement in student performance, professional development activities and participation in school improvement efforts. The purpose of any performance appraisal process must be the support of continuous professional growth.

Another critical key element is a focus on improvement in student performance. Teacher expectations, their ability to motivate students, the quality of instruction and the monitoring of student growth in important academic and social outcomes are critical factors in student learning. Helping students learn essential skills and content, while developing the ability to continue learning throughout their lives, is the core of educator professional development.

The third key element includes the Florida Educator Accomplished Practices, revised December, 2010, and adopted by the State Board of Education. These standards and expectations along with the locally developed sample key indicators provide high expectations for all professionals based upon the study of effective teachers in Florida and the research on effective teaching practices. With the use of accomplished

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practices, the goal of teacher evaluation shifts from minimum competencies to demonstrating highly effective instructional practices as the best ways for teachers to impact student learning.

FRAMEWORK FOR TEACHER EVALUATION

The District evaluation system is based on the Florida Educator Accomplished Practices as revised in December 2010 (FEAPs) and Charlotte Danielson's *Framework for Teaching (2007)*. Danielson's framework is a research-based set of 22 components of instruction promoting improved student learning and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is clustered into four domains of teaching responsibility:

DOMAIN 1: Planning and Preparation

DOMAIN 2: Classroom Environment

DOMAIN 3: Instruction

DOMAIN 4: Professional Responsibilities

In Spring 2015 IPAT distributed a survey to all instructional personnel and all administrators and conducted focus groups. As a result, the following changes were made:

DOMAIN 1: Planning and Preparation

DOMAIN 2: The Classroom Environment

DOMAIN 3: Instruction

DOMAIN 4: Reflecting On Teaching

- the number of components were shortened,
- the rating takes place at the component level rather than the element level,
- the number of rubrics were reduced due to rating at the component level,
- the number of elements were reduced,
- the remaining elements became look-fors within the components,
- the Teacher Evaluation Cycle was shortened by one walk-through for teachers with two or more years of experience previously rated Effective or Highly Effective,
- the PDP no longer requires a face to face sign off unless requested by the teacher or the administrator

Each Domain consists of clearly defined components, elements and look-fors that include rubrics defining levels of teaching performance for each component. The rubrics provide a roadmap for improving teaching. The evaluation system complies with Florida School Board Rules and Regulations and the Florida Statutes.

TEACHER EVALUATION PERFORMANCE STANDARDS

The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

The Accomplished Practices are based upon and further describe three essential principles:

- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

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- The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
- The effective educator exemplifies the standards of the profession.

Teachers are evaluated using the *Danielson Framework for Teaching* (Danielson, 2007) rubrics aligned with each element within the components for each domain. Evaluators provide evidence documenting teacher performance within the components.

DOMAIN 1: Planning and Preparation

Effective educators organize instruction into a sequence of activities and exercises necessary to make learning accessible for all students. Components of Domain 1 include:

- **Demonstrating Knowledge of Content and Pedagogy**
- **Demonstrating Knowledge of Students**
- **Assessments and Outcomes**
- **Use and Understanding of Resources**

DOMAIN 1: TEACHER PERFORMANCE RUBRIC

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 1: PLANNING AND PREPARATION Component 1a Demonstrating Knowledge of Content and Pedagogy	<p>Teacher displays extensive knowledge of the important concepts and pre-requisite relationships in the discipline and how these relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p> <p>The lesson's or unit's structure</p>	<p>Teacher displays solid knowledge of the important concepts and pre-requisite relationships in the discipline and how these relate to one another.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p> <p>The lesson or unit has a clearly defined structure around which</p>	<p>Teacher is familiar with the important concepts and some pre-requisite relationships in the discipline but may display lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.</p> <p>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.</p>	<p>In planning and practice, teacher makes content errors, displays little understanding of pre-requisite relationships or does not correct errors made by students.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suit-able to student learning of the content.</p> <p>The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.</p>

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	is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.	activities are organized. Progression of activities is even, with reasonable time allocations.		
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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 1: PLANNING AND PREPARATION Component 1b: Demonstrating Knowledge of Students	<p>The teacher displays understanding of individual students, recognizes the value of understanding their cultural heritage, collects information from a variety of sources and possesses information about each student's learning and medical needs.</p> <p>Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.</p> <p>Instructional groups are varied as appropriate to</p>	<p>The teacher recognizes the value of understanding students including their cultural heritage as displayed for groups of students and shows awareness of their special learning and medical needs.</p> <p>All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>Instructional groups are varied as appropriate to the students and the</p>	<p>The teacher recognizes the value of understanding students including the importance of knowing students' special learning or medical needs but displays that knowledge for the class as a whole or in an incomplete or inaccurate manner.</p> <p>Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.</p> <p>Instructional groups partially support the instructional outcomes, with an effort at providing some variety.</p>	<p>The teacher displays little or no knowledge of students including information related to their cultural heritage or understanding of special learning or medical needs.</p> <p>Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>

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	the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.	different instructional outcomes.		
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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 1: PLANNING AND PREPARATION Component 1c: Assessments and Outcomes	<p>Proposed approach to assessment is fully aligned with instructional outcomes which represent high expectations and rigor in both content and process and are connected to a sequence of learning within the discipline and related disciplines. Assessment methodologies have been adapted for individual students, as needed.</p> <p>All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.</p> <p>Where appropriate, outcomes reflect</p>	<p>All the instructional outcomes are assessed through the approach to assessment; however, most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. Assessment methodologies may have been adapted for groups of students.</p> <p>All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, and represent moderately high expectations and rigor reflecting important learning in the discipline and at least some connection to a sequence of learning.</p> <p>Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p>	<p>Assessment procedures are not congruent with instructional outcomes, represent low expectations for students, lack of rigor and do not reflect important learning in the discipline or a connection to a sequence of learning.</p> <p>Outcomes are either not clear or are stated as activities not as student learning. Outcomes do not permit viable methods of assessment.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand.</p> <p>Outcomes are not suitable for the class or are not based on any assessment of student needs.</p>

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	<p>several different types of learning and opportunities for both coordination and integration.</p> <p>Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.</p>	<p>opportunities for coordination.</p> <p>Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.</p>	<p>Assessment criteria and standards are unclear, assessed through rudimentary formative assessments and teacher uses results to plan for future instruction for the class as a whole.</p>	<p>Proposed approach contains no criteria or standards. The teacher has no plan to incorporate formative assessment or to use assessment results in designing future instruction.</p>
	<p>Assessment criteria and standards are clear, assessed through formative assessments designed with evidence of student participation and results are used to plan for future instruction for individual students.</p>	<p>Assessment criteria and standards are clear, assessed through formative assessments and results are used by the teacher to plan for future instruction for groups of students.</p>		

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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 1: PLANNING AND PREPARATION Component 1d: Use and Understanding of Resources	<p>Teacher’s knowledge of resources for classroom use as well as to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p> <p>All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.</p>	<p>Teacher displays awareness of resources available for classroom use as well as to enhance content and pedagogical knowledge through the school or district and some familiarity with resources external to the school and on the Internet.</p> <p>All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.</p>	<p>Teacher displays awareness of resources available for classroom use as well as to enhance content and pedagogical knowledge and for students through the school or district but displays no knowledge of resources available more broadly.</p> <p>Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.</p>	<p>Teacher is unaware of resources for classroom use as well as to enhance content and pedagogical knowledge and for students available through the school or district.</p> <p>Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.</p>

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DOMAIN 2: The Classroom Environment

Effective educators establish procedures and transition to ensure students are engaged in active learning activities. Components of Domain 2 include:

- **Creating an Environment of Respect and Rapport**
- **Establishing a Culture for Learning**
- **Managing Classroom Procedures**
- **Managing Student Behavior**
- **Organizing Physical Space**

DOMAIN 2: THE CLASSROOM ENVIRONMENT RUBRIC

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2a: Creating an Environment of Respect and Rapport	<p>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students.</p> <p>Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. Students contribute to explaining concepts to their peers.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect.</p> <p>Students exhibit respect for the teacher, and student interactions are generally polite and respectful.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</p> <p>Students exhibit only minimal respect for the teacher and each other.</p>	<p>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.</p> <p>Student interactions are characterized by conflict, sarcasm, or put-downs.</p>
Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY

Instructional Evaluation System

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2b: Establishing a Culture for Learning	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. As evidenced by their active participation, curiosity, initiative and pride in their work, students have internalized these expectations.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.</p>
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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2c: Managing Classroom Procedures	<p>Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.</p> <p>Transitions and routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth and efficient operation.</p> <p>Systems for performing non-instructional duties are well established,</p>	<p>Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.</p> <p>Transitions and routines for handling materials and supplies occur smoothly, with little loss of instructional time.</p> <p>Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.</p>	<p>Students in only some groups are productively engaged in learning while unsupervised by the teacher.</p> <p>Only some transitions are efficient and routines for handling materials and supplies function moderately well, but with some loss of instructional time.</p> <p>Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.</p>	<p>Students not working with the teacher are not productively engaged in learning.</p> <p>Transitions are chaotic and materials and supplies are handled inefficiently, resulting in significant loss of instructional time.</p> <p>Considerable instructional time is lost in performing non-instructional duties.</p>

Instructional Evaluation System

	with students assuming considerable responsibility for efficient operation.			
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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2d: Managing Student Behavior	Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Standards of conduct appear to have been established, and most students seem to understand them. Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to student misbehavior or the response is inconsistent but with uneven results, or there are no major infractions of the rules.	No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher does not respond to misbehavior, is overly repressive or does not respect the student's dignity.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 2: CLASSROOM ENVIRONMENT Component 2e: Organizing Physical Space	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is unsafe, or learning is not accessible to some students.

Instructional Evaluation System

DOMAIN 3: Instruction

Effective educators engage students in learning. Components of Domain 3 include:

- **Communication with Students**
- **Using Questioning and Discussion Techniques**
- **Engaging Students in Learning**
- **Using Assessment in Instruction**

DOMAIN 3: INSTRUCTION RUBRIC

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION Component 3a: Communication with Students	<p>Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.</p> <p>Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.</p> <p>Teacher finds opportunities to extend students' vocabularies.</p>	<p>Teacher's purpose for the lesson or unit is clear.</p> <p>Teacher's directions and procedures are clear to students.</p> <p>Vocabulary is appropriate to the students' ages and interests.</p>	<p>Teacher attempts to explain the instructional purpose, with limited success.</p> <p>Teacher's directions and procedures are clarified after initial student confusion.</p> <p>Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.</p>	<p>Teacher's purpose in a lesson or unit is unclear to students.</p> <p>Teacher's directions and procedures are confusing to students.</p> <p>Vocabulary maybe inappropriate, vague, or used incorrectly, leaving students confused.</p>

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY

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DOMAIN 3: INSTRUCTION Component 3b: Using Questioning and Discussion Techniques	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate questions.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.
	Students assume responsibility for the success of the discussion, making unsolicited contributions and assisting others in the discussion.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION Component 3c: Engaging Students in Learning	<p>All students are engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.</p> <p>The lesson's structure is coherent. Pacing of the lesson is appropriate for all students.</p> <p>Teacher's explanation of content is engaging and connects with students' knowledge and experience.</p>	<p>Most activities and assignments are appropriate to students, and most students are engaged in exploring content.</p> <p>The lesson has a defined structure around which the activities are organized. Pacing of the lesson is appropriate for most students.</p> <p>Teacher's explanation of content is appropriate and connects with students' knowledge and experience.</p>	<p>Some activities and assignments are appropriate to some students, but others are not engaged.</p> <p>The lesson has some recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</p> <p>Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.</p>	<p>Activities and assignments are inappropriate for students. Students are not engaged in them.</p> <p>The lesson has no structure, or the pace of the lesson is too slow or rushed, or both.</p> <p>Teacher's explanation of the content is unclear or confusing.</p>

Instructional Evaluation System

	Students contribute to explaining concepts to their peers.			
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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION Component 3d: Using Assessment in Instruction	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.</p> <p>Teacher actively and systematically elicits diagnostic information from individual students.</p> <p>Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated.</p> <p>Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.</p> <p>Teacher's feedback to students is timely and of consistently high quality.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated.</p> <p>Teacher monitors the progress of the class as a whole but elicits no diagnostic information.</p> <p>Teacher's feedback to students is uneven, and its timeliness is inconsistent.</p>	<p>Students are not aware of the criteria and performance standards by which their work will be evaluated.</p> <p>Teacher does not monitor student learning in the curriculum.</p> <p>Teacher's feedback to students is of poor quality and not provided in a timely manner.</p>

Instructional Evaluation System

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION Component 3c: Demonstrating Flexibility and Responsiveness	<p>Teacher seizes opportunities to enhance learning, building on student interests or a spontaneous event.</p> <p>Teacher persists in seeking effective approaches for students who have difficulty learning, using an extensive repertoire of strategies.</p>	<p>Teacher successfully accommodates students' questions or interests.</p> <p>Teacher persists in seeking approaches for students who have difficulty learning, drawing on a repertoire of strategies.</p>	<p>Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.</p> <p>Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.</p>	<p>Teacher ignores or brushes aside students' questions or interests.</p> <p>When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.</p>

DOMAIN 4: Reflecting on Teaching

Effective educators demonstrate their commitment to high ethical and professional standards and seek to improve their practice. Components of Domain 4 include:

- **Reflecting on Teaching**
- **Maintaining Accurate Records**
- **Communicating with Families**
- **Participating in Professional Community**
- **Growing and Developing Professionally**
- **Showing Professionalism**

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES RUBRIC

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY

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DOMAIN 4: REFLECTING ON TEACHING Component 4a: Reflecting on Teaching	<p>(After the observation) Teacher makes a thoughtful and accurate self-reflection based on the extent to which it achieved instructional outcomes, cites specific examples from the lesson and weighs the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>	<p>Teacher makes an accurate self-reflection based on and the extent to which it achieved instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.</p>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.</p>
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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 4: REFLECTING ON TEACHING Component 4b: Maintaining Accurate Records	<p>Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments and on student progress in learning is rudimentary and only partially effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments is in disarray and there is no system for maintaining information on student progress in learning.</p>

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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 4: REFLECTING ON TEACHING Component 4c: Communicating with Families	<p>Teacher provides frequent information to families, as appropriate, about the instructional program. Students have the opportunity to participate in preparing materials for their families and</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful. Response to family concerns is handled with great professional and cultural sensitivity.</p> <p>Students contribute ideas for projects that could be enhanced by family participation.</p>	<p>Teacher provides frequent information to families, as appropriate, about the instructional program. and makes efforts to engage families in the instructional program are frequent and successful.</p> <p>Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</p>	<p>Teacher participates in the school's activities for family communication but offers little additional information. and makes partially successful attempts to engage families in the instructional program.</p> <p>Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</p>	<p>Teacher provides little or no information about the instructional program to families. and makes no attempt to engage families in the instructional program.</p> <p>Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.</p>

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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 4: REFLECTING ON TEACHING Component 4d: Participating in Professional Community	<p>Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.</p> <p>Teacher volunteers to participate in school or district events/projects, making a contribution in school life/district projects assuming a leadership role.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation. and actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school and/or district events/projects, making a contribution.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. and becomes involved in the school's culture of inquiry when invited to do so.</p> <p>Teacher participates in school and/or district events/projects when specifically asked.</p>	<p>Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a culture of inquiry.</p> <p>Teacher avoids becoming involved in school and/or district events/projects.</p>

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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 4: REFLECTING ON TEACHING Component 4e: Growing and Developing Professionally	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher participates in professional activities to a limited extent.</p> <p>Teacher reluctantly accepts feedback on teaching performance from both supervisors and professional colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>
	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 4: REFLECTING ON TEACHING Component 4f: Showing Professionalism	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues to help ensure that such decisions are based on the</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher complies fully with school and district regulations and participates in team or departmental decision making.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher decisions are based on limited professional consideration.</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher does not comply with school and district regulations. Teacher decisions are based on self-serving criteria.</p>

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	highest professional standards.			
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50% Instructional Practice Data which is broken down by four domain areas based upon the Danielson Framework for Teaching rubrics

- a) 20% - Planning and Preparation
- b) 30% - Classroom Environment
- c) 30% - Instruction
- d) 20% - Reflecting on Teaching

The calculation for the summative evaluation is a weighted average of the teacher observation data plus the student learning growth data as shown in the formula below: Final Summative Evaluation Rating = (.1667 x Professional Growth Plan) + (.5 x Student Learning Growth) + (.5 (.2 x a + .3 x b + .3 x c + .2 x d))

The calculated final rating is compared to the categories below to assign the classification level.

<u>Unsatisfactory</u>	<u>Needs Improvement/ Developing</u>	<u>Effective Highly</u>	<u>Effective</u>
1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00

The superintendent must annually report to the Florida Department of Education evaluation results

TEACHER EVALUATION OBSERVATION PROCEDURES

OVERVIEW

The Danielson Framework for Teaching is the foundation of the Manatee County Teacher Evaluation System. As stated in the philosophy, the purpose of the system is to improve the quality of instructional, administrative, and supervisory service to increase student learning growth. Each teacher will be observed at least once during the year with new teachers, probationary teachers, and teachers new to the district being observed at least twice during the year.

An Initial Screening visit will be conducted by the evaluator within the first thirty (30) instructional days each year or within the first 30 days of initial employment for teachers new to the district and any teacher receiving a less than effective rating on the prior year’s annual evaluation using the Initial Screening section of “My Professional Growth Plan” platform. Data collected during the initial screening shall be shared with the teacher as soon as practical for feedback and discussion, but no more than ten (10) days from the initial screening visit.

Formal observations for evaluation purposes shall be performed using rubrics based upon the Danielson Framework for Teaching and require prior notice to the teacher. Data collected during formal or informal observations that are to be used for evaluation purposes shall be shared with the teachers in a written form through “My Professional Growth Plan” platform within ten (10) days of the observation.

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Informal observations and brief Walk-through observations by an administrator may be conducted at any time. Walks may be scheduled or unscheduled visits to the classroom. Data collected on the Walkthrough forms or by informal observations may be used to support demonstration of highly effective behavior, effective behavior, or highlight areas for further development. Data will be shared with the teacher as soon as practical for feedback and discussion, but no more than ten (10) days from the Walkthrough.

Trained observers may conduct Walk-through observations, brief seven to ten minute observations, and collect data using rubrics based upon the Danielson Framework for Teaching focusing on Domain 2 – The Classroom Environment and Domain 3 – Instruction. All data collected for evaluation purposes will be documented through the “My Professional Growth Plan” platform and must be accessible for teacher feedback and acknowledgement through the platform. **A conference must be held for any Walk-through when improvements are noted that could negatively impact the evaluation or at the request of the teacher or administrator.** Walks in which no data will be used in the evaluation process do not require a conference or the maintenance of a form. However, feedback is always encouraged.

Teachers to be evaluated and administrators responsible for evaluating teachers must be trained prior to any initial screening, observations, walk-throughs or any evaluation of a teacher’s performance. Training will be provided by the designated Manatee County Instructional Personnel Assessment Task Force (IPAT) members. Each year evaluators will be provided a review of the evaluation system as well as updates on any modifications made to the system. New evaluators will receive training by (IPAT) prior to observing teachers.

PRE-OBSERVATION CONFERENCE

The pre-observation tool contained within the “My Professional Growth Plan” platform may be used as evidence to demonstrate effective practices in Domains 1 and 4. The pre-observation conference will be used to support the expectations for Domain 1 – Planning and Preparation and Domain 4 – Reflecting on Teaching. Domain 1 pertains to the specific observed lesson and Domain 4 pertains to yearly teaching practice. The teacher completes this form within the “My Professional Growth Plan” platform prior to the conference. This form may be modified as a result of the pre-observation conference. Examples of documentation for meeting these standards **may** include a Grade book page, student portfolios, data files, lesson plans, sample assessments, teacher-made tests, quizzes, exit tickets, entrance tickets, etc.

OBSERVATION PROCESS

“My Professional Growth Plan” platform will be used to gather evidence to support the expectations for Domain 2 – The Classroom Environment and Domain 3 – Instruction. The observer should arrive prior to the beginning of the lesson and stay for at least 30 minutes. Data or behaviors related to each of the expectations should be noted within the platform.

FEEDBACK AND CONFERENCES

A post-observation conference must be held and documented after each formal observation using the Post-Observation Conference Form. Observation notes should be shared with the teacher

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through the “My Professional Growth Plan” platform prior to the post-observation conference to facilitate teacher self- evaluation. **In addition, a conference must be held for any Initial Screening or Walk-through when improvements are noted that could negatively impact the evaluation or at the request of the teacher or administrator.** Conferences should cover the analysis of data collected from both parties, the identification of strengths and weaknesses (if any) and plans for improvement assistance or follow-up as needed. No data should be given to a teacher without the opportunity for feedback and discussion with the administrator or supervisor. All initial documentation used for evaluation decisions must be included on the “My Professional Growth Plan” platform. A written follow up of a "problem centered" conference shall be documented within the “My Professional Growth Plan” platform and accessible to the teacher within ten (10) working days of the conference. The employee may provide a written response to any screening, observation, walk-through, evaluation or conference which shall be uploaded to the “My Professional Growth Plan” platform and included in the individual's personnel file.

Should necessary improvements become apparent during the observation, said improvements shall be discussed with the employee and noted within “My Professional Growth Plan” platform together with:

- a. specific improvement(s) desired
- b. time for improvement(s) to be made
- c. assistance to be provided, if necessary

CONTINUOUS IMPROVEMENT

The Principal or designee shall meet with all teachers at the beginning of the year to review the evaluation and observation process and to discuss the Professional Development Plan (PDP) and to jointly establish deliberate practice improvement goals for the year. For teachers new to the district the principal shall meet with the teacher to finalize the PDP, following the initial screening or first observation.

Manatee County Teacher Evaluation Cycle 2018-19

A	B	C
<i>Teachers New To the Manatee County School District This Year</i> <i>(The teacher has never taught in Manatee County or if they have taught in Manatee County before, there was a separation of duty for at least one year.)</i>	<i>Teachers In Year Two Or More Previously Rated Less Than Effective In Instructional Practice</i>	<i>Teachers In Year Two Or More Previously Rated Effective or Highly Effective</i>
<ul style="list-style-type: none"> • 1 walk-through of 7-10 minutes within the first semester 	<ul style="list-style-type: none"> • 1 walk-through of 7-10 minutes within the first semester 	<ul style="list-style-type: none"> • 1 walk-through of 7-10 minutes in the semester in which the observation occurs
<ul style="list-style-type: none"> • An Initial Screening visit of at least 20 minutes shall occur within the first 30 days of initial employment or within the first 30 days of the MyPGS online system (TNL) going live. 	<ul style="list-style-type: none"> • An Initial Screening visit of at least 20 minutes shall occur or within the first 30 days of the MyPGS online system (TNL) going live. 	<ul style="list-style-type: none"> • Development of PDP during first quarter
<ul style="list-style-type: none"> • Development of Professional Growth Plan/Deliberate Practice (PDP) during first quarter 	<ul style="list-style-type: none"> • Development of PDP during first quarter 	<ul style="list-style-type: none"> • A minimum of one observation of at least 30 minutes prior to December 15th or after January 15th and prior to May 15th

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		including a pre and post observation conference
<ul style="list-style-type: none"> • A minimum of one observation of at least 30 minutes prior to December 15th including a pre and post observation conference 	<ul style="list-style-type: none"> • A minimum of one observation of at least 30 minutes prior to December 15th including a pre and post observation conference 	<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation
<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation 	<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation 	<ul style="list-style-type: none"> • 2 walk-throughs of 7-10 minutes each in the semester in which an observation does <i>not</i> occur
<ul style="list-style-type: none"> • Review of PDP prior to completing mid-year summative evaluation. Electronic acknowledgment required, but teacher or administrator may request face to face meeting. 	<ul style="list-style-type: none"> • 2 walk-throughs of 7-10 minutes each within the second semester 	<ul style="list-style-type: none"> • Review of the PDP prior to completing the annual summative evaluation. Electronic acknowledgment required, but teacher or administrator may request face to face meeting.
<ul style="list-style-type: none"> • Mid-year summative evaluation at the end of first semester 	<ul style="list-style-type: none"> • A minimum of one observation of at least 30 minutes after January 15th and prior to May 15th including a pre and post observation conference 	<ul style="list-style-type: none"> • Annual summative evaluation prior to May 15th
<ul style="list-style-type: none"> • 2 walk-throughs of 7-10 minutes each within the second semester 	<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation 	
<ul style="list-style-type: none"> • One observation of at least 30 minutes after January 15th and prior to May 15th including a pre and post observation conference 	<ul style="list-style-type: none"> • Review of the PDP prior to completing the annual summative evaluation. Electronic acknowledgment required, but teacher or administrator may request face to face meeting. 	
<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation 	<ul style="list-style-type: none"> • Annual summative evaluation prior to May 15th 	
<ul style="list-style-type: none"> • Review of the PDP prior to completing the annual summative evaluation. Electronic acknowledgment required, but teacher or administrator may request face to face meeting. 		
<ul style="list-style-type: none"> • Annual Summative Evaluation prior to May 15th 		

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Manatee County, other indicators of performance account for 16.67% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

OVERVIEW

The Professional Development Plan will be used to support a teacher's growth and demonstrate the expectations for Domain 4 – Reflecting on Teaching throughout the year. In collaboration with the school administrator, teachers will receive feedback that is timely, ongoing,

Instructional Evaluation System

constructive, and focused on specific observed behaviors and student learning data. The PDP is designed to facilitate deliberate practice, a highly mentally demanding process, requiring high levels of focus and concentration intent on improving the teacher's performance. It provides for self-reflection, SMART goal-setting, focused relevant practice and specific feedback for all teachers, regardless of experience and expertise.

The data collected from the Manatee County Teacher Evaluation System will inform the decisions on professional development at the district and school level.

PROCEDURES:

The employee, or employee team, completes the demographic information in the beginning of the PDP.

The employee begins to develop the PDP SMART goals/objectives, strategies and timelines. The final goal(s) are developed and the final draft of the PDP is prepared within the "My Professional Growth Plan" platform and acknowledged by the teacher and the supervisor prior to the end of the first quarter. Conferences may be held but are not required unless requested by the teacher or administrator. The PDP for teachers new to the district is to be completed following the Initial Screening or the first post observation conference. The PDP timeline includes a proposed date for a final conference to occur prior to the completion of the Summative Evaluation.

If the timeline provides for a mid-year PDP monitoring conference the teacher reflects on the progress to date and completes the Monitor and Review prior to the conference on the PDP. The supervisor provides feedback through the Monitor and Review section of the PDP during the mid-year conference for teachers new to the district prior to the completion of the First Semester Summative Evaluation.

Prior to the final conference on the PDP, the teacher reflects on the goals, strategies and outcomes of the PDP and completes the Professional Development Plan Evaluation section of the PDP. The supervisor provides feedback during the conference pertaining to the PDP Evaluation section. The final PDP conference also provides the review and rating of the PDP using the Continuous Professional Development rubric.

PROFESSIONAL DEVELOPMENT PLAN RUBRIC:

Highly Effective: The Professional Development Plan demonstrated a direct correlation to needs indicated by student assessment and/or data and the educator's previous evaluation, credentials and/or self-assessment. Two or more SMART goals were set. Strategies were specific, fully-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, and readily adjusted the plan only when ongoing evidence indicated the need. The educator not only completed all activities identified in growth plan, but identified strategies and resulting evidence that ultimately improved or changed the educator's practice in an effort to improve student learning. The educator's reflection provided extensive and thorough evidence of why the educator implemented those strategies and how and why the chosen strategies improved or changed his/her practice. In the course of implementing the plan, the educator collaborated with

other educators in a deliberate and meaningful way. Results of the plan were effectively shared and impacted the practice of others.

Effective: The Professional Development Plan demonstrated a direct correlation to needs indicated by student assessment and/or learning data and the educator's previous evaluation, credentials and/or self-assessment. At least one SMART goal was set that aligns with the Florida Educator Accomplished Practices. Strategies were specific, well-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year and, only if necessary, made adjustments to the plan. The educator completed all activities identified in growth plan and produced evidence that identified strategies were implemented in the classroom. The educator's reflection made adequate connections between student data and the strategies the educator chose to implement. In the course of implementing the plan, the educator collaborated with other educators in a meaningful way. Results of the plan were shared with departments or grade levels and may have had an impact on some colleagues.

Needs Improvement/Developing: The Professional Development Plan demonstrated some correlation to needs indicated by student assessment and/or learning data and the educator's previous evaluation, credentials and/or self-assessment. A learning goal was set but was missing one or more components of a SMART goal. The goal may not have aligned with the Florida Educator Accomplished Practices. Strategies were loosely-focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, but made few or no adjustments to the plan unless suggested by the evaluator. The educator's reflection demonstrated that he/she completed most or all activities identified in the growth plan, but provided limited evidence of implementation or how it improved or changed his/her practice. The educator's attempts to collaborate with others were not deliberate and contributed little to the evidence. Results of the plan were minimally shared with others.

Unsatisfactory: The Professional Development Plan did not directly correlate to needs indicated by student assessment and/or learning data and the educator's previous evaluation, credentials and/or self-assessment. A learning goal was missing or a learning goal was set but lacked the clarity of a SMART goal. Strategies were not clear or did not specifically focus on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year but did not recognize or accept the need to make adjustments to the plan. The educator's reflection (if one exists) provided little evidence that the strategies were implemented or how those strategies improved or changed his/her practice. There was minimal or no evidence to support the plan. The educator did not collaborate with others in a meaningful way. Results of the plan were not shared with others.

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the

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teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Manatee County, performance of students accounts for 33.3% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.
 - **Teacher's Confidence Interval** – Using each teacher's mean student growth/performance and standard deviation, the District will calculate 99.9%, 99% and 50% Confidence Intervals for each teacher based on his/her assigned students. The Confidence Intervals provide a level of confidence that the teacher's classification is valid and reliable. The teacher's Confidence Intervals are defined as the teacher's mean plus or minus the z-value representing the desired confidence level multiplied by the result of the teacher's standard deviation divided by the square root of the number of students.
 - **Definition of HE, E, NI and U on Student Growth.** Unsatisfactory – A teacher will be classified as Unsatisfactory if the teacher's entire 99.9% confidence interval is less than the district average. Needs Improvement/Developing – A teacher will be classified as Needs Improvement/Developing if the teacher's entire 99% confidence interval is less than the district average and some of the teacher's 99.9% confidence interval is greater than the district average. Highly Effective - A teacher will be classified as Highly Effective if the teacher's entire 50% confidence interval is greater than the district average. Effective - A Teacher will be classified as Effective if the teacher's confidence intervals do not meet any of the above classifications.

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HIGH SCHOOL (9-12) STUDENT GROWTH RATINGS FOR 2018-19

Grade level or Subject Area of Teacher	Assessment or Data	Process to determine rating	Assessment Model
English 1, English 2 (FSA assessed) Intensive Reading, Intensive Language Arts (9 th And 10 th)	FSA ELA	FSA ELA student data	Performance
English 3, English 4, Intensive Reading, Intensive Language Arts (11 th and 12 th) and 11 th and 12 th grade not assessed by an EOC or other test	FSA ELA retake and ACT/SAT retake	Student scale score	Performance
Algebra 1B, Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors and Pre-AICE Math	State EOC and/or any concordant score	Pass rate and/or concordant measure	Performance
All other non-college level and not state assessed math courses	Algebra 1 retakes, PERT, SAT, ACT math only retakes	Growth on concordant measures	Growth
Biology, U.S. History	State EOC	EOC scores	Performance
Other Classroom Instructional, ROTC, Algebra 1A (Non-FSA assessed)	FSA ELA retake, ACT/SAT retake and PERT	FSA ELA student data	Performance
AP IB AICE	Pass rate score or growth on a college level concordant assessment – SAT, ACT, PERT	Student scores adjusted for local and state where applicable subject area differences.	Performance
ESE	FSAA	FSAA Score	Performance
All Research (Credit recovery)	Odysseyware	Course completion	Performance
Industry Certification	Industry certification test, FSA ELA or concordant scores	FSA ELA student data and/or pass rate	Performance
Foreign Language and Reading Coaches	FSA ELA SAT, ACT, PERT and retakes	Student data	Performance
Guidance Counselors, Media Specialists, Test Administrators and Teachers on Assignment	FSA ELA, Math EOC, Biology EOC and US History EOC	Combination of school ratings for FSA ELA, Algebra 1, Geometry, Biology, and US History	Performance

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MIDDLE SCHOOL (6-8) STUDENT GROWTH RATINGS FOR 2018-2019

Grade level or Subject Area of Teacher	Assessment or Data	Process to determine rating	Assessment Model
6 th Grade ELA 7 th Grade ELA 8 th Grade ELA (FSA assessed), Intensive Reading, Intensive Language Arts and any ESE not taking FSAA Reading Coaches	FSA ELA	Student data	Performance
6 th Grade Math 7 th Grade Math 8 th Grade Math (FSA assessed), Intensive Math and any ESE not taking FSAA	FSA Math	Student data	Performance
Algebra 1 Honors Geometry Honors Algebra I and Geometry	State EOC	EOC scores Student data within the district	Performance
Civics	State EOC	EOC scores Student data within the district	Performance
8 th Grade Science	Statewide Science Assessment (SSA)	SSA Scores	Performance
ESE	FSAA	FSAA Score	Performance
Critical Thinking/Credit Recovery	Odysseyware	Course completion	Performance
Industry Certification	FSA ELA and/or industry certification test	FSA ELA student data and/or pass rate	Performance
Foreign Language	FSA ELA	Student data	Performance
Other Classroom Instructional (Non-FSA assessed)	FSA ELA	FSA ELA student data	Performance
Guidance Counselors, Media Specialists, Student Support Specialists and Teachers on Assignment	FSA ELA & Math and State EOCs	FSA ELA and math student data EOC scores	Performance

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ELEMENTARY (K-5) STUDENT GROWTH RATINGS FOR 2018-2019

Grade level or Subject Area of Teacher	Assessment or Data	Process to determine rating	Assessment Model
Kindergarten Students new to district: 1 st Grade 2 nd Grade including ESE not eligible for FSAA	I-Ready Reading and Math	Diagnostic 1 (current year) to Diagnostic 3 (current year)	Growth
Students in district prior year: 1 st Grade 2 nd Grade including ESE not eligible for FSAA	I-Ready Reading and Math	Diagnostic 3 (prior year) to Diagnostic 3 (current year)	Growth
Students new to district: 3 rd Grade including ESE not eligible for FSAA	I-Ready to FSA	Diagnostic 1 (current year) reading and math to FSA	Growth
Students in district prior year: 3 rd Grade including ESE not eligible for FSAA	I-Ready to FSA	Diagnostic 3 (prior year) reading and math to FSA	Growth
4 th Grade (FSA assessed) including ESE not eligible for FSAA	FSA ELA & Math	Student data	Performance
5 th Grade (FSA assessed) including ESE not eligible for FSAA	FSA ELA & Math	Student data	Performance
5 th Grade Science	Statewide Science Assessment (SSA)	SSA Scores	Performance
ESE	FSAA	FSAA Score	Performance
Interventionists	iReady and FSA ELA and Math	Dependent upon rostered student data or school score	Growth and/or performance
Elementary Special Areas – Arts, Music, PE/Vocational Areas, STEM	iReady and FSA ELA and Math	School iReady student growth rating and Student data for FSA	Performance
Instructional Coaches, (includes Reading and Math Coaches), Guidance Counselors, Media Specialists, Student Support Specialists	iReady and FSA ELA and Math	School iReady student growth rating and FSA student data *unless this group has students rostered to them for a course specified and listed in FOCUS.	Performance

D. Summative Rating Calculation

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

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

The district shall provide:

The summative evaluation form(s); and

- The Manatee County Teacher Final Summative Evaluation Form and the Mid-Year Summative Evaluation Form are used to summarize the teacher's performance related to the four Domains included in the Danielson Framework for Teaching. The summary form is not to be used as a checklist or observation instrument. All areas determined to be less than effective must have supporting documentation in the teacher's file at the school site. All areas marked "Highly Effective" must have supporting documentation in the teacher's file at the schoolsite.
- The Mid-Year Summative Evaluation Form and the Final Summative Evaluation Form are to be completed during a conference with a teacher. The data upon which the completion of the form is based may come from a variety of sources: supervisor observation forms or notations, the Initial Screening Form, Walk-through observation forms, the teacher's individualized Professional Development Plan (PDP), portfolios, sample teacher and student products, conference notes and the like.

The Mid-Year Summative Evaluation Form and the Final Summative Evaluation Form are most effective when they capture the items observed utilizing the Teacher Evaluation Observation Tools, Walk-through Observation Tools and portfolio forms including the PDP. All data sources used for evaluation purposes must be kept at the school in the teacher's personnel file and shared with the teacher.

- No item can be marked "Highly Effective," "Needs Improvement/Developing" or "Unsatisfactory" unless there is supporting documentation.

- The calculation for the summative evaluation is a weighted average of the teacher observation data plus the student learning growth data as shown in the formula below:

Final Summative Evaluation Rating = (.5 (.2 x a + .3 x b + .3 x c + .2 x d))

A=20% - Planning and Preparation

B=30% - Classroom Environment

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C=30% - Instruction

D=20% - Professional Responsibilities

The Final Summative Evaluation is combined with the Professional Development Plan score and the Student Growth Score to calculate a Final Annual Score.

$$33.3\% \text{ (SPM)} + 16.7\% \text{ (PDP)} + 50\% \text{ (IPS)} = \text{Final Summative Score}$$

Examples:

ACTIVITY	SCORE	WEIGHTED SCORE	RATING
PDP Score (16.67%)	4	0.6668	Highly Effective 3.50 - 4.00
IPS Score (50%)	3.8	1.9	Highly Effective 3.50 - 4.00
Student Learning Growth Score (33.33%)	3.33	1.1099	Effective 2.5 - 3.49
SUMMATIVE SCORE:		3.68	Highly Effective 3.5 - 4.0

ACTIVITY	SCORE	WEIGHTED SCORE	RATING
PDP Score (16.67%)	3	0.5001	Effective 2.50 - 3.49
IPS Score (50%)	2.77	1.385	Effective 2.50 - 3.49
Student Learning Growth Score (33.33%)	1.16	0.3866	Unsatisfactory 1.0 - 1.49
SUMMATIVE SCORE:		2.27	Needs Improvement 1.5 - 2.49

Appendix A – Evaluation Framework Crosswalk

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

Alignment to the Florida Educator Accomplished Practices	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1c
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1a, 1c, 1e
c. Designs instruction for students to achieve mastery;	1b, 1e
d. Selects appropriate formative assessments to monitor learning;	1f
e. Uses diagnostic student data to plan lessons; and,	1b
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1c, 1d, 1f
2. The Learning Environment	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	1d, 2c, 2e
b. Manages individual and class behaviors through a well-planned management system;	2d
c. Conveys high expectations to all students;	2b
d. Respects students' cultural linguistic and family background;	1b, 2a
e. Models clear, acceptable oral and written communication skills;	3a
f. Maintains a climate of openness, inquiry, fairness and support;	2b
g. Integrates current information and communication technologies;	1a, 1d, 2c, 3c,
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	1b, 3c, 3e
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	1a, 3b, 3c
3. Instructional Delivery and Facilitation	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	3c
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3a, 3b, 3c
c. Identify gaps in students' subject matter knowledge;	1a, 3d
d. Modify instruction to respond to preconceptions or misconceptions;	1b, 3a, 3e
e. Relate and integrate the subject matter with other disciplines and life experiences;	3a, 3c, 3e
f. Employ higher-order questioning techniques;	3b
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3a, 3b, 3c, 3d, 3e
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1b, 3b, 3c, 3e
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	3a, 3b, 3d
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3b, 3d, 3e
4. Assessment	

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<i>The effective educator consistently:</i>	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	1b, 1f, 3d
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1b, 1f, 3d
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	1b, 1f, 3d
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1b, 1f, 3d, 3e
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	2b, 4c
f. Applies technology to organize and integrate assessment information.	1d, 4b, 4c
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4a, 4e
b. Examines and uses data-informed research to improve instruction and student achievement;	1a, 1d, 4e
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	4d
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4c, 4d, 4e
e. Engages in targeted professional growth opportunities and reflective practices; and,	4d, 4e, 4f
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4e
6. Professional Responsibility and Ethical Conduct	
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a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	4f

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Appendix B – Observation Instruments for Classroom Teachers

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

Observations utilize the rubrics found in the Teacher Evaluation System (see page 13).

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.

Domain I for Deans & School Counselors: Planning and Preparation				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING / NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
1a. Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b. Demonstrating knowledge of child and adolescent development	Dean/Counselor displays little or no knowledge of child and adolescent development.	Dean/Counselor displays partial knowledge of child and adolescent development.	Dean/Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, Dean/Counselor displays knowledge of the extent to which individual students follow the general patterns.
1c. Establishing goals for the counseling program appropriate to the setting and the students served	Dean/Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Dean/Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Dean/Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Dean/Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Dean/Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Dean/Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Dean/Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Dean/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.
1e. Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Dean/Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some don't fit with the broader goals.	Dean/Counselor has developed a plan that includes the important aspects of counseling in the setting.	Dean/Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f. Developing a plan to evaluate the counseling program	Dean/Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Dean/Counselor has a rudimentary plan to evaluate the counseling program.	Dean/Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Dean/Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

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Domain 2 for Deans & School Counselors: The Environment				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING / NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
2a. Creating an environment of respect and rapport	Dean/Counselor's interactions with students are negative or inappropriate, and the Dean/Counselor does not promote positive interactions among students.	Dean/Counselor's interactions are a mix of positive and negative; the Dean/Counselor's efforts at encouraging positive interactions among students are partially successful.	Dean/Counselor's interactions with students are positive and respectful, and the Dean/Counselor actively promotes positive student to student interactions.	Students seek out the Dean/Counselor, reflecting a high degree of comfort and trust in the relationship. Dean/Counselor teaches students how to engage in positive interactions.
2b. Establishing a culture for productive communication	Dean/Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Dean/Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Dean/Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the Dean/Counselor, is maintained by both the teachers and students.
2c. Managing routines and procedures	Dean/Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Dean/Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Dean/Counselor's routines for the counseling center or classroom work effectively.	Dean/Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Dean/Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Dean/Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Dean/Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Dean/Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Dean/Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Dean/Counselor takes a leadership role in maintaining the environment of civility in the school.
2e. Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Dean/Counselor's attempts to create an inviting and well organized physical environment are partially successful.	Counseling center or classroom arrangement are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3 for Deans & School Counselors: Delivery of Service				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING / NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
3a. Assessing student needs	Dean/Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Dean/Counselor's assessments of student needs are perfunctory.	Dean/Counselor assesses student needs and knows the range of student needs in the school.	Dean/Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Dean/Counselor's program is independent of identified student needs.	Dean/Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Dean/Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Dean/Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c. Using counseling techniques in individual and classroom programs	Dean/Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Dean/Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Dean/Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Dean/Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d. Brokering resources to meet needs	Dean/Counselor does not make connections with other programs in order to meet student needs.	Dean/Counselor's efforts to broker services with other programs in the school are partially successful.	Dean/Counselor brokers with other programs within the school or district to meet student needs.	Dean/Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e. Demonstrating flexibility and responsiveness	Dean/Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Dean/Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Dean/Counselor makes revisions in the counseling program when they are needed.	Dean/Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

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Domain 4 for Deans & School Counselors: Professional Responsibilities				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING / NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE
4a. Reflecting on practice	Dean/Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Dean/Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Dean/Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Dean/Counselor makes some specific suggestions as to how the counseling program might be improved.	Dean/Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Dean/Counselor draws on an extensive repertoire to suggest alternative strategies.
4b. Maintaining records and submitting them in a timely fashion	Dean/Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Dean/Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Dean/Counselor's report, records, and documentation are accurate and are submitted in a timely manner.	Dean/Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c. Communicating with families	Dean/Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Dean/Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Dean/Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Dean/Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d. Participating in a professional community	Dean/Counselor's relationships with colleagues are negative or self-serving, and Dean/Counselor avoids being involved in school and district events and projects.	Dean/Counselor's relationships with colleagues are cordial, and Dean/Counselor participates in school and district events and projects when specifically requested.	Dean/Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Dean/Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e. Engaging in professional development	Dean/Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Dean/Counselor's participation in professional development activities is limited to those that are convenient or are required.	Dean/Counselor seeks out opportunities for professional development based on individual assessment of need.	Dean/Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f. Showing professionalism	Dean/Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Dean/Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Dean/Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Dean/Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

RUBRICS FOR ENHANCING PROFESSIONAL PRACTICE: A FRAMEWORK FOR TEACHING

DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION				
COMPONENT	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	UNSATISFACTORY
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology. Look Fors: *Stays current on new standards and expectations for students *Use terminology associated with district curriculum *Uses updated rubrics to plan for collection development *Uses LAFS and 21 st Century Library Media Skills in planning work with teachers *Plans with teachers on Florida Standards and Technology Skills	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.

Instructional Evaluation System

<p>1b: Demonstrating knowledge of the school's program and student information needs within that program</p>	<p>Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.</p>	<p>Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.</p> <p>Look Fors: *Uses LAFS and 21st Century Library Media Skills in planning for lessons *Collaborate with Technology Team, Literacy Team and Leadership Team at their school. *Uses LAFS and 21st Century Library Media Skills in planning work with teachers *Plans with teachers on Florida Standards and Media/Technology Skills *Advocates for specific content needs of students *Age appropriate strategies and lessons for students *Accommodations for ESE, ELL, 504</p>	<p>Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.</p>	<p>Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.</p>
<p>1c: Establishing goals for the library/media program appropriate to the setting and the students served</p>	<p>Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.</p>	<p>Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</p> <p>Look Fors: *Develops goals with input from colleagues *Aligns media goals to School Improvement Plan *Clear goals shared with grade level/course teachers</p>	<p>Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.</p>	<p>Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.</p>

	HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	UNSATISFACTORY
<p>1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</p>	<p>Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.</p> <p>Look Fors: *Utilizes advanced features of Destiny to include Destiny Quest and Universal Search</p>	<p>Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</p> <p>Look Fors: *Use Destiny to research/coordinate resources *Collaborates with other media specialists for interlibrary loans *Knowledge of eTools and use with students *Knowledge of district resources including World Book Web, Discovery Education.</p>	<p>Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</p>	<p>Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</p>
<p>1e: Planning the library/ media program integrated with the overall school program</p>	<p>Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.</p>	<p>Library/media specialist's plan is well designed to support both teachers and students in their information needs.</p> <p>Look Fors: *Conducts a media needs assessment of staff *Utilizes data to develop school plan *Collaborates with teachers and staff to plan media program *Communicates effectively with teachers and administration on programs for media</p>	<p>Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.</p>	<p>Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.</p>

Instructional Evaluation System

		*Plan include a variety of resources		
1f: Developing a plan to evaluate the library/media program	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. Look Fors: *Survey teachers and staff to evaluate library/media program *Survey students when appropriate to evaluate library/media program	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	UNSATISFACTORY
2a: Creating an environment of respect and rapport	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.

	of civility among students in the library.	Look Fors: *Creates an environment where students from all grade levels feel welcome to explore student literature independently and with support. *Students freely ask questions about resources and support *Media specialist responds to student questions in a caring, respectful, fair manner *Media Specialist's tone, volume, body language encourages sincerity (no sarcasm, bark or screaming) *Evidence of media specialist connection with students is genuine, not condescending *Conversations are age appropriate and culturally sensitive to students *Works with students to ensure appropriate book choice		
2b: Establishing a culture for investigation and love of literature	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature. Look Fors: *Motives and inspires students love of literature *Recognizes student achievement in reading *Encourages students to read *Conveys importance and relevance of media programs *Promotes school wide events that support literacy *Maintains high expectations for students	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.

Instructional Evaluation System

<p>2c: Establishing and - maintaining library - procedures</p>	<p>Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.</p>	<p>Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.</p> <p>Look Fors: *Orients students to resources and procedures, rules and policies of the media center *Works with teachers to ensure that students are aware of expectations of the media center *Check out procedures become routine for students *Media center organized efficiently *Media specialist multi-tasks *Emergency procedures posted *All volunteers are under the direct supervision of the media specialist *Students are productive when unsupervised *Students are on task – expectations are clear *Materials easily accessible to students and staff</p>	<p>Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.</p>	<p>Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.</p>
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<p>2d: Managing student behavior</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p> <p>Look Fors: *Creates a positive reinforcement program that rewards both individual students and classes</p>	<p>Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.</p> <p>Look Fors: *Behavior expectations posted and shared with students *Models expectations for students and staff *Media Specialist monitors and redirects as needed *Addresses each situation in a timely fashion with appropriate action *Conversations/discussion reminding students of standards for behavior *Media Specialist is alert to student behavior at all times, withness, subtle refocus, awareness of individual students *Proximity and non-verbal cues as reminders *Evidence of behavior system being used *Positive reinforcement, verbal praise</p>	<p>It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.</p>	<p>There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p>
<p>2e: Organizing physical space to enable smooth flow</p>	<p>Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.</p>	<p>Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.</p>	<p>Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.</p>	<p>Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.</p>

Instructional Evaluation System

		<p>Look Fors:</p> <ul style="list-style-type: none"> *Safety guidelines posted *Media center designed in a way that safe, accessible and easily allows for the flow of traffic *Exits clearly marked and unobstructed *All student work areas offer ease of access to learning tools *Signs and other designations display traffic patterns *Access provided for special needs of any students 		
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DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT/ DEVELOPING	UNSATISFACTORY
<p>3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</p>	<p>Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.</p>	<p>Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.</p> <p>Look Fors:</p> <ul style="list-style-type: none"> *Evaluate collection reports and uses data to update collections 	<p>Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.</p>	<p>Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.</p>

		<ul style="list-style-type: none"> *Evaluates book condition and circulation statistics to weed effectively *Forecasts classroom needs by aligning subject and genre selections all curriculum documents *Conducts faculty and student surveys to generate requests for materials 		
<p>3b: Collaborating with teachers in the design of instructional units and lessons</p>	<p>Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.</p>	<p>Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.</p> <p>Look Fors:</p> <ul style="list-style-type: none"> *Collaborates with teachers, grade level teams, and departments on the design of lesson plans *Generates inter-library loan requests to meet student and teacher needs *Collaborates with teachers on needed media resources *Frequently generates ideas for teachers for media events and lessons *Rotates among grade levels and departments to assist in plans for upcoming units across the curriculum *Provides a variety of resources including online resources to support instructional units. 	<p>Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.</p>	<p>Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.</p>

Instructional Evaluation System

<p>3c: Engaging students in enjoying literature and in learning information skills</p>	<p>Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.</p> <p>Look Fors: *Sponsors book clubs at school</p>	<p>Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.</p> <p>Look Fors: *Provides grade level appropriate orientations *Engages students and classes to create book trailers to promote books *Facilitates small group, one-on-one discussions to promote interest *Supports Sunshine State Young Readers Award and Florida Reading Association reading competitions *Implements Big 6 at the school *Provides internet safety and copyright lessons for students</p>	<p>Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.</p>	<p>Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.</p>
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<p>3d: Assisting students and teachers in the use of technology in the library/media center</p>	<p>Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.</p>	<p>Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.</p> <p>Look Fors: *Supports students and teachers with technology tools *Assists students and teachers with online resources *Models for students and then supervises students in the use of technology *Offers suggestions to students and teachers</p>	<p>Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.</p>	<p>Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.</p>
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<p>3e: Demonstrating flexibility and responsiveness</p>	<p>Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.</p> <p>Look Fors: *Provides opportunities beyond the school day for students to access media resources</p>	<p>Library/media specialist makes revisions to the library/media program when they are needed.</p> <p>Look Fors: *Facilitates the effective use of the media center and technology resources *Provides open media to allow student access</p>	<p>Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.</p>	<p>Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.</p>

<p>DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES</p>				
<p>COMPONENT</p>	<p>LEVEL OF PERFORMANCE</p>			
	<p>HIGHLY EFFECTIVE</p>	<p>EFFECTIVE</p>	<p>NEEDS IMPROVEMENT/ DEVELOPING</p>	<p>UNSATISFACTORY</p>

Instructional Evaluation System

4a: Reflecting on practice	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved. Look Fors: *Reflects on practices to improve media specialists services *Develops PDP that reflects on practices	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.
4b: Preparing and submitting reports and budgets	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time. Look Fors: *Coordinates Project 113 funds to support school needs *Maintains accurate records of collection through Destiny	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
4c: Communicating with the larger community	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.	Library/media specialist engages in outreach efforts to parents and the larger community. Look Fors: *Promotes school and community literacy events including Book Fairs, Read	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.

		Across Manatee, Literacy Week *Organizes activities for community members to support literacy		
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4d: Participating in a professional community	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Look Fors: *Participates in school professional learning communities	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.
4e: Engaging in professional development	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. Look Fors: *Facilitates professional learning at the school or district	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need. Look Fors: *Participates in district media specialist trainings *Present professional learning on copyright, instructional materials to staff	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
4f: Showing professionalism	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.

Appendix D – Student Performance Measures

In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.

Please refer to the Student Growth Ratings beginning on Page 12.

Appendix E – Summative Evaluation Forms

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

Completed by May 15th

Annual Summative Evaluation		
1.0 to 1.49 Unsatisfactory 1.5 to 2.49 Needs Improvement 2.5 to 3.49 Effective 3.5 to 4.0 Highly Effective		
1. Evaluator Comments		
Teacher Comments		
	Score	Rating
IPS Score	4.00	Highly Effective 3.50 - 4.00
Final Professional Development Plan	4.00	Highly Effective 3.50 - 4.00

Signatures