Hillsborough County
PUBLIC SCHOOLS

Educator Evaluation Handbook

Human Resources Division | Performance Evaluation Department

Board Approved April 19, 2022 | Revised July 1, 2023

Vision: Preparing Students for Life

Hillsborough County Public Schools (HCPS) promotes student achievement by helping educators excel in the classroom and learning environments. Educator effectiveness is the most influential factor to positively impact student achievement. Our goal is to promote innovative and effective teaching in every classroom and school. By supporting educators 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 will support educators' professional growth in two main ways:

1) **Job-embedded professional development**: By observing educators' instructional practice, administrators can identify areas of strength and areas for continued growth. This feedback may also be used to assist educators with professional development for their differentiated needs. Additionally, educator observation and evaluation results assist to identify districtwide and site-based gaps and needs to drive school improvement planning.

2) **Evaluation**: The evaluation of educator performance is based on multiple measures of effectiveness, including principal assessment of performance and student achievement data.

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PURPOSE OF THE EDUCATOR EVALUATION HANDBOOK

The purpose of this handbook is to outline Hillsborough County Public School's educator evaluation process. This handbook serves as a reference tool to assist educators, site-based administrators, district administrators, and other stakeholders in understanding the district's processes for observing, documenting, and evaluating instructional practice and overall educator performance.

EVALUATION COMPONENTS

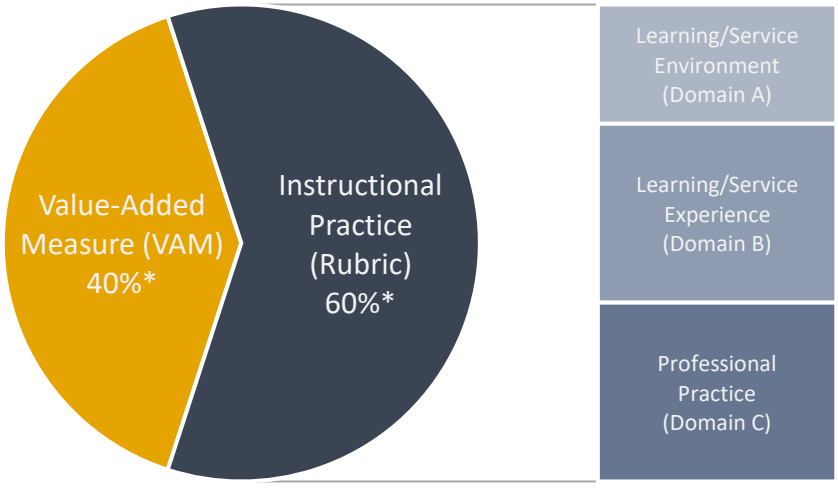
The evaluation consists of two measures used to determine an educators' overall effectiveness. Per Florida Statute 1012.34(3)(a), at least one-third of an educator's evaluation must be based on student data, and at least one-third must be based upon instructional practice. The components of the educator evaluation are listed below and explained in greater detail later in the handbook.

*Instructional Practice Evaluation: 60% of the Overall Evaluation Score**

Using the *Educator Evaluation Instrument* (rubric), principals evaluate educators based on information gathered through observations of practice, as well as other supporting elements and evidence of performance that demonstrate professional practice and responsibilities. Refer to page four (4) for more information on observations and page nine (9) for additional information on the Instructional Practice Evaluation.

*Student Achievement (Value-Added Measure): 40% of the Overall Evaluation Score**

Hillsborough County Public Schools uses a customized value-added measure (VAM) model to assess the impact of each educator upon their students' achievement. Refer to page 13 for additional information on the Value-Added Measure model.



*Student Services employees have the following Overall Evaluation Score breakdown: Instructional Practice 67%, VAM 33%.

EVALUATION INSTRUMENTS

The *Educator Evaluation Instrument* and *Student Services Professional Evaluation Instrument each* encompass the foundational ideas by which HCPS defines effective educational practice and student services. The rubrics offer descriptions of practices that, based on research and empirical evidence, have been shown to promote student learning and wellbeing. With three domains per rubric, each with two to three components of practice, these frameworks serve as guide for rating employee practice. To view the complete rubrics, refer to Appendix A on page 18 (Educator) and Appendix B on page 25 (Student Services Professional).

Educator Evaluation Instrument

Domain A: The Learning Environment	Domain B: The Learning Experience	Domain C: Professional Practice
• A1: Learning Climate • A2: Structures of the Learning Environment	• B1: Purpose for Learning • B2: Engagement in Learning • B3: Assessment of Learning	• C1: Reflection on Practice and Professional Development • C2: Commitment to the School Community • C3: Professionalism

Student Services Professional Evaluation Instrument

Domain A: The Service Environment	Domain B: The Service Experience	Domain C: Professional Practice
• A1: Service Climate • A2: Structures of the Service Environment	• B1: Purpose for Service • B2: Engagement in Service • B3: Assessment of Service	• C1: Reflection on Practice and Professional Development • C2: Commitment to the School Community • C3: Professionalism

OBSERVATIONS OF PRACTICE

Observations of educator practice are essential to the evaluation process. Observers (site-based and district-based administrators) conduct observations to gather and document evidence of effective instructional and professional practices.

Observations:

- Are unscheduled.
- Focus on components in Domain A, The Learning Environment, and Domain B, The Learning Experience, of the *Educator Evaluation Instrument*.
- Provide feedback to improve and grow practice.

Observational data are used in determining final evaluation ratings, as well as to recommend and support job-embedded professional development needs.

NOTE: Student Services employees (school counselors, school social workers, and school psychologists) do not receive observations of practice. Instead, they receive an annual, non-scored Midyear Evaluation in addition to the Final Evaluation.

Observation Process

Observations of practice are conducted so that administrators may collect evidence of educator practice in order to provide feedback and inform the evaluation.

Number of Observations

Research indicates that multiple, frequent observations provide educators with the feedback needed to hone their strengths and continue to develop their practice. Additionally, multiple data points better identify trends of practice to inform summative evaluation.

The number of observations an educator is assigned annually is determined by their Instructional Practice Evaluation Score from the previous year or as a new employee to the district. Observations are spread out through the year to provide a comprehensive picture of the educator's practice, as well as allow for opportunities to implement feedback from prior observations.

To provide added support for employees evaluated as less than effective, district content supervisors may conduct an additional observation to provide content-specific feedback.

A chart detailing required numbers of observations based on Instructional Practice Score is available on the Performance Evaluation SharePoint site.

Observation

Observations are not scheduled prior to taking place. Upon arrival in the learning environment, the observer will notify the educator that he/she is conducting an observation.

The duration of an observation is between 20 and 30 minutes (no less than 20 minutes and no more than 30 minutes). Due to the timeframe, an observation may not encompass an entire lesson or learning experience.

Post-Observation

After the observation takes place, feedback is delivered in one of two ways:

- Post-Observation Conference: The observer meets with the educator to have a collaborative, reflective conversation regarding the observation. The post-observation conference provides an opportunity for the educator to reflect on practice and for the observer to share ideas, feedback, suggestions, and follow-up supports as necessary.
    - Post-observation conferences should be held within five (5) business days of the observation, excluding emergency situations.
    - Through a collaborative conversation, the observer shares significant impressions about the observed lesson/learning experience. Both the observer and the educator are encouraged to collaboratively develop next steps for the educator to continue to enhance their practice.
    - After the conference, the observer reflects on the observation and conference notes and summarizes the discussed feedback and next steps for each of the five observed components on the appraisal form.

- Written Feedback: Following the observation, the observer reflects on the observation to provide feedback on the five components of Domains A and B of the *Educator Evaluation Instrument*.
    - The observer provides written feedback and next steps to the educator on each observed component in Domains A and B.

- The written feedback and next steps are uploaded to the educator's LTM Employee Space portfolio.

NOTE: The method of feedback, conference or written, is at the discretion of the observer and/or request of the educator, while also adhering to requirements outlined in the Required Observations document on the Performance Evaluation SharePoint site. All educators should be afforded at least one conference per year, as indicated on the posted chart.

Employee Journal

Throughout the year and after observations, educators are encouraged to utilize the provided journal function in the LTM Employee Space to share additional insights, follow up, and reflections. If the journal is marked "Public," principals will review the information during the evaluation process. (*NOTE*: The "public" option must be selected in order for the principal to be able to view a journal entry; without this selection, the entry will remain viewable only to the educator.)

INSTRUCTIONAL PRACTICE EVALUATION

Midyear Evaluation

A Midyear Evaluation is a full rating of the evaluation instrument to provide the employee with summative feedback on practice for the first semester. It is an opportunity for the employee and principal to have a discussion about the employee's performance and development goals. Midyear evaluations are not scored and do not carry a weight in the calculation of the final evaluation.

Three groups of educators receive Midyear Evaluations:

- Educators in their first year of employment with HCPS,
- Educators who were evaluated as less than effective the previous year, and
- Student Services employees (school counselors, school social workers, and school social workers).

Additionally, the principal may elect to complete a Midyear Evaluation for an educator who does not otherwise require one to document performance at the midyear point.

Educator Self-Evaluation

In early spring, educators are given the opportunity to complete a self-evaluation of their own practice using the relevant evaluation instrument. The self-evaluation is generated automatically for educators and available in LTM Employee Space. This self-evaluation provides educators the opportunity to reflect on their practice, share evidence of that practice, and advocate for themselves in regard to their performance.

Instructional Practice (Final) Evaluation

At the end of the school year, principals evaluate the performance of educators based on information gathered through observations, as well as other supporting elements and evidence of performance that demonstrate professional practice and responsibilities (probationary and annual educators recommended for non-renomination will have their evaluations completed early [mid-spring] to inform future employment status). Principals analyze the contents of educators' LTM Employee Space, such as observation feedback and ratings and added information uploaded by the educator in the LTM Journal. In addition to the data in LTM, principals consider all interactions with educators and all evidence available that would inform final evaluation ratings, including non-formalized classroom walkthroughs.

For itinerant educators assigned to multiple school sites, only the primary (Level 1) principal is required to observe and evaluate the educator. The principals of the other sites to which an educator is assigned may provide input to the evaluating principal to be considered in determining the overall evaluation ratings, but this is not required.

A final evaluation is required for any educator who earns a year of creditable service (i.e., works, or is paid for, 100 days within the school year).

Evaluation Conference & Ratings

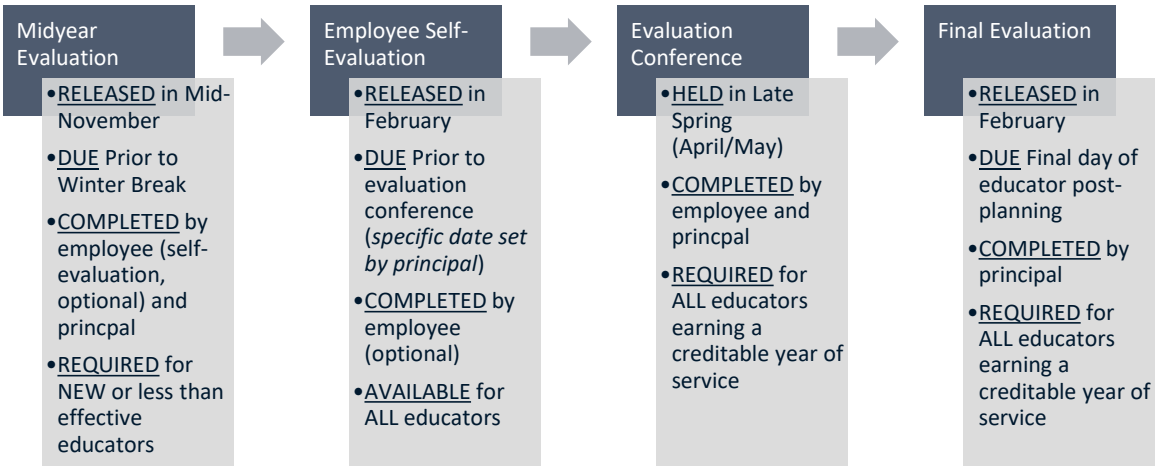
Principals and educators engage in evaluation conferences at the end of the year to discuss the evaluation ratings reflecting the educators' performance over the school year. In the evaluation conference, the principal will share with the educator specific ratings given on the relevant evaluation instrument, evidence supporting those ratings, and feedback to reinforce and enhance future practice. The educator may bring to the conference documentation supporting their practice, but this is not required.

Following the conference, evaluation ratings and feedback are uploaded to the educator's LTM Employee Space portfolio. Evaluators are required to provide written explanation for all indicators rated as "Requires Action" (RA). The educator will receive a system-generated notification email when the evaluation is viewable in LTM Employee Space. The evaluation should be posted and finalized for the educator to view electronically within 10 business days of the conference.

Once posted, the educator has the opportunity to view the appraisal in LTM Employee Space, acknowledge the evaluation, and provide a written response to the evaluation. If an educator provides a written response to the evaluation in LTM Employee Space, the response shall become a permanent attachment to his/ her personnel file.

Instructional Practice Evaluation Timeline

Evaluation due dates are set and published annually by the Human Resources Division.



Performance Ratings

Annual performance in each component is rated on a scale demonstrating the varying levels of practice: Requires Action, Progressing, Accomplished, and Exemplary.

NOTE: Components are only rated in evaluations (Self, Midyear, and Final), not observations.

Requires Action	• Educators performing at this level do not yet appear to understand the concepts underlying the components. • Educators have difficulty internalizing effective practices and need ongoing assistance and support to complete daily responsibilities.
Progressing	• Educators performing at this level appear to understand the concepts underlying the components and attempt to implement their elements, but implementation is sporadic, intermittent or otherwise not entirely or inconsistently successful.
Accomplished	• Educators performing at this level have mastered the work of their practice while still striving to improve. • They thoroughly know their content, students, and curriculum. • They have a broad repertoire of strategies and activities and can move easily to Plan B if necessary.
Exemplary	• Educators performing at this level are master educators. • Their learning environments consist of a community of learners, with students highly motivated, engaged, and assuming considerable responsibility for their own learning. • Exemplary level performance is extremely high performance, resulting from a combination of an understanding of learners, pedagogy, and content with planning, delivery and reflection.

Domain C, Professional Practice, General Guidelines

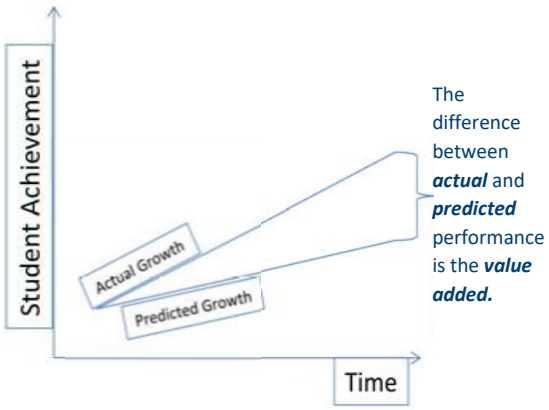
The following should be used as a guideline for evaluation of components in Domain C, Professional Practice, which is only rated on the final Instructional Practice Evaluation.

Guiding Principles:

- Focus on the rubric. The rubric, including the elements associated with each component, provides a comprehensive description of expectations regarding educators' professional responsibilities.
- Components of Domain C consider not only the number of activities or organizations in which an educator participates, but the quality of participation and incorporation of best practices.
- Evidence collected and used to rate Domain C reflect practice and activities only during the current, evaluated school year.

Because professional responsibilities are differentiated across grade levels, subjects, and schools, a checklist would be unnecessarily constraining. Principals, using the rubric as a guideline, should evaluate Domain C based on the distinguished needs of educators, as well as within their schools' and the district's contexts. The aforementioned guiding principles assist to support the expectations of educators based on multiple variables.

VALUE-ADDED MEASURES (VAM)



Per Florida Statute 1012.34(3)(a)1, at least one-third of an educator's performance evaluation must be based upon data and indicators of student performance. A value-added measure is a statistical model that uses a variety of variables to estimate the expected one-year learning growth and performance of each student. The performance *expectation estimate* is then compared to the *actual* performance of the student, as measured by relevant course and content assessments. The difference between the *expected* performance of the student and the *actual* performance of the student is the *value added* by the educator's instruction.

In order to isolate and measure an educator's impact on student achievement, the model controls for variables that are outside the educator's control, including but not limited to Exceptional Student Education (ESE) status, English language learner (ELL) status, student relative age compared to cohort, previous year's attendance, mobility, population density of residential area, and previous mathematics and reading achievement. In doing so, the educator's actual instructional impact on student growth can be extrapolated and calculated. Additionally, a student is only included in an educator's value-added calculation if that student is assigned to the educator on at least two specific benchmark dates within a semester and has all required pre- and post-measures.

VAM Type: Rostered Student VAM or Schoolwide VAM

Based on their position, an educator may have either Rostered Student VAM, Schoolwide VAM, or a combination of both (based on FTE unit assignment). For employees receiving Rostered Student VAM, their VAM is comprised of data based on the individual students to whom they are rostered (see section below for information on roster verification for VAM). Employees with Schoolwide VAM receive VAM data for all students at their school or a specific subset of students based on the educator's individual role. For example, an Elementary School Counselor receives Schoolwide VAM for all students and subject areas within the school; a Middle School Reading Coach receives Schoolwide VAM based on only reading data for all students within the school. For a comprehensive list of all instructional positions and the specific, respective VAM type, please refer to the *Evaluation and VAM Type by Position* document posted on the Performance Evaluation SharePoint site.

Roster Verification Periods

Educators who receive Rostered Student VAM are provided four opportunities to view and verify reports of their student rosters with corresponding pre- and post-measure data throughout the year. Each Roster Verification Period is announced to educators via email with directions on how to access their personalized reports on the online employee dashboard, as well as specific information on what data is available and should be verified in the report. Additionally, educators are provided with multiple handouts that explain the test data validation process/cycle, how to understand their reports, and how to determine eligibility of students. The *Test Data Validation* reports include each educator's demographic information (assigned site, position, FTE), courses for which he/she will receive value-added measures, each student assigned to those courses, and students' pre- and post-measure scores. Each student is also marked "yes" or "no" in regard to roster eligibility for each semester, indicating whether or not they are eligible to be included in VAM.

Verification Period Schedule:

Underlined items are new for the specified inquiry period.

Verification Period 1
November

- **Data to Verify:**
- Demographics [Site, Position, Course(s), FTE allocation]
- Semester 1 Student Rosters for FTE Survey 2
- **CHANGES TO SURVEY 2 DATA MUST BE MADE BY DECEMBER**

Verification Period 2
February

- **Data to Verify:**
- Demographics [Site, Position, Course(s), FTE allocation]
- Semester 1 Student Rosters for FTE Survey 2 & Survey 6
- Semester 2 Student Rosters for FTE Survey 3
- Pre-measures
- Post-measures (Semester 1)
- Pre- & Post-measures (DJJ)
- **CHANGES TO SURVEY 3 DATA MUST BE MADE BY APRIL**

Verification Period 3
August

- **Data to Verify:**
- Demographics [Site, Position, Course(s), FTE allocation]
- Semester 1 Student Rosters for FTE Survey 2 & Survey 6
- Semester 2 Rosters for FTE Survey 3 & Survey 8
- Pre-measures (all)
- Post-measures (all)
- Pre- & Post-measures (DJJ)
- **CHANGES TO SURVEY 6 & 8 DATA MUST BE MADE BY AUGUST**

Verification Period 4
September

- **Data to Verify:**
- Demographics [Site, Position, Course(s), FTE allocation]
- Semester 1 Student Rosters for FTE Survey 2 & Survey 6
- Semester 2 Student Rosters for FTE Survey 3 & Survey 8
- Pre-measures (all)
- Post-measures (all)
- Pre- & Post-measures (DJJ)
- "Star" ratings

If educators identify errors on their *Test Data Validation* reports, they are able to have the errors corrected through multiple avenues. For roster and FTE errors, educators work with their administrators and data processors to correct issues at the site. If there are data errors, educators are directed to submit an inquiry form (directions included in announcement email) to the district, which initiates an assistance process.

Employees who receive Schoolwide VAM are provided four opportunities to view and verify reports documenting their specific role (position[s], job code[s], site[s], and FTE allocation) and the specific type of Schoolwide VAM they are receiving based on their role.

Final VAM Score

The final value-added measure score is a numerical value between 0 and 40. The final VAM score for each educator is based on an average of the three (3) most recent years of data, when available. Only yearly VAM scores earned on the same evaluation instrument (e.g., *Educator Evaluation Instrument*) are included in the average for Final VAM. For educators with less than three years of data available, the available scores are averaged based on the number of years available.

Since VAM is based on actual performance of students, scores cannot be calculated until all student assessment data has been finalized and received by the district. As such, final evaluation reports are not released until the fall of the following school year, once VAM scores have been finalized and added to the Instructional Practice Evaluation Score.

OVERALL EVALUATION SCORE & FINAL RATINGS

The Overall Evaluation Score (0-100 points) is a composite of:

- **Instructional Practice Score** (0-60 points for Educators, 0-67 points for Student Services Professionals) and
- **Final VAM Score** (0-40 points for Educators, 0-33 points for Student Services Professionals).

Once an Overall Evaluation Score is calculated by adding the Instructional Practice and VAM scores, the corresponding Evaluation Level is determined (Highly Effective, Effective, Needs Improvement, or Unsatisfactory). A chart detailing the score ranges for each performance level is available on the Performance Evaluation SharePoint site.

An educator's performance is integral when planning for professional learning needs as well as for consideration in educator leader roles and administrative opportunities. Additionally, principals use evaluation system data to help drive continuous improvement efforts, such as School Improvement Plans, and to develop site-based systems of support for schools.

LAWSON TALENT MANAGEMENT (LTM)

All educator observation and evaluation forms are stored in Employee Space, also known as the electronic instructional portfolio, within Lawson Talent Management (LTM). Educators and administrators have access to the data in educators' Employee Space.

Appraisal forms (observation and evaluation forms) are stored in LTM Employee Space. LTM serves as an official digital storage location for all observation and evaluation related appraisal forms. Access to this data is secured via a log-in portal.

LTM Employee Space includes a journal function where educators may upload artifacts pertaining to their work and comments regarding observations and evaluations. All journal entries may be classified as "public" or "private" by the employee. When the entry is designated "private," access is restricted to only the person entering the information. When marked "public," the principal may review the journal entry.

Note on Public Records Requirement: State law mandates educator evaluations are public record and viewable one year following the completion of the evaluation.

EDUCATOR EVALUATION REVIEW PROCESS

If an educator believes an error was made on the Instructional Practice Evaluation, a review of the evaluation may be requested. To request a review, the educator shall complete the "Request for Review" form, available on the Performance Evaluation SharePoint site.

Requests will be reviewed by Human Resources, Performance Evaluation Department, to determine whether the educator has a reviewable issue or error in the evaluation. If there is an issue constituting review, the information will be forwarded to the Instructional Practice Evaluation Review Committee.

The Instructional Practice Evaluation Review Committee will consist of up to six individuals who are trained on the evaluation rubric(s) and system. Specifically, the committee will include:

a. Two educators selected by the Hillsborough Classroom Educators Association (HCTA)
b. Two district-level administrators (excluding principals and supervisory staff currently evaluating educators)
c. One HCTA staff representative
d. One HCPS Human Resources Performance Evaluation representative

The committee will meet as needed to review all submissions. The committee may request additional information regarding the evaluation if necessary. The committee's recommendations will be submitted to the Chief Human Resources Officer.

For updated information regarding the evaluation process, please review all resources on the Performance Evaluation SharePoint site.

APPENDIX A: EDUCATOR EVALUATION INSTRUMENT

	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
Domain A: The Learning Environment				
A1: Learning Climate	The expectation of Progressing practice is not met.	An attempt is made to create a welcoming environment. The educator is respectful of learners, and learners generally comply with the educator's directions.	The learning environment is welcoming and responsive; learners are valued and have the opportunity to be included in the learning community. Learners participate in the positive learning climate by interacting with one another.	The learning environment is welcoming and responsive; learners are valued and have the opportunity to be included in the learning community. Learners contribute to the positive learning climate by authentically interacting with and being responsive to one another.
Elements: ▪ Learner interactions with each other ▪ Educator interactions with learners ▪ Classroom/environment culture ▪ Learner willingness to share and be open ▪ Opportunities for learners to interact/share				
A2: Structures of the Learning Environment	The expectation of Progressing practice is not met.	The learning environment allows for moderate learner engagement through partially effective management of materials, resources, routines, procedures, and behavioral expectations.	The learning environment promotes learner engagement through effective management of materials, resources, routines, procedures, and behavioral expectations.	The learning environment enhances learner engagement through learner ownership in the management of materials, resources, routines, procedures, and behavioral expectations.
Elements: ▪ Management of instructional groups ▪ Management of transitions ▪ Management of routines, procedures, and non-instructional duties ▪ Management of materials and supplies ▪ Assurance of equity in management of routines, procedures, and behavior expectations ▪ Supervision of volunteers and/or paraprofessionals ▪ Behavioral expectations and standards of conduct ▪ Monitoring of behavior ▪ Response to misbehavior ▪ Reinforcement of positive behavior ▪ Safety and accessibility ▪ Arrangement of furniture and use of physical resources				

	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
Domain B: The Learning Experience				
B1: Purpose for Learning	The expectation of Progressing practice is not met.	An appropriate, standards-aligned learning purpose is established, communicated, and integrated into the learning experience. Learners are aware of the purpose for learning and learning activities.	An appropriate, standards-aligned, and rigorous learning purpose is established, communicated, and integrated into the learning experience. Learners understand the purpose for learning and learning activities. Connections are made between current and past/future learning.	Learners are invested and have ownership in the establishment, communication, and integration of an appropriate, standards-aligned, and rigorous learning purpose. Learners demonstrate understanding and make connections between current and past, future, and broader learning.

Elements:

- Knowledge of content, standards, and the structure of the discipline
- Knowledge of pedagogy
- Knowledge of prerequisite relationships
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of learners' skills, knowledge, and language proficiency
- Knowledge of learners' backgrounds, interests, and needs
- Value, sequence, and alignment of objectives
- Alignment to standards
- Appropriateness of addressed standards
- Clarity and balance of objectives
- Suitability for diverse learners
- Equity for all students
- Expectations for learning
- Explanations of content
- Use of oral and written language

	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
B2: Engagement in Learning	The expectation of Progressing practice is not met.	Learning experiences are designed and implemented for moderate learner engagement in cognitive work, aligned to standards and demonstrating some movement toward higher-level understanding.	Learning experiences are skillfully designed and implemented so that learners engage in rigorous and meaningful cognitive work, aligned to standards, and demonstrate movement toward higher-level understanding. Equity in the learning process is ensured through differentiation of learning experiences.	Learning experiences are skillfully designed and implemented so that learners engage in rigorous and meaningful cognitive work, aligned to standards, and demonstrate movement toward higher-level understanding while fostering learners' intellectual curiosity about the content. Equity in the learning process is ensured through differentiation of learning experiences. Through ownership of the learning process, learners demonstrate deep investment in the learning experience.

Elements:

- Learning activities and assignments
- Level of rigor
- Suitability and appropriateness for learners
- Equity for all learners
- Alignment with objectives, standards, and curriculum
- Instructional materials and resources
- Structure and pacing
- Activities and assignments
- Application of learning
- Grouping of learners
- Type and quality of questions/prompts
- Discussion techniques
- Learner participation
- Flexibility and responsiveness

	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
B3: Assessment of Learning	The expectation of Progressing practice is not met.	Assessment of learning is developed, aligned to appropriate standards, and utilized by the educator. Some data and evidence collected from assessments are used to gauge learner understanding and progress toward objectives. Some adjustments to instruction are made as needed. Learners are aware of the assessment process.	Assessment of learning is proficiently developed, aligned to appropriate standards, and utilized throughout the learning experiences. Data and evidence collected from assessments are used to gauge learner understanding and progress toward objectives, and adjust instruction as needed. Learners participate in the assessment process, including self-assessment and/or provision of feedback.	Assessment of learning is proficiently developed, aligned to appropriate standards, and utilized throughout the learning experiences. Data and evidence collected from assessments are used to gauge learner understanding and progress toward objectives, and adjust instruction as needed. Learners demonstrate ownership of the assessment process, including involvement in the establishment of assessment activities and/or criteria, self-assessment, and/or provision of feedback.

Elements:

- Monitoring of learning/depth of understanding
- Alignment with instructional outcomes and standards
- Suitability and appropriateness for learners
- Equity for all learners
- Criteria and standards
- Design of formative assessments
- Plan for use of assessment data
- Feedback
- Self-assessment
- Accuracy of assessment by learners

	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
Domain C: Professional Practice				
C1: Reflection on Practice and Professional Development	The expectation of Progressing practice is not met.	Reflections on practice are partially accurate and/or occur infrequently or inconsistently. Assessment of practice based on reflection is inconsistently used in conjunction with external feedback to drive continuous professional development and growth.	Accurate reflection on practice occurs frequently and consistently by examining evidence of learning. Identification of successful and/or unsuccessful practices includes evidence of learning and explanation for success, or lack thereof. Assessment of practice based on reflection is used in conjunction with external feedback to drive continuous professional development and growth.	Accurate reflection on practice occurs continuously and as an ongoing and extensive examination of formal and informal examining evidence of learning. Identification of successful and unsuccessful practices includes evidence of learning and explanation for success, or lack thereof. Assessment of practice based on reflection, data from multiple sources, and external feedback is used to determine continuous professional development and growth. Professional development and support is delivered to colleagues based on expressed needs.

Elements:

- Accuracy of reflection
- Use of data and other evidence of learning
- Use in future practice
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Services to the profession
- Initiative to develop professionally
- Attendance of professional development opportunities
- Application of professional learning
- Sharing of professional learning

	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
C2: Commitment to the School Community	The expectation of Progressing practice is not met.	A commitment to learners and the school community is inconsistently demonstrated through basic communication to, collaboration with, and support of learners, stakeholders, and community.	A commitment to learners and the school community is evident through consistent communication to, collaboration with, and support of learners, stakeholders, and community.	A commitment to learners and the school community is evident through consistent two-way communication to, collaboration with, and support of learners, stakeholders, and the community. The educator creates opportunities for learners to demonstrate a commitment to the school, as evidenced by participation in school/district initiatives, contribution of ideas that encourage family/stakeholder engagement, and facilitation of communication.

Elements:

- Communication with stakeholders/families
- Communication of information about programs
- Communication of information about learners
- Engagement of stakeholders/families
- Collaboration with colleagues
- Engagement in Professional Learning Communities (PLCs)
- Service to the school and learners
- Promotion of high expectations for learners
- Advocacy
- Support of school initiatives and district programs

	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
C3: Professionalism	The expectation of Progressing practice is not met.	Professional standards of conduct and compliance are upheld and demonstrated in practice inconsistently or at a basic level.	Professional standards of conduct and compliance are consistently upheld and demonstrated in all areas of practice at the highest level.	Significant evidence demonstrates that the educator serves as a model of professionalism for colleagues.
Elements: ▪ Integrity and ethical conduct ▪ Logical thinking and making practical decisions ▪ Attendance and punctuality ▪ Professional attire/dress ▪ Compliance with school and district regulations ▪ Adherence to school and district policies and procedures ▪ Maintenance of records ▪ Respect for and relationships with others				

APPENDIX B: STUDENT SERVICES PROFESSIONAL EVALUATION INSTRUMENT

	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
Domain A: The Service Environment				
A1: Service Climate	The expectation of Progressing practice is not met.	An attempt is made to create a welcoming service environment. The student services professional is respectful of stakeholders, and stakeholders generally comply with directions.	The service environment is welcoming and responsive; stakeholders are valued and have the opportunity to be included in the service community. Stakeholders participate in the positive climate by interacting with one another.	The service environment is welcoming and responsive; stakeholders are valued and have the opportunity to be included in the service community. Stakeholders contribute to the positive climate by authentically interacting with and being responsive to one another.
	Elements:			
	School Counselor: ▪ Stakeholder interactions with each other ▪ Student services professional interactions with stakeholders ▪ Environmental culture ▪ Stakeholder willingness to share and be open ▪ Opportunities for stakeholders to interact/share	School Psychologist: ▪ Stakeholder interactions with each other ▪ Student services professional interactions with stakeholders ▪ Environmental culture ▪ Stakeholder willingness to share and be open ▪ Opportunities for stakeholders to interact/share	School Social Worker: ▪ Stakeholder interactions with each other ▪ Student services professional interactions with stakeholders ▪ Environmental culture ▪ Stakeholder willingness to share and be open ▪ Opportunities for stakeholders to interact/share	

	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
A2: Structures of the Service Environment	The expectation of Progressing practice is not met.	The service environment allows for moderate stakeholder engagement in services through partially effective management of materials, resources, routines, procedures, and behavioral expectations.	The service environment promotes stakeholder engagement in services through effective management of materials, resources, routines, procedures, and behavioral expectations.	The service environment enhances stakeholder engagement in services through stakeholder ownership in the management of materials, resources, routines, procedures, and behavioral expectations.
	Elements:			
	School Counselor: ▪ Management of stakeholders/groups receiving service ▪ Management of transitions ▪ Management of routines, procedures, and role-specific duties ▪ Management of materials and supplies ▪ Assurance of equity in management of routines, procedures, and behavior expectations ▪ Behavioral expectations and standards of conduct ▪ Monitoring of behavior ▪ Response to misbehavior ▪ Reinforcement of positive behavior ▪ Safety and accessibility ▪ Arrangement of furniture and use of physical resources	School Psychologist: ▪ Management of stakeholders/groups receiving service ▪ Management of transitions ▪ Management of routines, procedures, and role-specific duties ▪ Management of materials and supplies ▪ Assurance of equity in management of routines, procedures, and behavior expectations ▪ Behavioral expectations and standards of conduct ▪ Monitoring of behavior ▪ Response to misbehavior ▪ Reinforcement of positive behavior ▪ Safety and accessibility ▪ Arrangement of furniture and use of physical resources	School Social Worker: ▪ Management of stakeholders/groups receiving service ▪ Management of transitions ▪ Management of routines, procedures, and role-specific duties ▪ Management of materials and supplies ▪ Assurance of equity in management of routines, procedures, and behavior expectations ▪ Behavioral expectations and standards of conduct ▪ Monitoring of behavior ▪ Response to misbehavior ▪ Reinforcement of positive behavior ▪ Safety and accessibility ▪ Arrangement of furniture and use of physical resources	

	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
Domain B: The Service Experience				
B1: Purpose for Service	The expectation of Progressing practice is not met.	Demonstrating a basic knowledge of the practice and stakeholders, analysis of data is used in a collaborative problem-solving framework to establish, communicate, and develop stakeholder understanding of a purpose and plan for intervention supports and services that align with school, district, and state goals and mandates.	Using a collaborative problem-solving framework, analysis of multiple sources of data, and a thorough knowledge of the practice and stakeholders, the student services professional establishes, communicates, and develops stakeholder understanding of a purpose and plan for intervention supports and services that align with school, district, and state goals and mandates.	The student services professional uses an extensive knowledge of the practice and stakeholders and highly skilled analysis of multiple sources of data to engage stakeholders in the use of a collaborative problem-solving framework. Stakeholders are invested in and have ownership of the establishment, communication, and understanding of a purpose and plan for intervention supports and services that align with school, district, and state goals and mandates.
	Elements:			
	School Counselor: ▪ Knowledge and use of the American School Counselor Association (ASCA) National Model ▪ Knowledge of data across school counselor domains (academic development, personal/social development, college and career readiness)	School Psychologist: ▪ Knowledge and use of the National Association of School Psychologist (NASP) Ethical Standards for Professional Practice ▪ Knowledge of mental health data at national, state, district, and school levels	School Social Worker: ▪ Knowledge and use of the National Association of Social Workers (NASW) Code of Ethics ▪ Knowledge of mental health data at national, state, district, and school levels	

	▪ Knowledge of child and adolescent development ▪ Knowledge of multi-cultural competencies, skills, interests and needs ▪ Knowledge of counseling techniques and strategies ▪ Knowledge of schoolwide academic/behavioral data and SIP goals ▪ Communication and collaboration with stakeholders	▪ Knowledge of schoolwide academic/behavioral data and SIP goals ▪ Knowledge of interventions that promote academic/ social emotional/behavioral learning ▪ Adherence to Florida standards and professional practice obligations ▪ Communication and collaboration with stakeholders	▪ Knowledge of schoolwide academic/behavioral data and SIP goals ▪ Advocacy for students and families ▪ Participation in the problem-solving process ▪ Utilization of Community Resource Map ▪ Utilization of district technology and platforms ▪ Goal setting related to student discipline and aligned with student abilities ▪ Communication and collaboration with stakeholders	
	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
B2: Engagement in Service	The expectation of Progressing practice is not met.	The student services professional collaborates with stakeholders to implement instruction and intervention services with some use of evidence-based practices within a basic framework to support the academic, social, emotional, and behavioral success of learners.	The student services professional collaborates at the individual, family, group, and systems level to implement effective instruction and intervention services, employing evidence-based practices within a multi-tiered framework to support the academic, social, emotional, and behavioral success of all learners.	The student services professional engages stakeholders and promotes their ownership at the individual, family, group, and systems level to implement highly effective instruction and intervention services. Evidence-based and innovative practices are skillfully embedded within a multi-tiered framework to ensure the academic, social, emotional, and behavioral success of all learners.

	Elements:			
	School Counselor: ▪ Knowledge of adolescent and child development ▪ Knowledge of school population being served ▪ Collaboration with administrators, educators, and other stakeholders to meet the unique needs of the student population ▪ Engagement in school-wide activities and community-based programs ▪ Response to the individual or unique needs of the student ▪ Resources to extend knowledge of content and program expectations ▪ Implementation of a program that embeds diversity and inclusivity for all learners ▪ Collaborative planning with student services staff and stakeholders ▪ Commitment and participation in the development of student's plan for success Flexibility and responsiveness	School Psychologist: ▪ Knowledge of adolescent and child development ▪ Knowledge of school population being served ▪ Collaboration with administrators, educators, and other stakeholders to meet the unique needs of the student population ▪ Provision of a continuum of developmentally appropriate and targeted interventions ▪ Advocation for the use of reliable and valid assessments and interventions ▪ Collaborations with appropriate stakeholders to facilitate safety and prevention services during a school crisis Flexibility and responsiveness	School Social Worker: ▪ Knowledge of adolescent and child development ▪ Knowledge of school population being served ▪ Knowledge of change process ▪ Knowledge of interventions and strategies ▪ Collaboration with administrators, educators, and other stakeholders to meet the unique needs of the student population ▪ Informed consent ▪ Release of information ▪ Code Ethics, HIPPA/FERPA ▪ Accurate recording keeping in district systems ▪ Community involvement within the educational setting ▪ Communication with families, case conferences ▪ Promotion of self-determination (person in environment)—micro, macro, mezzo Flexibility and responsiveness	
	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
B3: Assessment of Service	The expectation of Progressing practice is not met.	The student services professional collects and uses data to monitor learner social and emotional wellbeing.	The student services professional collects, analyzes, and uses data to monitor learner progress and evaluate the effectiveness of services.	The student services professional collects, analyzes, evaluates, and uses data to monitor learner progress and evaluate the

		Data is shared in a basic way with learners, families, stakeholders, and administrators to promote awareness and inform future practice.	Data is shared in a relevant and understandable way with learners, families, stakeholders, and administrators to guide future practice and supports.	effectiveness of services. In collaboration with and as promoted by the student services professional, learners, families, stakeholders, and administrators are engaged with and have ownership of the data in a way that drives future practice and supports.
	Elements:			
	School Counselor: ▪ Progress monitoring using appropriate forms of data collection ▪ Alignment of outcomes for service delivery ▪ Plan for use of assessment data ▪ Use of assessment data ▪ Feedback ▪ Stakeholder self-assessment ▪ Informing stakeholders of students' progress and/or needs ▪ Adherence to procedures and practices that protect student confidentiality ▪ Promotion and advocacy of student services	School Psychologist: ▪ Use of psychological instruments to evaluate students ▪ Knowledge of the proper usage of instruments ▪ Communication of school psychologist role within the team process ▪ Analysis of program evaluation data at the individual, group, and system levels ▪ Informing stakeholders of students' progress and/or needs ▪ Adherence to procedures and practices that protect student confidentiality ▪ Promotion and advocacy of student services	School Social Worker: ▪ Relevancy of social developmental histories ▪ Use of functional behavior assessments ▪ Use of mental health data ▪ Procedures of assessing services ▪ Providing appropriate referrals ▪ Knowledge of best practices in social work and education ▪ Knowledge of school, community, and family cultures. ▪ Crisis intervention services/supports ▪ Informing stakeholders of students' progress and/or needs ▪ Adherence to procedures and practices that protect student confidentiality ▪ Promotion and advocacy of student services	

	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
Domain C: Professional Practice				
C1: Reflection on Practice and Professional Development	The expectation of Progressing practice is not met.	Reflections on practice are partially accurate and/or occur infrequently or inconsistently. Assessment of practice based on reflection is inconsistently used in conjunction with external feedback to drive continuous professional development and growth.	Accurate reflection on practice occurs frequently and consistently by examining evidence of learning. Identification of successful and/or unsuccessful practices includes specific evidence and explanation for success, or lack thereof. Assessment of practice based on reflection is used in conjunction with external feedback to drive continuous professional development and growth.	Accurate reflection on practice occurs continuously and as an ongoing and extensive examination of formal and informal evidence. Identification of successful and unsuccessful practices includes specific evidence and explanation for success, or lack thereof. Assessment of practice based on reflection, data from multiple sources, and external feedback is used to determine continuous professional development and growth. Professional development and support are delivered to colleagues based on expressed needs.
	Elements:			
	School Counselor: ▪ Accuracy of reflection ▪ Use of data and other evidence ▪ Use in future practice ▪ Enhancement of content knowledge and skill	School Psychologist: ▪ Accuracy of reflection ▪ Use of data and other evidence ▪ Use in future practice ▪ Enhancement of content knowledge and skill	School Social Worker: ▪ Accuracy of reflection ▪ Use of data and other evidence ▪ Use in future practice ▪ Enhancement of content knowledge and skill	

	▪ Receptivity to feedback from colleagues ▪ Services to the profession ▪ Initiative to develop professionally ▪ Attendance of professional development opportunities ▪ Application of professional learning ▪ Sharing of professional learning	▪ Receptivity to feedback from colleagues ▪ Services to the profession ▪ Initiative to develop professionally ▪ Attendance of professional development opportunities ▪ Application of professional learning ▪ Sharing of professional learning	▪ Receptivity to feedback from colleagues ▪ Services to the profession ▪ Initiative to develop professionally ▪ Attendance of professional development opportunities ▪ Application of professional learning ▪ Sharing of professional learning	
	Performance Rating			
	Requires Action (0 points)	**Progressing** (2.5 points)	**Accomplished** (5 points)	**Exemplary** (7.5 points)
C2: Commitment to the School Community	The expectation of Progressing practice is not met.	A commitment to learners and the school community is inconsistently demonstrated through basic communication to, collaboration with, and support of learners, stakeholders, and community.	A commitment to learners and the school community is evident through consistent communication to, collaboration with, and support of learners, stakeholders, and community.	A commitment to learners and the school community is evident through consistent two-way communication to, collaboration with, and support of learners, stakeholders, and the community. The student services professional creates opportunities for learners to demonstrate a commitment to the school, as evidenced by participation in school/district initiatives, contribution of ideas that encourage family and stakeholder engagement, and facilitation of communication.

<table>
<tr><td></td><td colspan="4">Elements:</td></tr>
<tr><td></td><td>School Counselor:
Communication with stakeholders/families
Communication of information about programs
Communication of information about learners
Engagement of stakeholders/families
Collaboration with colleagues
Engagement in Professional Learning Communities (PLCs)
Service to the school and learners
Promotion of high expectations for learners
Advocacy
Support of school initiatives and district programs</td><td colspan="2">School Psychologist:
Communication with stakeholders/families
Communication of information about programs
Communication of information about learners
Engagement of stakeholders/families
Collaboration with colleagues
Engagement in Professional Learning Communities (PLCs)
Service to the school and learners
Promotion of high expectations for learners
Advocacy
Support of school initiatives and district programs</td><td>School Social Worker:
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Communication of information about programs
Communication of information about learners
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	▪ Adherence to school and district policies and procedures ▪ Maintenance of records ▪ Respect for and relationships with others ▪ Confidentiality	▪ Adherence to school and district policies and procedures ▪ Maintenance of records ▪ Respect for and relationships with others ▪ Confidentiality	▪ Adherence to school and district policies and procedures ▪ Maintenance of records ▪ Respect for and relationships with others ▪ Confidentiality