



**POLK COUNTY**  
**PUBLIC SCHOOLS**  
STUDENTS FIRST

**2019-2020**

# Instructional Evaluation System



Tentative Agreement  
June 24, 2019  
Teacher Collective Bargaining  
Agreement  
Appendix M – Instructional  
Evaluation Manual  
Updated 9/16/2019

Rule 6A-5.030  
Form IEST-2015  
Effective Date: July 2019

Polk County School District

Superintendent Jacqueline Byrd



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## Overview

### Florida Statute 1012.34(3)(a)1:

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

### Total Evaluation Component:

Component	Instructional Personnel with Three Metrics	Library Media Specialists	Point Range
1. Performance of Students	33.33%	33.33%	1-4
2. Instructional Practice	61.67%	51.67%	1-4
3. Self-Evaluation	5.00%	5.00%	1 or 4
4. Essential Tasks		10.00%	1-4

### Final Overall Rating:

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

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

## Performance of Students/Student Learning Data (SLD)

General Explanation:

Instructional personnel fall into one of two categories:

- Category A: Instructional personnel with a state-calculated VAM score
- Category B: Instructional personnel and Non-Classroom personnel without a state-calculated VAM score must complete a Student Achievement Objective (SAO)

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

### Instructional Personnel Categories

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

*For teachers opting to receive a state VAM, the FLDOE-provided Value Added Model (VAM) score will be used for teachers of courses included in the model (see Appendix A for a list of*

courses for which the FLDOE will calculate a VAM score). A 3-year aggregate VAM score will be used where available; where not available, a 2-year or 1-year VAM score will be used.

Instructional Personnel, Category B: District Calculated Student Learning Data  
 For instructional personnel with individual student assignments other than those incorporated in the state’s VAM calculations, the most closely related data source will be **from the teacher’s Student Achievement Objective (SAO)**

### Calculating SLD Points

Table: Student Learning Data Points	
SLD Points	Rating
4.00	Highly Effective
3.00	Effective
2.00	Needs Improvement/Developing
1.00	Unsatisfactory

### Instructional Personnel SAO Summative Rating Rubric

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

<b>Teacher Ratings:</b> Based on the results of the learning (program/support) goal, assessments (tools for measuring outcomes), and targets of this SAO, a teacher rating is noted below.			
<input type="checkbox"/> <b>Unsatisfactory</b> ≤ 40.99% of the learning targets achieved	<input type="checkbox"/> <b>Needs Improvement/Developing</b> 41.00%-59.99% of the learning targets achieved	<input type="checkbox"/> <b>Effective</b> 60.00%-89.99% of the learning targets achieved	<input type="checkbox"/> <b>Highly Effective</b> 90.00%-100.00% of the learning targets achieved
Administrator comments:			
<u>Date</u>	<u>Administrator Signature</u>		
<u>Date</u>	<u>Teacher Signature</u> (the signature does not necessarily indicate agreement with the rating)		

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

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

Category I employees will be given a mid-year evaluation using student progress monitoring. The employee will select formative assessments aligned to state standards or benchmarks for the associated course or job position. Employees should be prepared to bring evidence, of one

to three examples of data, to the mid-year meeting to discuss. If the employee participates in the SAO process, the employee will use one of the identified data sources in their SAO.

## Students Included in the Calculation

### State VAM Data

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

### Instructional Practice

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

### Calculation

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

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

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

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

Example:

Emma receives the following average evaluation scores for each indicator:

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

Her overall average is calculated as follows:

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

Or, in Emma's example:

$$\frac{(2.14+2.57+3.43+1.88+3.14+2.63+2.67+3.25+3.33+2.50+2.29+2.50+3.75+2.00+3.50+2.50+2.57)}{17}$$

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

### Use of Contemporary Research - Evidence-Based Practices

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

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

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

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

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

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



## Observation Implementation Practices and Observation Instruments

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

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

### Non-Observables

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

### Non-Classroom Instructional Process

The principal/director must meet with the Instructor at the beginning of the year to set out course/program goals, targets, and objectives for the year. The Instructor must complete their self-evaluation and set their SAO goal during the first nine weeks. There is then a mid-year meeting to review and discuss the EPC ratings and the SAO targets. Then there is a final meeting during Stage 1 where the SAO has been finalized and the EPCs are finalized.

### Classroom Teacher Observation Process

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

See the chart on page 10 for the length of each observation and number of each observation type depending on the type of teacher being observed.

The formal observation consists of an observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a pre-conference and post-conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision-making process and help evaluators clarify expectations. Both the

planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following the observation). The planning or pre-conference provides an opportunity for the teacher and the evaluator to talk about the lesson prior to the formal observation. During this time, the teacher and observer use the Pre-/Post-Conference Guide as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided. The post-conference provides an opportunity for the teacher and the evaluator to reflect on the lesson, clarify expectations and plan forward using the Pre-/Post-Conference Guide for reflection and feedback.

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

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

All observation processes may give attention to two types of behavioral evidence, teacher evidence, and student evidence. Teacher evidence is based on thin slices of behavior that are notable teaching moves that can be observed in a classroom. Teacher evidence is specific observable behaviors in which teachers engage when using particular instructional strategies. Student evidence is specific observable behaviors in which students engage in response to the teacher's use of particular instructional strategies. The frequency of formal observations, informal observations and walkthroughs that is expected in the District for Category I, Category II, and teachers on a PDP is delineated below.

## Observation Timing Chart

Teacher Status	Formal Observations <u>Full Class Period or 60 minutes whichever is less</u>	Informal Observations <u>No less than 20 Minutes</u>	Walkthroughs <u>No less than 10 Minutes</u>
<b>Category I (New Teacher)</b>	<ul style="list-style-type: none"> <li>• 1 Minimum per semester</li> <li>• Pre-/Post-Conference required within five (5) days of the scheduled observation</li> <li>• Additional optional</li> <li>• Conduct an Informal required prior to a Formal</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Minimum per semester</li> <li>• Number varied based on need</li> <li>• Feedback Required within five (5) days of the scheduled observation</li> <li>• Completion of at least 2 walkthroughs prior to conducting an Informal</li> </ul>	<ul style="list-style-type: none"> <li>• 2 minimum every 45 days for each of the first 3 quarters only.</li> <li>• Feedback desired if Highly Effective or Effective</li> <li>• Feedback required if Needs Improvement/ Developing or Unsatisfactory</li> </ul>
<b>Category II</b>	<ul style="list-style-type: none"> <li>• 1 Minimum annually</li> <li>• Additional optional</li> <li>• Pre-Conference optional within five (5) days of the scheduled observation</li> <li>• Post Conference required within five (5) days of the scheduled observation</li> <li>• Conducting an Informal is required prior to a Formal</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Minimum annually</li> <li>• Number varied based on need</li> <li>• Feedback Required within five (5) days of the scheduled observation</li> <li>• Completion of at least 1 walkthrough prior to conducting an Informal</li> </ul>	<ul style="list-style-type: none"> <li>• 1 minimum every 45 days for each of the first 3 quarters only.</li> <li>• Feedback desired if Highly Effective or Effective</li> <li>• Feedback required if Needs Improvement/ Developing or Unsatisfactory</li> </ul>
<b>PDP Teacher See Appendix G</b>	<ul style="list-style-type: none"> <li>• 1 Minimum every 90 days while engaged in PDP process</li> <li>• Pre-/Post-Conference required within five (5) days of the scheduled observation</li> <li>• Conduct an Informal required prior to a Formal</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Minimum every 90 days while engaged in PDP process</li> <li>• Feedback Required within five (5) days of the scheduled observation</li> <li>• Completion of at least 2 walkthroughs prior to conducting an Informal</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Minimum every 90 days while engaged in PDP process</li> <li>• Feedback required</li> </ul>

## Other Indicators of Performance

### Self-Evaluation Process

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

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

### Additional Requirements

#### Roster Verification Tool

All teachers will have the opportunity to verify their rosters twice annually, using the electronic Roster Verification Tool. It is the responsibility of the classroom teacher to ensure that the rosters signed off on during this process are an accurate reflection of the students they were teaching.

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

#### Evaluation by the Supervisor

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

#### Input into Evaluation by Trained Personnel other than the Supervisor

District or school support staff that work with a teacher concerning professional development and learning may provide feedback as it pertains to the teacher in a supportive or developmental role. That feedback from school or District support staff **may not be** provided as a part of the performance evaluation of the teacher. Only the evaluating administrator may

provide evaluative feedback to the teacher. It is possible that input could be provided by District level staff pertaining to the evaluation procedure as it would be related to a formal Professional Development Plan process or another disciplinary process as outlined in the Teacher Collective Bargaining Agreement or delineated in Florida Statute.

### **Administrator Evaluation Calibration/Professional Development Guidelines**

New administrators must be trained prior to conducting observations.

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

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

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

### **Continuous Professional Improvement**

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

As an element in Polk County's continuous professional improvement process for teachers, teachers and administrators create an on-going professional dialogue through the use of common language, feedback loops, pre/post observation conferences, and data chats designed to create a differentiated professional growth plan; individualized for each teacher and focused on the improvement of student learning experiences and student engagement practices.

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

- On-going professional dialogue between teachers and administrators through the use of common language, feedback loops, pre/post observation conferences, and data chats that support a professional growth experience individualized for each teacher.

### **Evaluation Processes for Category I Teachers**

- ✓ Teacher Induction Program Seminar (TIPS) Participation
- ✓ Orientation and Professional Development related to Teacher Evaluation System Processes, PEC, ACE, or EPI as appropriate
- ✓ Planning Session with Administrator to discuss/review:
  - School Improvement Plan Goals-Strategies-Outcomes
  - Evidence-Based Practices
  - Plans for observations, Self-Evaluation, evaluation processes, etc.
  - Measuring Student Academic Performance Learning Data Source

- Discuss professional goal (if appropriate) and Student Learning Outcome goal
- Other topics of interest to the teacher and/or administrator
- ✓ Completed self-evaluation related to EPC Rubrics within 45 days of student contact
- ✓ Complete the required number, requirements and types of observations. See chart on page 10.
- ✓ Interim Performance Evaluation Conference includes:
  - Review ratings for each EPC
  - A review of Student Learning Data Source
- ✓ Stage 1 Evaluation Conference
  - Discussion of observation data and Stage 1 points and summary ratings for each of the Instructional Practice Components.
  - Student Learning Data Points
  - Reflection and feedback
  - All data gathered for evaluative purposes will be shared in an immediate and collegial manner
  - Upon completion of the Stage 1 Evaluation Conference, two copies of the evaluation will be printed, signed, and dated by the administrator and teacher with the original going to the teacher.
- ✓ Stage 2 Evaluation Conference (for teachers choosing state VAM)
  - Review observation data and Stage 1 Evaluation points and summary ratings for each of the Instructional Practice Components
  - Student Learning Data Points
  - Reflection and feedback
  - All data gathered for evaluative purposes will be shared in an immediate and collegial manner
  - Upon completion of the Stage 2 Evaluation Conference, two copies of the evaluation will be printed, signed, and dated by the administrator and teacher with the original going to the teacher.

### Evaluation Processes for Category II Teachers

- ✓ Orientation and Professional Development related to Teacher Evaluation System Processes
- ✓ Planning Session with Administrator to discuss/review:
  - School Improvement Plan Goals-Strategies-Outcomes
  - Evidence-Based Practices
  - Discuss professional goal (if appropriate) and Student Learning Outcome goal
  - Plans for observations, Self-Evaluation, evaluation processes, etc.
  - Measuring Student Academic Performance Learning Data Source
  - Other topics of interest to the teacher and/or administrator
- ✓ Completed self-evaluation related to EPC Rubrics within 45 days of student contact
- ✓ Complete the required number, requirements and types of observations. See chart on page 10.
- ✓ Stage 1 Evaluation Conference
  - Discussion of observation data, Stage 1 points, and summary ratings for each of the Instructional Practice Components
  - Student Learning Data Points
  - Reflection and feedback

- All data gathered for evaluative purposes will be shared in an immediate and collegial manner
- Upon completion of the Stage 1 Evaluation Conference, two copies of the evaluation will be printed, signed, and dated by the administrator and teacher with the original going to the teacher.
- ✓ Stage 2 Evaluation Conference
  - Review observation data, and Stage 1 points and summary ratings for each of the Instructional Practice Components
  - Student Learning Data Points
  - Reflection and feedback
  - All data gathered for evaluative purposes will be shared in an immediate and collegial manner
  - Upon completion of the Stage 2 Evaluation Conference, two copies of the evaluation will be printed, signed, and dated by the administrator and teacher with the original going to the teacher.

### Special Processes as Applicable to a Teacher's Needs

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

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

### Mechanisms for Parental Input

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

- Parental phone calls
- Letters, notes, e-mail, etc.
- Face to face conferences
- Information gathered as a part of parental input focus meetings
- Survey data gathered by the teacher
- Survey data gathered by the school
- Data gathered using a District Parent Feedback Form
- Other formal and informal interactions with parents

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

### Teaching Fields Requiring Special Procedures

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

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

### Peer Review Option

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

## District Self-Monitoring

### Requirements for Consistency in Evaluator Rating Processes

In order to ensure consistency among school evaluators pertaining to rating processes applied to the evidence-based practices derived from contemporary research, it is essential that the uniform set of rubrics be used to determine those ratings. These practices are organized in a framework that provides a common language to ensure a focused effort to improve learning, for both students and the adults in our school system. The framework includes multiple Domains, made up of multiple EPCs and multiple descriptors within each EPC. This framework also provides information pertaining to the relationship of the EPCs to the Florida Educator Accomplished Practices and the Marzano Evaluation Model. The framework includes the identification of possible data sources that may be used as evidence for potential ratings as well. The evaluator must use the set of rubrics delineated in the framework when determining the presence and quality of teacher practices consistent with contemporary research in order to assign a fair and equitable rating for each of the EPCs. In essence, ratings for the EPCs must be based on credible data examined through observations, conversations, other possible sources of evidence, and a variety of other means that occur throughout the entire school year. There is **no** expectation or requirement that a portfolio is developed and submitted to the administrator.



## Alignment and Support of District and School Improvement Plans

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

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

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

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

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

- *The District Mission and Strategic Plan Goals*
- *Strategic Plan Strategies and Action Plan/Benchmarks*
- *The School Improvement Planning Process (SIP)*
- *Leadership for Educational Achievement and Development (LEAD)*
- *District Master In-Service Plan (MIP)*
- *Teacher and Administrator Evaluation Systems*

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

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

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

### **Annual Review of the Teacher Instructional Personnel Evaluation System**

The District's Teacher Evaluation System will be reviewed annually by the Teacher Evaluation Advisory Committee (TEAC). Specified membership on the TEAC will be described in Article 15 of the District's Teacher Collective Bargaining Agreement. The committee shall consist of 20 members (10 appointed by the Superintendent and 10 appointed by the PEA president). The district's negotiator and PEA president serve as ex-officio members of the committee. The committee shall include at a minimum, one a representative from elementary, middle school, high school, and alternative education. Elements examined by the TEAC will be determined by data availability over time.

The TEAC members will meet a minimum of two times annually and make recommendations to the Superintendent or as determined through collective bargaining processes and will make recommendations for system changes by July 1. Certain adjustments in system processes that pertain to student performance measures applicable to teacher evaluation may need to be made during the initial year of implementation due to unknown factors related to the stability and reliability of student achievement data. TEAC may make related recommendations pertaining to system processes if that occurs. Any changes in system processes during any year will be submitted to the FDOE for review and approval.

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

## Appendix A: Florida VAM Course List

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

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

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

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

## Appendix B: Observation Rubrics

### Classroom Teacher Observation Rubric

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

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

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



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

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

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

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

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

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

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

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



EPC: 3a. Creating an Environment of Respect and Rapport	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<b>EPC Domain 3: The Learning Environment</b>				
	<p><b>Little or no evidence exists</b> that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions exhibit a <b>lack of</b> sensitivity, responsiveness, regard, and consideration.</p>	<p><b>Partial evidence exists</b> that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions <b>seldom</b> exhibit sensitivity, responsiveness, regard, and consideration.</p>	<p><b>Adequate evidence exists</b> that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions <b>often</b> exhibit sensitivity, responsiveness, regard, and consideration between teacher and students.</p>	<p><b>Significant and varied</b> evidence exists that the teacher has created a climate of openness, respect and rapport in the classroom.</p> <p>Classroom interactions exhibit <b>embedded</b> sensitivity, responsiveness, regard, and consideration between the teacher and students. Interactions among students are characteristically considerate.</p>
<p><b>Florida Educator Accomplished Practices:</b> The Learning Environment Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement</p>	<p><b>Possible evidence may include sources such as:</b> Observation, Administrative conversations with the teacher, classroom discipline plan, discipline referral data.</p>			

EPC: 3b. Establishing a Culture for Learning	Performance Rating			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	EPC Domain 3: The Learning Environment			
	<p><b>Little or no</b> evidence exists that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications <b>lack</b> evidence of high expectations for learning. Lessons are characterized by a lack of specific and appropriate feedback.</p>	<p><b>Partial evidence exists</b> that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications reveal <b>inconsistent</b> evidence of high expectations for learning. Lessons are characterized by the inconsistent use of specific and appropriate feedback.</p>	<p><b>Adequate evidence exists</b> that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications <b>often</b> show evidence of high expectations for learning. Lessons are characterized by the use of specific and appropriate feedback.</p>	<p><b>Significant and varied evidence exists</b> that the teacher engages students in a positive and supportive manner.</p> <p>Oral and written communications show <b>consistent</b> evidence of high expectations for learning. Specific and appropriate feedback is embedded throughout lessons.</p>
<p><b>Florida Educator Accomplished Practices:</b>  The Learning Environment  Instructional Delivery and Facilitation  Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement</p>	<p><b>Possible evidence may include sources such as:</b>  Observation, administrative conversations with the teacher, use of appropriate researched-based best practices (i.e. CRISS, Kagan, LFS, etc.), student learning maps, and exemplary student work samples.</p>			

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

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

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

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

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

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



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

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

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

## Library/Media Specialists Essential Tasks

<b>1. QUARTERLY TRAINING - In the event you miss a training, an alternative experience must be documented before the next training date or no PD points will be awarded.</b>	
<input type="checkbox"/> 1 <sup>st</sup> Quarter Training	<b>September 20, 2019</b>
<input type="checkbox"/> 2 <sup>nd</sup> Quarter Training	<b>November 19, 2019</b>
<input type="checkbox"/> 3 <sup>rd</sup> Quarter Training	<b>February 12, 2020</b>
<input type="checkbox"/> 4 <sup>th</sup> Quarter Training	<b>April 3, 2020</b>

<b>2. DESTINY SITE ADMINISTRATION</b>	
<input type="checkbox"/> Set up Homerooms & Confirm Principal Information	<b>August 30, 2019</b>
<input type="checkbox"/> Update/Verify Destiny Library and Resource Notifications	<b>August 30, 2019</b>
<input type="checkbox"/> Update Patron Types if different from Destiny Defaults	<b>August 30, 2019</b>
<input type="checkbox"/> One Search and Universal Search Setup	<b>August 30, 2019</b>
<input type="checkbox"/> Submit Access Level Change Requests	<b>August 30, 2019</b>
<input type="checkbox"/> Upload 2019-2020 Patron Pictures	<b>When Acquired</b>

<b>3. IMPORTANT DEADLINES - Committee Verification and Budget forms must be submitted before any orders are released.</b>	
<input type="checkbox"/> Media Committee Verification Form	<b>September 30, 2019</b>
<input type="checkbox"/> Projected Budget Form	<b>September 30, 2019</b>
<input type="checkbox"/> Database (Online Resources) In-service Plan students and staff	<b>October 31, 2019</b>
<input type="checkbox"/> Library Materials Media Order Completed and Submitted	<b>December 18, 2019</b>
<input type="checkbox"/> District Funds Order Completed and Submitted	<b>March 12, 2020</b>
<input type="checkbox"/> Library Inventory Report Submission & Finalization	<b>May 29, 2020</b>

## Library/Media Specialists Evaluation Rubric

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

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<b>1b. Providing an inviting and accessible environment</b>	<b>Domain 1: Learning Environment</b>			
	<p><b><u>Little or no</u></b> evidence exists that the L/MS has created an inviting and accessible learning environment for individual and group use.</p> <p>The L/MS does not use physical space that is purposeful, organized, attractive, or inviting.</p>	<p><b><u>Partial</u></b> evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS seldom uses physical space that is organized, attractive, or inviting.</p>	<p><b><u>Adequate</u></b> evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS appropriately uses physical space that is organized, attractive, and inviting.</p>	<p><b><u>Significant and varied</u></b> evidence exists that the L/MS has created an inviting and accessible learning environment for individual or group use.</p> <p>The L/MS maximizes the purposeful use of physical space that is organized, attractive and inviting.</p>
<p><b>Florida Educator Accomplished Practices:</b></p> <ul style="list-style-type: none"> <li>The Learning Environment</li> </ul>	<p><b>Possible evidence may include sources such as:</b> clear signage, accessible computer workstations and shelving, clutter-free, adequate space and traffic flow, small and large group work areas.</p>			
<p><b>Relationship to Exc3el Rubric for Library Program Evaluation:</b></p> <p>Component: Facility, Furniture</p> <p>Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.</p>				

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

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

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



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

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

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

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<b>2d. Supporting the instructional program</b>	<b>Domain 2: Instructional Design, Planning, Delivery, and Facilitation</b>			
	<p><b>Little or no</b> evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS does not support the curriculum.</p>	<p><b>Partial</b> evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS inconsistently supports the curriculum.</p>	<p><b>Adequate</b> evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.</p>	<p><b>Significant and varied</b> evidence exists that the L/MS supports all facets of the instructional program.</p> <p>The L/MS extensively supports the curriculum by promoting technology resources, providing services, and supplying viable digital and print options for student research.</p>
<p><b>Florida Educator Accomplished Practices:</b></p> <ul style="list-style-type: none"> <li>• Instructional Design and Lesson Planning</li> <li>• Lesson Delivery and Facilitation</li> </ul>	<p><b>Possible evidence may include sources such as:</b> collaboration logs, planning sheets, media center website, website statistics, database links, pathfinders, student-created products, professional development.</p>			
<p><b>Relationship to Exc3e1 Rubric for Library Program Evaluation:</b></p> <p>Components: Reading promotion and guidance, Professional Development</p> <p>The library media program enhances student achievement by supporting all facets of the instructional program.</p>				

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

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

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

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



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

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

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

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

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

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<b>4d. Attending to equity and diversity</b>	<b>Domain 4: Professional Responsibility and Ethical Conduct</b>			
	<p><b>Little or no</b> evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities for student management actions are not equitably distributed.</p> <p>Interactions between students and the L/MS are insensitive and/or lacking.</p> <p>An absence of understanding or awareness of cultural differences exists.</p>	<p><b>Partial</b> evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities or student management actions are somewhat equitably distributed.</p> <p>Interactions between students and the L/MS may sometimes be insensitive.</p> <p>An absence of understanding or awareness of cultural differences may exist.</p>	<p><b>Adequate</b> evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed in a learning environment where most students are treated equitably.</p> <p>Positive interactions between <b>most</b> students and the L/MS are evident.</p> <p>Cultural differences are recognized and respected.</p>	<p><b>Significant and varied</b> evidence exists that the L/MS demonstrates attention to equity and diversity.</p> <p>Learning opportunities and student management actions are equitably distributed and student interactions reflect respect for cultural differences.</p> <p>Positive interactions between all students and the L/MS are evident.</p> <p>Cultural differences are recognized, respected, and used to enrich instruction.</p>
<p><b>Florida Educator Accomplished Practices:</b></p> <ul style="list-style-type: none"> <li>Professional Responsibility and Ethical Conduct</li> </ul>		<p><b>Possible evidence may include sources such as:</b> conversations, observation, program records, scheduling log, desk log, discipline records.</p>		
<p><b>Relationship to Exc3el Rubric for Library Program Evaluation:</b> Not referenced</p>				

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

## School Counselors Evaluation Rubric

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



## School Psychologists Evaluation Instrument

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

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

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

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

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

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

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

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



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

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

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

## School Social Workers Evaluation Rubric

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

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

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

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

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



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

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

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

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

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

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

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

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



## Non-Classroom Teacher Evaluation Rubric

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

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

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

1d. Demonstrating knowledge and application of resources	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
	Domain 1: Planning and Preparation			
	<p><b><u>Little or no</u></b> evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support lacks the use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs. The NCT does not seek out resources based on the applicability of a need.</p>	<p><b><u>Partial</u></b> evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes limited use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs. The NCT misses opportunities to provide resources based on the applicability of a need.</p>	<p><b><u>Adequate</u></b> evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes appropriate use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs. The NCT frequently seeks out resources based on the applicability of a need.</p>	<p><b><u>Significant and varied</u></b> evidence exists that the NCT demonstrates knowledge and application of resources.</p> <p>Support includes the purposeful use of available resources to differentiate scaffolding according to the skill level of those implementing the school/district programs. The NCT strategically seeks out resources based on the applicability of a need.</p>
<p><b>Florida Educator Accomplished Practices:</b></p> <ul style="list-style-type: none"> <li>• Foundational Principal 2</li> </ul>	<p><b>Possible Evidence:</b></p> <p>NCT goal form, Use of current technology, administrative conversation with NCT, oral/written communication, coach’s log, training materials.</p>			

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

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

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

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



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

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

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

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

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

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

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

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



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

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

## Appendix C: Florida Educator Accomplished Practices (FEAPs) Crosswalk

### Classroom Teacher Evaluation EPC Rating Rubrics

Domain 1: Instructional Design, Lesson Planning, and Assessment	
Essential Performance Criteria	FEAPs
<b>EPC: 1a. Demonstrating Knowledge of Content and Pedagogy</b>	<b>Florida Educator Accomplished Practices:</b> Foundational Principle 2 - The effective educator demonstrates deep and comprehensive knowledge of the subject taught. Instructional Design and Lesson Planning
<b>EPC: 1b. Demonstrating Knowledge of Students</b>	<b>Florida Educator Accomplished Practices:</b> The Learning Environment Instructional Delivery and Facilitation Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement
<b>EPC: 1c. Setting Instructional Outcomes</b>	<b>Florida Educator Accomplished Practices:</b> Instructional Design and Lesson Planning Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.
<b>EPC: 1d. Demonstrating Knowledge of Resources and Technology</b>	<b>Florida Educator Accomplished Practices:</b> The Learning Environment Instructional Delivery and Facilitation
<b>EPC: 1e. Designing Coherent Instruction</b>	<b>Florida Educator Accomplished Practices:</b> Instructional Design and Lesson Planning
<b>EPC: 1f. Designing Student Assessments</b>	<b>Florida Educator Accomplished Practices:</b> Instructional Design and Lesson Planning. Assessment
Domain 2: Instructional Delivery and Facilitation	
<b>EPC: 2a. Communicating with Students</b>	<b>Florida Educator Accomplished Practices:</b> The Learning Environment Instructional Delivery and Facilitation
<b>EPC: 2b. Using Strategies to Evoke Higher-order Thinking and Discussions</b>	<b>Florida Educator Accomplished Practices:</b> Instructional Delivery and Facilitation
<b>EPC: 2c. Lesson Delivery and Engaging Students in Learning</b>	<b>Florida Educator Accomplished Practices:</b> Instructional Delivery and Facilitation
<b>EPC: 2d. Using Assessment in Instruction</b>	<b>Florida Educator Accomplished Practices:</b> Assessment

<b>EPC: 2e. Demonstrating Flexibility and Responsiveness</b>	<b>Florida Educator Accomplished Practices:</b> Instructional Delivery and Facilitation
<b>EPC: 2f. Integrating Cross Content Reading and Writing Instruction</b>	<b>Florida Educator Accomplished Practices:</b> Instructional Delivery and Facilitation
<b>Domain 3: The Learning Environment</b>	
<b>EPC: 3a. Creating an Environment of Respect and Rapport</b>	<b>Florida Educator Accomplished Practices:</b> The Learning Environment Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement
<b>EPC: 3b. Establishing a Culture for Learning</b>	<b>Florida Educator Accomplished Practices:</b> The Learning Environment Instructional Delivery and Facilitation Foundational Principle 1- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement
<b>EPC: 3c. Managing Classroom</b>	<b>Florida Educator Accomplished Practices:</b> The Learning Environment Instructional Delivery and Facilitation
<b>EPC: 3d. Managing Student Behavior</b>	<b>Florida Educator Accomplished Practices:</b> The Learning Environment
<b>EPC: 3e. Organizing Physical Space</b>	<b>Florida Educator Accomplished Practices:</b> The Learning Environment
<b>Domain 4: Professional Responsibilities and Ethical Conduct</b>	
<b>EPC: 4a. Attention to Equity and Diversity</b>	<b>Florida Educator Accomplished Practices:</b> Professional Responsibility and Ethical Conduct The Learning Environment
<b>EPC: 4b. Maintaining Accurate Records</b>	<b>Florida Educator Accomplished Practices:</b> Professional Responsibility and Ethical Conduct
<b>EPC: 4c. Communicating with Families</b>	<b>Florida Educator Accomplished Practices:</b> Continuous Professional Improvement Professional Responsibility and Ethical Conduct
<b>EPC: 4d. Participating in a Professional Community</b>	<b>Florida Educator Accomplished Practices:</b> Continuous Professional Improvement Professional Responsibility and Ethical Conduct
<b>EPC: 4e. Individual Continuous Professional Improvement</b>	<b>Florida Educator Accomplished Practices:</b> Continuous Professional Improvement Professional Responsibility and Ethical Conduct
<b>EPC: 4f. Professional Responsibilities</b>	<b>Florida Educator Accomplished Practices:</b> Foundational Principle 3 - The effective educator exemplifies the standards of the profession Professional Responsibility and Ethical Conduct

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

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

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

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



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

## **Appendix D: Summative Evaluation Forms**

Links will be added when available

**Classroom Teacher – Stage 1**

**Classroom Teacher – Stage 2 (VAM scores)**

**Library Media Specialist (LMS) Evaluation – Stage 1**

**Library Media Specialist (LMS) Evaluation – Stage 2**

**School Guidance Counselor – Stage 1**

**School Guidance Counselor – Stage 2**

**School Psychologist – Stage 1**

**School Psychologist – Stage 2**

**Social Worker – Stage 1**

**Social Worker – Stage 2**

**Non-Classroom Teacher – Stage 1**

**Non-Classroom Teacher – Stage 2**

## Appendix E – Student Achievement Objectives



**POLK COUNTY**  
**PUBLIC SCHOOLS**  
STUDENTS FIRST

Polk County Public Schools

Student Achievement Objectives

Teacher and Administrator Manual

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Many thanks to Dr. Jeri Thompson, Center for Assessment, and other departments of education, including Rhode Island, New Jersey, Hawaii, Denver Public Schools, and Austin Independent School District, whose SLO manuals and guidance documents were helpful in the development of this document.

## Introduction to Student Achievement Objectives (SAOs)

This **Student Achievement Objectives (SAO) Teacher Manual** is intended to provide educators with an understanding of:

- Student Achievement Objectives (SAO),
- their role in the teacher evaluation process,
- the creation of a high-quality SAO,
- effective implementation of a SAO, and
- appropriate preparation for beginning, middle, and end-of-year evaluation reviews.

Additional supports and resources for the implementation of SAOs can be found on the Polk County website. These resources, including examples, will be updated on a periodic basis; therefore, we recommend that you visit this site occasionally to be sure that you have the most up-to-date information related to SAOs.

Student Achievement Objectives are based on Polk County's theory of action that **highly effective teachers**:

- have a direct influence on student achievement, as well as their lifelong educational and career goals.
- analyze standards and set ambitious goals for their students.
- properly implement instructional strategies based on students' needs and assessment results for student achievement and growth,
- collaborate with colleagues and leaders to allow for improved instruction and increased student achievement.

Not all teachers directly impact student performance, however. To this end, Polk County Public Schools has initiated a Non-Classroom Teacher (NCT) SAO which focuses on a teacher's impact on a program or support goal. The SAO process remains the same and in accordance with the process described in the following pages; however, a NCT will monitor their impact on the expectations of the program that is served with the desired result of improving student achievement.

**Therefore, we believe that Student Achievement Objectives, whether for classroom or non-classroom teachers, can serve two purposes – they demonstrate a teacher's effectiveness in the teacher evaluation process and contribute to teachers' professional practice by fostering good teaching and learning.**

## Student Achievement Objectives

SAOs are content- and grade- or course-specific learning goals which describe what students should know and be able to do at the end of that course. They are measurable academic expectations that the teacher sets at the beginning of the course or term for all students or for subgroups of students to be achieved by the end of an established interval of time (school year or semester), employing baseline data gathered at the beginning of the course to determine students' ending points. SAOs can constitute an instructional improvement process, driven by teachers in all grades and subjects.

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

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

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

Student Achievement Objectives are comprised of three key components that are expected to meet criteria found on the SAO Quality Rubric. These three components are the:

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

## Purpose of the SAO Manual

This SAO Manual describes the complex, but worthwhile task of engaging in the SAO process and clarifying how to complete the SAO template for both classroom and non-classroom teachers. To help educators understand the various components of the template additional resource information has been provided throughout this document. Teachers need to complete only one SAO for their evaluation during a school year if they do not receive a State-calculated Value Added-Model (VAM) score or desire to opt out of receiving a VAM score for their district evaluation. A thoughtful application of implementing a SAO will allow teachers to improve their practice and consequently, student achievement. It is strongly recommended that teachers ensure their understanding of the process, as described on the following pages, prior to the development of a SAO.

## Benefits and Challenges

As with any initiative, there are always benefits and challenges that should be considered. Yet, despite the challenges, we believe that the benefits outweigh these challenges, and that SAOs encourage and support good teaching and learning of content standards!

Benefits	Challenges
Places student learning of content and skills as the primary focus.	Requires Professional Development and oversight to establish meaningful and comparable goals.
Prioritizes key standards and enduring understandings.	Creates the potential for loosely linked goals and assessments
Improves the quality of student data use.	Requires identifying or developing high quality baseline data that supports the pre-requisite knowledge and skills required of a course or content.
Improves assessment literacy and assessment practice as teachers select or create assessments that target the learning goal.	Provides opportunities for learning goals that are not comparable between teachers and across schools.
Creates a teacher evaluation system that has greater and more direct alignment with actual classroom instruction or school practices.	Requires the assessment literacy necessary to identify or develop high-quality assessments for various grades and subjects.
Addresses learning which may not be addressed by standardized testing programs.	Creates the potential for insignificant targets.
Provides a framework for meaningful collaboration among teachers and between teachers and leaders.	
Provides opportunities for purposeful use of Professional Learning Communities by examining and analyzing student work and making instructional decisions according to expected learning outcomes.	
Provides purposeful opportunities to examine data –strengths and needs of the current group of students.	



Provides purposeful monitoring of student achievement through both formative and summative assessments.	
Improves instructional planning through the implementation of timelines and goal setting.	
Makes teacher impact on student achievement visible.	

## SAO Process

The SAO process is student-centered, recognizing the impact that teachers have in the classrooms. They are based on research and they support best-practices such as prioritizing the most important standards, implementing curriculum, and planning assessments. The SAO process approaches teaching with the belief that “covering” material during a course does not guarantee that students learn it, but rather that success is determined by students emerging from grades and courses with integrated, higher-order thinking skills that they can demonstrate to others. Those demonstrations are the proof that they have truly learned.

The SAO process also:

- Respects the diversity of all grades, subjects, and courses. SAOs present an opportunity for teachers to be actively involved in deciding how to best measure the learning of their students, while providing a consistent process for all teachers across the district.
- Utilizes the assessments and assessment processes teachers think are best for their specific content and purpose. SAOs require teachers to identify the most important learning that occurs within their grade or subject that can be measured by a high quality assessment. The primary purpose of assessments should be to measure what the teacher is teaching and what the students are learning in order to monitor progress and adjust instruction, accordingly. The use of assessments should not be just to collect data.

Engagement in the SAO process should, whenever possible, allow teachers to work collaboratively with colleagues in the same grade, subject area, or course. Teams of teachers can craft the SAO Learning Goal and select appropriate assessments, but should differentiate their targets according to the students in their class. The SAO process allows for teachers to engage in a reflective process about their curriculum, instructional strategies, and assessment monitoring tools.

The SAO process includes reflecting on:

- big ideas and content standards
- instruction and strategies
- use of assessments
- monitoring student progress
- data to set targets and to determine next steps for student success.

The following is a figure of the SAO process which mirrors the planning, instruction, and assessment cycle. Each step is described to provide a more detailed context of what is expected as the teacher moves through the process over the course of the school year or instructional time with students.

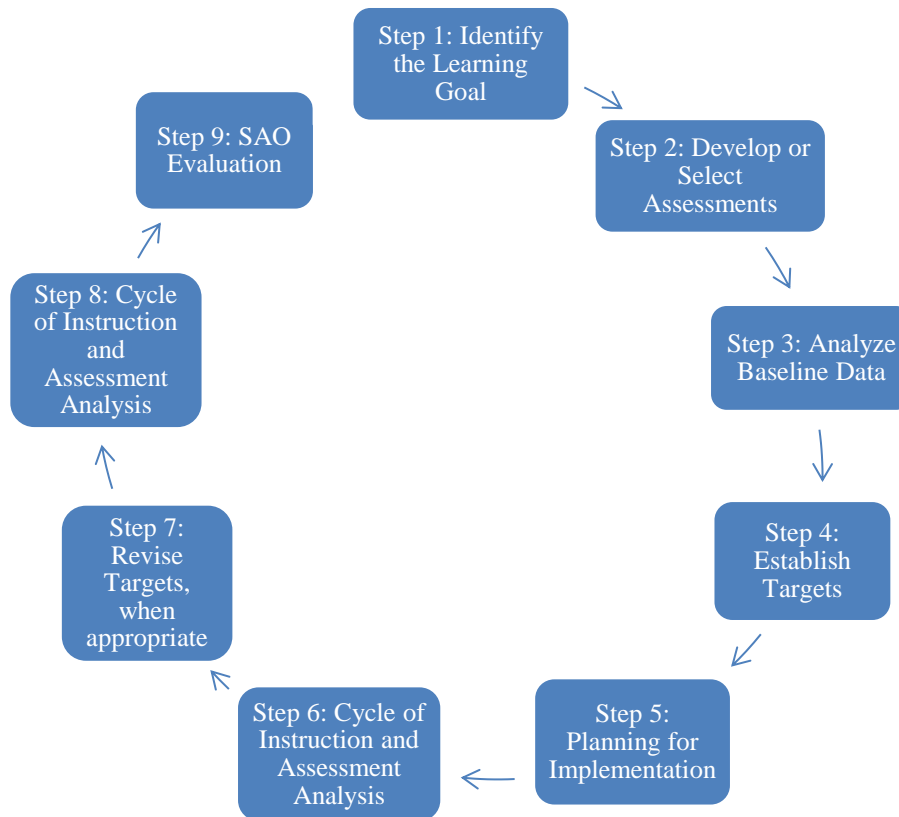


Figure 1. The SAO Process

### Step 1: Identify the Learning Goal

In step 1, the learning goal is identified by the teacher. The goal is intended to describe the knowledge and skills that students should be able to demonstrate at the end of the course or grade. The described expectation is intended to align to content standards, practices, and/or cross-cutting skills and support the big idea or enduring understanding of the content area. The learning goal is envisioned to be a “slice” of the teacher’s curriculum rather than encompassing every standard or learning target expected from the course. Although the learning goal represents a “slice” of the curriculum, it is anticipated to cut across different units of study and allow students to demonstrate deep understanding of the content. The determination of this learning goal may be based upon the needs of the students at the classroom, school, or even district level and is informed by student data. Teachers are expected to identify the academic content standards and “big idea” associated with the SAO. In addition, teachers are expected to identify some of the instructional strategies they plan to use to ensure that students will have access and opportunity to engage in the learning expected by the SAO learning goal.

## **Step 2: Develop or Select Assessments**

Following the identification of the learning goal, in Step 2 teachers are asked to consider how student performance, relative to the learning goal, will be monitored and measured through selected or developed assessments. For example, if the learning goal expects students to be able to demonstrate the expected components of an argumentative essay (claim, counterclaim, evidence from credible sources, logical organization, etc.), formative and summative assessments aligned to these components would be administered on various topics taught in multiple units within the course and throughout the school year. These assessments may be teacher developed or selected from assessments administered in the district. Unlike standardized assessments, the texts selected and/or prompts developed may look different throughout the year and even from one teacher to another. Whether the assessments are teacher-developed or are identified by the district, the expected learning should be identified prior to the selection of the assessments. In other words, it is not expected that the selection of the assessment was the learning goal tail.

## **Steps 3 and 4: Analyze Baseline Data; Establish Targets**

As noted in Step 1, a broad overview of the data for the students in the class, school, and/or district should occur to identify overall strengths and needs, and to consequently be used in establishing the learning goal. However, once the learning goal and anticipated assessments are identified, teachers need to examine information about each student's level of performance at the start of the interval of instruction. This information should illustrate the student's pre-requisite knowledge and skills necessary for the course, and more specifically, toward the learning goal. In other words, teachers need to consider what information will help to identify students' preparedness and subsequently, their achievement of the knowledge and skills identified in the learning goal. This data or information may come from previous core content classes, student work samples, beginning of the year pre-assessments of pre-requisite knowledge and skills, or even surveys when students have not been previously exposed to the course content, such as a foreign language or music course. The baseline data and information allows the teacher to sort students into various levels that will allow for contextualizing the end-of-year scores and determining appropriate targets. It is important to note that the sorting of students is not intended to track students, but rather to determine the students' preparedness for acquiring the expectations outlined in the learning goal. All students are expected to demonstrate progress toward the learning goal. Ideally, determining students' knowledge of the pre-requisite information allows the teacher to plan for differentiated instruction.

Setting ending targets for students is probably the heaviest lift since this is not something that has typically been expected of teachers to formally do as part of regular classroom practice. When teachers are afforded the autonomy to establish targets or levels of students' proficiency toward the learning goal based on the scores from selected assessments at the end of the instructional period, they are making a prediction about the impact or effectiveness of their teaching practice on student achievement or growth. Teachers will predict each student's expected ending level of

performance, based on their final assessment, which is informed by the baseline data (e.g., low level of preparedness, medium level of preparedness, or high level of preparedness). The setting of targets should identify where individual students will be at the end of the interval of instruction and these established targets should be ambitious, yet attainable.

### **Step 5: Planning for Implementation**

Prior to the implementation of the SAO, teachers should develop a plan of action and timeline for the various steps of the SAO process. The development of the timeline should occur through a backward mapping process to ensure that: 1) baseline data is collected and analyzed prior to establishing targets, 2) all assessments are prepared, administered, scored, and analyzed in the appropriate timeframe, 3) instructional objectives are mapped to the assessment administration, 4) out-of-school days for students and/or teachers are accounted for when preparing for implementation, 5) preparation for the mid-year review date is accounted for, as well as any other activities that affect the SAO. (*Note: a sample timeline can be found in Appendix G, pg. 86*)

### **Step 6: Cycle of Instruction and Assessment Analysis**

Once the initial SAO has been approved as representing an expectation of appropriate quality (priority of content, rigor quality of assessment evidence, rigor of targets), and a plan of action has been determined, teachers begin the recursive cycle of instruction and assessment analysis. Using the SAO, teachers are expected to track their goal by monitoring student performance through the previously identified formative and summative assessments. During this instructional time, teachers may engage in progress-monitoring discussions with colleagues and evaluator(s), analyzing student work during common planning time or professional learning communities, and revising supports and interventions if students are not progressing as expected.

### **Step 7: Revise Targets, when appropriate**

At a mid-year point of the instructional period of time, teachers may revise their targets based upon specific and approved criteria. The learning goal and assessments have already been identified as appropriate and necessary for the course and/or grade; therefore, targets are the only aspect of the SAO that may be altered. Reasons for making adjustments to the targets include:

- a significant change in a teacher's schedule or assignment,
- a significant change in a teacher's class composition (e.g., large turnover of students in a class, an extended leave of absence by the teacher), and/or
- additional sources of evidence available for student's pre-requisite knowledge;

Decisions about changes to the targets should occur during a mid-year conference and are a collaborative decision between the teacher and evaluator.

### **Step 8: Cycle of Instruction and Assessment Analysis**

Whether targets are revised or not, teachers continue the cycle of instruction and assessment analysis, working to ensure that students' learning needs are effectively addressed.

### **Step 9: SAO Evaluation**

The final step of the SAO process as depicted in Figure 1 includes an end-of-year meeting in which the teacher shares the evidence of student progress with the evaluator. Based on the number of students who met the established target, the teacher's SAO is rated according to the teacher rating guidelines. There are four levels for teacher ratings, which include highly effective, effective, needs improvement/developing, and unsatisfactory. The number of students who met the targets based on the total number of students associated with the SAO will determine the summative rating.

### **Number of SAOs**

During the contract year, all classroom and non-classroom teachers who do not receive a State-calculated Value Added-Model (VAM) must complete **one** SAO. Teachers who receive a VAM rating may opt to replace this student achievement rating with a SAO. In other words, any teacher may use a SAO to demonstrate their effectiveness in promoting student achievement and growth. All teachers creating a SAO, whether required or choosing to, should gain familiarity with the guidelines and expectations for each component of the process, as well as the timeline and deadlines listed in the following section: Student Achievement Objectives (SAO) Evaluation Timelines and Deadlines.

### **Collaboration**

Although not required, collaboration among teachers is highly recommended and a critical component of the SAO process. Teachers collaborating on the learning goal will help to ensure that the standards and grade level expectations selected reflect the highest level of rigor for the expected knowledge and skills critical for students' success that span the duration of the course or grade. Collaboratively setting learning goals also allows for greater consistency within a school and across the district. Additionally, collaboration on the design, selection and scoring of assessments promotes greater reliability in the data and the outcomes.

If a team of teachers decide to focus on the same content area and learning expectations, they should craft the learning goal collaboratively. However, if the needs of students are different in each class, or if a team is structured so that there is no other teacher with the same grade level and/or content area, collaboration is still encouraged as assessment results and data are reviewed. Professional learning communities are an excellent venue for analyzing student work, identifying effective strategies, and making revised instructional decisions.

## Selection of Content Areas or Course Sections

It is recommended that teachers choose a content area for their SAO based upon district, school, and/or classroom areas of need. Writing a learning goal focused on students' needs will allow for greater gains. However, the learning goal should be a direct reflection of what is taught by the teacher. For example, reading comprehension may be determined as an area of need based upon district and school data. Classroom teachers who teach reading can use this content as their focus for the learning goal, although not required. On the other hand, it would not be expected for the physical education, art, or music teachers to have their SAO learning goal focus on reading comprehension, but rather on the content that they specifically teach.

Teachers who have multiple courses and classes should also focus on district, school, and/or classroom areas of need. These teachers should select **one representative** class/course for their SAO that is most representative of their entire student roster and has the most potential for impact (e.g., Algebra 1 rather than Calculus).

It is important to remember that the use of Student Achievement Objectives is a part of the evaluation process that allows teachers to demonstrate their effectiveness based on student achievement gains. Selecting one representative group of students should allow for a demonstration of this expectation. We believe that effective teachers do not choose to be excellent teachers with only some students, but rather with all students. Therefore, it is anticipated that the focus on student needs using high quality instructional strategies and assessments, as demonstrated by the student achievement gains in one class, will also positively impact all students of that teacher.

## Student Selection

A teacher's SAO must include all students on the roster for the grade level or course with which the learning goal is aligned. A teacher with multiple classes of the same course (e.g., four classes of Algebra I) should select one class which represents the population of the all students in the school. For example, one class of the four may include a large population of students with disabilities while the other three classes are more representative of the school population. It would be anticipated that the teacher would select a class from the three representative classes. However, it is important to note that particular groups of students in the educator's class may **not** be excluded. If a teacher has 26 students in the selected class, in which 10 are students with IEPs, and 2 are ELL students, these students must be included in the target section of the SAO.

Throughout the course of a school year or semester, the student population may change. Students exit the class or school, while new students enter. Therefore, the SAO Decision Tree will assist educators in determining whether the student(s) should be included in the Targets section of the SAO. The Decision Tree can be found in Appendix E.

## Using SAOs to Improve Instructional Practice and Student Achievement

The use of SAOs provides valuable information for teachers in order to improve their instructional practice. The information gained from monitoring student achievement toward the learning goal allows for making course corrections in instruction for the current students, whether part of the SAO targets or all students who are being instructed, as well as for developing a more robust instructional plan for the following year. The information gained from monitoring student achievement, as well as the end results from the SAO, can inform the educator’s professional development needs and plan by choosing to focus on areas of challenge through which were a struggle for you and/or your students. On the other hand, the SAO results may have provided information that allowed for keeping or expanding particular successful strategies or materials.

### Student Achievement Objectives (SAO) Evaluation Timelines and Deadlines

**Note: Actual dates will be identified on a yearly basis for Classroom & Non-Classroom Instructional Personnel Evaluation**

<b>August</b>	<ul style="list-style-type: none"> <li>• Familiarize yourself with the SAO process and expectations</li> <li>• SAO Learning Goal &amp; Assessments components open to classroom and non-classroom instructional personnel in <b>Journey</b> (<i>to begin drafting SAO</i>)</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• SAO Targets component opens to classroom and non-classroom instructional personnel (<i>to identify baseline data and target levels</i>)</li> <li>• Submit completed SAO to administrator prior to the end of the month</li> <li>• Administrator Follow-Up with Instructional Personnel               <ul style="list-style-type: none"> <li>○ <i>Administrators meet with instructional personnel who have not submitted a completed SAO for review by deadline; provide support, if needed, for SAO submission no later than the end of the month.</i></li> </ul> </li> <li>• End-of-month deadline for instructional personnel for year long courses to submit a complete SAO to administrator               <ul style="list-style-type: none"> <li>○ <i>If SAO is not submitted by this date, the student learning evidence portion of the summative evaluation will default to an unsatisfactory rating.</i></li> </ul> </li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• <b>Discussion between administrator and instructional personnel on quality of SAO &amp; SAO must be approved by administrator</b> <ul style="list-style-type: none"> <li>○ <i>Administrators shall review SAO using the Rubric for Rating the Quality of Student Achievement Objectives within 10 student days and provide feedback to the employee. – Teacher CBA 15.17-5</i></li> <li>○ <i>As applicable, teacher makes revisions to SAO based on administrator feedback and resubmits the revised SAO to administrator for further review.</i></li> </ul> </li> </ul>

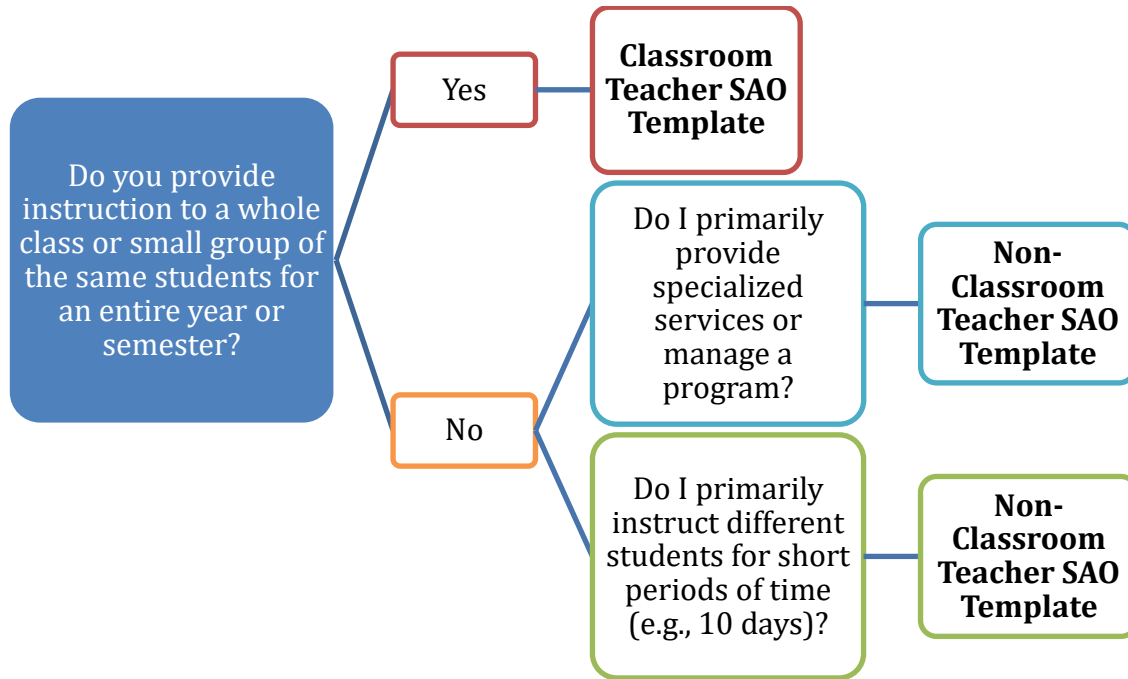


	<ul style="list-style-type: none"> <li>○ <i>If administrator does not respond within the timeline, the submitted SAO shall be considered approved. – Teacher CBA 15.17-6</i></li> <li>○ <i>Any Category A, State-calculated Value Added-Model (VAM) assessed employee, may abandon the SAO process without detriment at any time prior to final approval and revert to the state VAM for the student learning data. – Teacher CBA 15.17-7</i></li> <li>○ <i>After 3 revisions with no resolution between the teacher and administrator, <b>Journey</b> will notify the Regional Superintendent for further guidance. One revision is considered to be when the teacher submits the SAO to administrator for review and the administrator reviews and sends it back to the teacher for edits.</i></li> </ul>
<b>September – December</b>	<ul style="list-style-type: none"> <li>● SAO Implementation <ul style="list-style-type: none"> <li>○ <i>Instruction, formative assessments for progress monitoring, and summative assessments are implemented with fidelity</i></li> </ul> </li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>● Administrator Conducts Mid-Year Review of SAOs <ul style="list-style-type: none"> <li>○ <i>Mid-Year Review and Conference about the SAO is optional for all instructional personnel and is only needed if they wish to adjust the expected Targets.</i></li> <li>○ <i>Must occur during the first 15 days of the second semester. – CBA 15.17-8; 15.17-10</i></li> </ul> </li> <li>● Teacher Mid-Year deadline for attendance rules process and Targets changes <ul style="list-style-type: none"> <li>○ <i>All instructional personnel should log in to <b>Journey</b> and follow the mid-year attendance rules process (for addition and/or removal of students) by the identified date.</i></li> <li>○ <i>Instructional personnel should submit to their administrator any changes to the Targets by this date.</i></li> </ul> </li> <li>● Administrator Follow-Up with Instructional Personnel <ul style="list-style-type: none"> <li>○ <i>Administrators speak with instructional personnel who have not completed the mid-year attendance rules process by the January 11<sup>th</sup> deadline; provide support if needed to get mid-year review submitted no later than the 18<sup>th</sup>.</i></li> <li>○ <i>Teacher failure to add/remove students using the attendance rules process mid-year can result in incorrect students being evaluated at the summative SAO evaluation.</i></li> <li>○ <i>Target changes and attendance rules process window closes for teachers on January 18<sup>th</sup>.</i></li> </ul> </li> </ul>
<b>January – April</b>	<ul style="list-style-type: none"> <li>● Continue SAO Implementation <ul style="list-style-type: none"> <li>○ <i>Instruction, formative assessments for progress monitoring, and summative assessments are implemented with fidelity</i></li> </ul> </li> </ul>
<b>Mid-April – May</b>	<ul style="list-style-type: none"> <li>● Stage 1 Evaluation Conferences <ul style="list-style-type: none"> <li>○ <i>All instructional personnel should log in to <b>Journey</b> and follow the required attendance rules process (for addition and/or removal of</i></li> </ul> </li> </ul>

	<p><i>students), identify outcomes for each student, and submit the SAO to administrator.</i></p> <ul style="list-style-type: none"> <li>○ <i>Teacher and administrator should conference to examine student data and student work evidence for each Target group.</i></li> <li>○ <i>The SAO Summative Rating Rubric will be used to document the instructional personnel rating based on the outcomes that were achieved. The completed SAO rubric will calculate as the student learning evidence portion of the corresponding summative evaluation for the instructional personnel.</i></li> </ul>
<p><b>End-of-April</b></p>	<ul style="list-style-type: none"> <li>● <b>Teacher deadline for Required End of Year Journey Actions</b> <ul style="list-style-type: none"> <li>○ <i>Instructional personnel must complete all required actions (apply attendance rules and identify outcome for each student) in <b>Journey</b> by this date.</i></li> <li>○ <i>Administrator Follow-Up with Instructional Personnel</i></li> </ul> </li> <li>● <b>Administrators speak with instructional personnel who have not completed the required actions in Journey; provide support if needed to get completed SAO submitted no later than identified date.</b> <ul style="list-style-type: none"> <li>○ <i>If attendance rules and final student outcomes are not submitted in <b>Journey</b> by the instructional personnel by identified date, the student learning evidence portion of the summative evaluation will default to an unsatisfactory rating.</i></li> </ul> </li> </ul>

## Classroom Teacher SAO or Non-Classroom Teacher SAO

### Decision Tree



## The Student Achievement Objective Template

### Classroom Teacher

The SAO Template (see Appendix A) has been designed for teachers to address four key essential questions:

- 1) What are the most important knowledge/skills I want my students to attain by the end of the instructional period of time?
- 2) What evidence can I collect that will allow my students to demonstrate the knowledge and skills they have learned over the instructional period of time?
- 3) What prerequisite knowledge and skills do my students have at the beginning of instruction with respect to my learning goal?
- 4) Based on what I know about my students and my instructional plan, where do I expect them to be by the end of the instructional period of time?

The following is an anatomy of the Classroom Teacher Student Achievement Objective Template as seen in **Journey** which includes the meaning of and expectation for each aspect of the template which can be found in italics.

### Authorship

The first page of the SAO template includes the information necessary to identify the authorship for the SAO. The information to be recorded includes the teacher name, school name, school year, the date in which the SAO is approved by the administrator, and the administrator's name.

Authorship			
Teacher Name		Initial Review Approval Date	
School Name		Initial Review Admin	
School Year:			

### Context

The next section requires the listing of the course name, a brief course description, the grade level, and the course length. The purpose of this section is to provide the context for which this SAO is written. A brief course or program description indicates the context in which the SAO Learning Goal is taught and a detailed description is vital here, so someone

who is not familiar with the course will have a solid understanding of the expected objectives and be able to understand how the standards and learning goal correspond to student success. The course length should include number of minutes per day, number of days in the week, and the length of time throughout the year that the SAO will be implemented. Specifying this information is important to be clear that the subject matter taught or supported and the included standards are appropriate for what is described.

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

Additionally, since collaboration among teachers is a highly regarded aspect of the SAO process, the template asks for a listing of all the SAO individuals who have assisted in the development of the SAO, along with their title or position.

<b>SAO Developer Information</b>	
<i>Name</i>	<i>Title/Position</i>

Each of the three components of the SAO – Learning Goal, Assessments, and Targets – includes planning information that must be completed. This planning information supports the SAO and helps to insure that the SAO is Specific, Measurable, Appropriate, Realistic, and Time limited, that continuous monitoring tools are identified, and the teacher has considered the strengths and needs of each student. In other words, the SAO three components, along with the planning information, will collectively answer the four key essential questions identified above.

## Learning Goal

**Directions for Establishing a Learning Goal:** Use the planning information and the SMART Review at the end of the learning goal section to refine and contextualize the description of the learning goal.

**Learning Goal:** *a description of the specific knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.*

Describe the **learning goal** for this SAO. This learning goal should clearly describe student expectations by the end of the instructional period.

**Response Guide:**

- *What is a rigorous end of year learning goal for all your students?*
- *Is the goal focused on the essential (or priority) standards within your curriculum?*
- *What are the specific knowledge and skills students will learn based on grade-level content standards?*
- *How will students demonstrate evidence of their learning?*
- *Should be an important “slice” of the curriculum that extends throughout concepts/units within the course.  
\*Examples: Geometry proofs, reading comprehension, writing process, math problem-solving, science inquiry, etc.*

The learning goal is a description of the **specific** knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.

When developing a learning goal, the teacher will need to thoughtfully identify and synthesize several aspects of their curriculum and expectations of deep learning. These aspects include the big ideas and enduring understandings of the content, critical and specific content and skills from the standards and curriculum, level of cognitive rigor expected, the instructional strategies that would be employed to support student learning, and the necessary time span to teach the learning goal allowing students to demonstrate their knowledge.

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

## Learning Goal Planning Information

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

**Learning Goal:** *a description of the specific knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.*

<p>Which big idea is supported by the learning goal?</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>How is the learning goal central to the content <u>and</u> real-world application?</i></li> <li>• <i>Not a “Students will be able to…” statement.</i></li> </ul> <p>Important or “big ideas” are central to a discipline or course and have lasting value beyond the classroom. Big ideas synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.</p> <p><b><u>Note: See the Big Ideas section of this manual for additional support.</u></b></p>
<p>Which content standards are associated with this big idea?</p> <p><i>List all standards that apply, including the text of the standards (not just the code).</i></p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Only include standards being measured as indicated by the learning goal</i></li> <li>• <i>Are the standards aligned with the learning goal the most essential (or priority) standards within your curriculum?</i></li> <li>• <i>Must include the entire standard (i.e., if standard has parts a, b, c, &amp; d; all parts must be included)</i></li> <li>• <i>Include the full language of each standard being measured, not just the standard code</i></li> <li>• <i>Include the DOK level for each standard identified here (when provided on state standards).</i></li> </ul>
<p>Why is this learning goal important and meaningful for your students to learn?</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Why did you select this “slice” of the curriculum?</i></li> <li>• <i>What makes this learning goal a priority over other parts of the curriculum?</i></li> <li>• <i>What does your school and/or class data show?</i></li> <li>• <i>What is the need (with your school and/or class data)?</i></li> <li>• <i>Reference a need within the School Improvement Plan (SIP) here to show alignment to school needs (if possible).</i></li> </ul>

<p>In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Keep in mind: Who are the students? What mental processing do the <u>standards</u> listed require of students?</i></li> <li>• <i>Deep understanding = cognitive complexity, NOT difficulty</i></li> <li>• <i>The more complex, the more mental processing required of students</i></li> <li>• <i>What is the highest level of cognitive complexity (DOK) students are expected to demonstrate? Explain the complex thinking required.</i></li> </ul> <p>Deep understanding consists of the complexity or thought process that a student must engage in to demonstrate an accurate response.</p> <p><b><u>Note: See the Cognitive Rigor section of this manual for additional support.</u></b></p>
<p><u>Describe</u> the instruction and strategies you will use to teach this learning goal. <i>Be specific to the different aspects of the learning goal.</i></p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Should include a description of the strategies the teacher will use to instruct students, not a description of what students are expected to do.</i></li> <li>• <i>Broad strokes; not complete lesson plans</i></li> <li>• <i>Include the instructional strategies that will be used again and again to ensure students accomplish the learning goal.</i></li> <li>• <i>Examples could include strategies such as: modeling, gradual release, 5E, small group instruction to extend and remediate, data chats, formative feedback, etc. Each example should include a description of what that strategy entails.</i></li> </ul> <p>This should not be a generic list of instructional strategies or strategies for everything taught in the class, but should be specific to supporting the learning goal.</p>
<p>Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>The more complex the learning goal is, the more time will be needed to embed in instruction</i></li> <li>• <i>The less complex the learning goal is, less time will be needed</i></li> </ul> <p>Since the learning goal is a “slice” of the curriculum, the actual amount of time anticipated for the teaching of the learning goal should be identified, including the amount of time during the day, week, and year.</p> <p>It is important to note that if the time span is for one unit, the learning goal is too narrow.</p>



<p>Explain how this time span is appropriate and sufficient for teaching the learning goal.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"><li>• <i>Verify that the learning goal extends over the course of a full school year, not just one or two units.</i></li><li>• <i>Explain how the learning goal is attainable within the time you have your students.</i></li></ul> <p>The teaching and student demonstration of the learning goal should be realistic and within the teacher's and student's reach. If it is impossible to teach or for students to demonstrate knowledge of the learning within the designated time period, the learning goal is too broad.</p>
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## Assessments and Scoring

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

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

Describe the summative and formative **assessments** that measure students' understanding of the learning goal<sup>1</sup>. Include a possible prompt or prompts that align to the learning goal and the identified depth of knowledge.

**Response Guide:**

- *Ensure the assessments fully align with the expectations of the learning goal.*
- *The assessments are a “body of work” for each student, not about the score on one final assessment. The entire “body of work” is used to determine each student’s target outcome at the end of the year.*
- *Formative assessments are for instructional decision-making, not for grades. They take place during instruction to inform teacher steps.*
- *Summative assessments come after instruction and practice. They are an evaluation of what a student can do individually and can be used for a grade.*
- *Summative assessments should be completed in class and should never include take home projects.*
- *Prompt = task; A prompt could be a description of a performance task.*

Describe how student learning will be measured through both summative assessments and formative assessments.

Since the learning goal focuses on a big idea that is taught all throughout the course, there should be multiple summative assessments during the instructional interval.

An example prompt or question should be provided to illustrate the expected content and depth-of-knowledge that students need to demonstrate.

**Note: See the High Quality Assessments section of this manual for additional support.**

Explain how student performance is defined and scored using the assessments. Describe the levels of performance and the specific criteria that

**Response Guide:**

- *Teachers must provide a copy of the rubric or scoring guide to their administrator.*
- *Rubrics or scoring guides cannot be uploaded on Journey; therefore they should be fully explained.*
- *What are the levels of performance on the rubric that will be used to evaluate student work?*

<sup>1</sup> Assessments and rubrics need to be established as high quality.

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

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

will be measured through the rubric or scoring guide.

- *What does student work look like at each level of performance within the rubric or scoring guide? (success criteria). Provide a specific description for each level of performance.*
  - *This rubric or scoring guide should be used by students to evaluate their learning and by the teacher on a regular basis throughout the year.*
- A description of the rubric or scoring guide criteria should be included, as well as the levels of performance.

Assessments should be used to support and measure the learning goal, not vice versa. To help guide the description of the assessments and scoring guide or rubrics, it is essential to determine the elements of a high quality assessment. Specifically, the assessment and scoring tool should be:

#### **Aligned**

- identified big idea and standards are reflected in the assessment
- engages students in the appropriate depth-of-knowledge and level of difficulty, considering the expected knowledge and skills on the assessment

#### **Reliable for Scoring**

- clear guidelines and criteria that are coherent across performance levels and aligned to the standards
- allow for different scorers to reach the same score

#### **Fair and Unbiased**

- provide opportunity and access for all students
- free from unnecessary information that can cause a distraction
- clear and identifiable prompt or question

Some questions to consider when selecting or developing high-quality assessments include:

- What type of assessment will best measure student achievement relative to my learning goal?
- What assessments do I have that would meet the learning goal expectation?
- Will the assessments that I have need to be modified to meet the learning goal expectation?
- What resources are available to find or create an assessment?

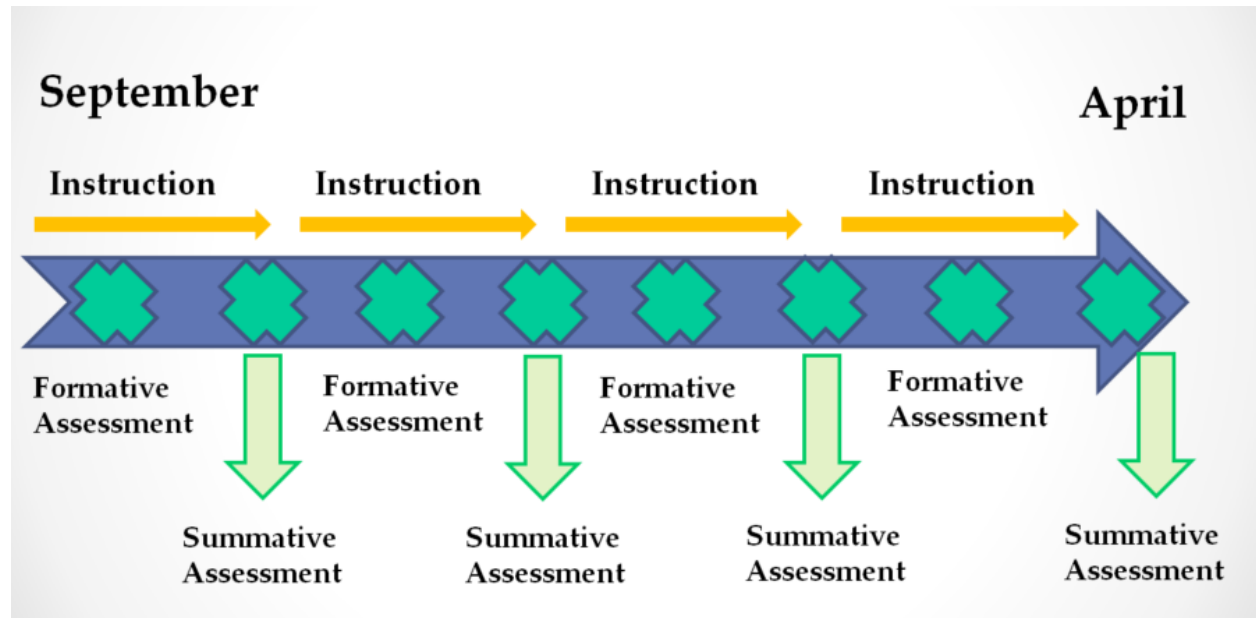
- Does my assessment measure the depth of understanding expected from my learning goal?

### Assessments and Scoring Planning Information

<p><b>Planning Resource Page for Documenting Assessments and Scoring:</b> After completing the entire table, use the planning information to write the description and use of assessments and scoring criteria or rubrics.</p>	
<p><b>Assessments and Scoring:</b> <i>Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.</i></p>	
<p>How often will you collect summative and formative data to monitor student progress toward this learning goal?</p>	<p><b><u>Response Guide:</u></b> <i>Example:</i></p> <ul style="list-style-type: none"> <li>• <i>Formative = regularly within lessons</i></li> <li>• <i>Summative = 1 time per quarter / end of unit</i></li> </ul> <p>Describes how often both summative and formative data will be collected.</p> <p>There should be enough evidence to support instructional decision-making throughout the course interval.</p>
<p>How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Include description of how you will differentiate to remediate students who are struggling AND how you will differentiate to provide enrichment for students who are demonstrating proficiency.</i></li> </ul> <p><b><u>Note: See the Understanding Differentiation section of this manual for additional support.</u></b></p>

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

Assessments should occur all through the instructional period of time. For example, in a year-long course the process for measuring and monitoring the learning goal may look something like the following:



## Targets

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

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

### Actual Performance from Baseline Data

<p>Identify the specific courses, assessments, and/or experiences (e.g., grades, test scores, surveys) used to establish baseline levels and expected outcomes for students' understanding of the learning goal.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• Name the academic baseline data sources used to establish baseline levels <i>Example: A pre-test on the current grade level or course standards is <u>not</u> an appropriate measure for a baseline level. Students wouldn't do well on a pre-test on content they haven't been taught yet.</i></li> <li>• Should use at least 3 baseline data sources to establish each student's starting point and expected outcome or target level for the end of the year.</li> <li>• Only use behavior data when necessary (it's only one data point in unique circumstances).</li> <li>• Do not include your analysis of the baseline data here.</li> </ul> <p>The explanation should also include how these sources were used to establish the starting or <b>baseline</b> level of the students.</p> <p>If conflicting information was found, a description of how this conflicting information was reconciled should also be included.</p>
<p>Identify the name of each target level established and define the specific end of year criteria expected for student achievement in each target level.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• What target levels did you establish for students to achieve by the end of the year? Name them. (i.e., Exceeding Expectations, Meeting Expectations, Approaching Expectations, Below Expectations)</li> <li>• Avoid names that are specific to your class/school (e.g., blue group).</li> <li>• What are the <u>specific performance outcomes</u> expected of students in each end of the year target level? (Be specific.)</li> <li>• What is the expected end of year outcome data for students in each target level? (i.e., cut-scores)</li> </ul>

In order to identify the actual performance from the baseline data and the expected targets, it is first necessary to consider the courses, assessments, and/or experiences that are pertinent to the learning goal. In other words, think about what information will help to identify students' prior knowledge and their achievement of this knowledge. If a course does not have a prerequisite, consider whether the assessment that will be used to measure the learning goal expects students to utilize math, reading, and/or writing skills. Data from state assessments, previous core content classes, and/or student work samples can be

examined. For example, a student enrolled in an entry level music class may have taken private music lessons or a student enrolled in an entry level automotive class may have been learning about cars with a family member for years. In these cases, a student survey about their knowledge and experiences would be beneficial for establishing starting levels and consequently, for developing expected targets.

Each target level should be identified and defined. The target level names should be indicative of the course or group of students rather than a name that identifies a classroom group, such *Blue Group*. If the specific group of students is in an ESE class, it may not be appropriate to name the groups *high, average, low, below* or some variation of these names since all students in the group are below grade level. Subsequently, the names of the group should be indicative of the different levels of these students.

Some questions to consider when establishing students' starting levels include:

- What sources of student data are available?
- What sources of student data can I create to determine their preparedness for increasing achievement toward the learning goal?
- Based on the student data collected, how many target levels are needed for my SAO?

Groups and Targets – students should be sorted into the levels identified below based on the Target Level set for the student. For example, a student may have a baseline level of low and a target level of high has been set for that student. This student’s information should be recorded in the “high” level.

**After the Final Level** has been identified, teachers should identify whether each student met or exceeded their target = Yes OR did not meet their target = No.

<b>Student Names</b> <ul style="list-style-type: none"> <li>Once your course/ class is selected in Journey, student names will be prepopulated on this template.</li> </ul>	<b>Baseline Level</b>	<b>Target Level</b>	<b>Final Level</b>	<b>Outcome (Yes-met or exceeded target No-did not meet target)</b>
<b>Exceeding Expectations Level</b>				
<i>Example: Mary</i>	<i>Approaching Expectations</i>	<i>Exceeding Expectations</i>	<i>Exceeding Expectations</i>	<i>Yes</i>
<b>Meeting Expectations Level</b>				
<b>Approaching Expectations Level</b>				
<b>Below Expectations Level</b>				

The target section should identify the starting level of students, how this information was determined, and the expected outcome by the end of the instructional period. Each student who is in the identified class for the course should be sorted in the table above based on the target set for the student. When gathering baseline data for each student, the teacher may



need to collect the information on a separate spreadsheet prior to entering it onto the SAO template in **Journey**. This is because the target level will determine where in the table a student’s name should be recorded. For example, although Mary’s baseline data indicates that she is in the low group, the teacher has determined that due to his effective instruction, he can support Mary to move to the high level by the end of the school year. Therefore, the teacher has recorded Mary’s name, baseline level, and target level in the “high level” of the Target section of the SAO Template. *Note: See the Baseline Data section of this manual for additional support.*

## Targets Planning Information

<p><b>Planning Resource Page for Establishing Targets:</b> Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.</p>	
<p><b>Targets:</b> <i>identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.</i></p>	
<p>Name and describe the criteria used from the baseline sources to create the differentiated baseline levels.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>What baseline levels did you establish? Name them.</i></li> <li>• <i>Explain how all baseline data sources were used to establish the baseline levels. What are the specific criteria for a student to be identified in each baseline level?</i></li> </ul> <p><i>Example:</i>  <i>When the student baseline data showed _____, students were determined to be in the ‘Below Proficiency’ baseline level.</i>  <i>When the student baseline data showed _____, students were determined to be in the ‘Grade Level Proficiency’ baseline level.</i></p> <p>A rationale for how the target levels were determined, including a reflection of the students’ differing baselines, historical data for the students in the course, and historical data from past students taught, or any other information that would explain the target decisions.</p>
<p>Describe how the targets levels were determined in connection with baseline data or information, student history, or other trend data or information.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Describe how each target level was determined.</i></li> </ul> <p><i>Example:</i>  <i>When the student baseline data showed _____, students were determined to be in the ‘above expectations’ target level.</i>  <i>When the student baseline data showed _____, students were determined to be in the ‘meet expectations’ target level.</i></p>

**Planning Resource Page for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

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

Explain how the expected targets identified demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.

**Response Guide:**

- *If applicable, explain achievement gains expected for students who begin and end at the same level. (i.e., baseline = low & target = low)*
- *Explain how each student's expected target level demonstrates at least a year's worth of growth for a year's worth of instruction.*

There are often situations in which students may not move out of a designated level (e.g., a student begins in the low level and the target indicates that the student will remain in the low level).

**However, it is expected that all students demonstrate growth. This section should explain how students who do not move out of a level will demonstrate growth, nonetheless.**

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

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

Until now, everything that has been completed in the SAO template is goal setting. The actual outcomes are how your students performed at the end of the instructional period of time. The SAO template asks you to record the actual level each student achieved at the end of the year or semester. For example, in the **Targets** table above, Mary ended the year in the high level as predicted. This information was recorded in the **Final Level**. Therefore, the teacher met his target.

Student Names	Baseline Level	Target Level	Final Level	Outcome (Yes-met or exceeded target No-did not meet target)
High Level				
<i>Example: Mary</i>	<i>Low</i>	<i>High</i>	<i>High</i>	<i>Yes</i>

### Rating the Quality of the SAO Components

After submitting the SAO on **Journey**, the teacher evaluator will have an opportunity to review the information recorded on the template. The Rubric for Rating the Quality of SAOs outlines the expected quality and provides a check box for whether the SAO components (Learning Goal, Assessments, and Targets) are Acceptable Quality, Quality Needs Improvement, or Insufficient Quality. If the quality is less than acceptable, the evaluator will include a comment to explain the problem so that modifications can be made. The rubric is located in Appendix C.

## The Student Achievement Objective Template

### Non-Classroom Teacher (NCT)

The SAO Non-Classroom Teacher template has been created for those individuals who are classified as teachers, but do not directly impact student achievement over an extended period of time (semester or year). The use of this template requires the teacher to focus on program goals and how they are fulfilling those expectations. If the teacher directly impacts students for an extended period of time, the Classroom Teacher SAO Template will be used. The extended period of time is a critical component when considering the use of this template. Non-classroom teachers may interact with students for a few weeks before the students move to a permanent setting. This is not a sufficient amount of time for students to demonstrate growth and for teachers to demonstrate their effectiveness. Therefore, positions classified as non-classroom teachers will use the NCT SAO Template.

The SAO NCT Template (see Appendix B) has been designed for teachers to address three key essential questions:

- 1) What are the most important knowledge/skills I want my target groups to attain by the end of the instructional period of time?
- 2) What evidence can I collect that will allow me to demonstrate that the knowledge and skills have been provided over the instructional period of time?
- 3) What prerequisite knowledge and skills do my target groups possess at the beginning of instruction with respect to my program/support learning goal?
- 4) Based on what I know about my target group and my instructional/strategic plan, what evidence can I expect to provide to demonstrate the target group engaged in learning by the end of the instructional period of time?

The following is an anatomy of the Non-Classroom Teacher Personnel Student Achievement Objective Template as seen in **Journey** which includes the meaning of and expectation for each aspect of the template which can be found in italics.. For additional information, refer to the Classroom Teacher Student Achievement Objective template in the previous section.

## Authorship

The first page of the NCT-SAO template includes the information necessary to identify the authorship for the SAO. The information to be recorded includes the teacher name, school name, school year, the date in which the SAO is approved by the administrator, and the administrator's name.

Authorship			
Teacher Name		Initial Review Approval Date	
School Name		Initial Review Admin	
School Year:			

## Context

The next section requires the listing of the program name, a brief program description, the target audience, and the program length. The purpose of this section is to provide the context for which this SAO is written. A brief program description indicates the context in which the SAO Learning Goal is taught or employed and a detailed description is vital here, so someone who is not familiar with the course will have a solid understanding of the objectives of the program and be able to understand how the standards or expectations and learning goal correspond to the success of the target group. The program length should include number of minutes per day, number of days in the week, and the length of time throughout the year that the SAO will be implemented. Specifying this information is important to be clear that the subject matter taught or supported and the included standards are appropriate for what is described.

Program Information	
Program Name	
Brief Program Description	
Target Audience	
Program Length	

Additionally, since collaboration among teachers is a highly regarded aspect of the SAO process, the template asks for a listing of all the SAO individuals who have assisted in the development of the SAO, along with their title or position.

SAO Developer Information	
<i>Name</i>	<i>Title/Position</i>

Each of the three components of the SAO – Learning Goal, Assessments, and Targets – includes planning information that must be completed. This planning information supports the SAO and helps to insure that the SAO is Specific, Measurable, Appropriate, Realistic, and Time limited, that continuous monitoring tools are identified, and the teacher has considered the strengths and needs of all target groups. In other words, the SAO three components, along with the planning information, will collectively answer the four key essential questions identified above.

## Learning Goal

**Directions for Establishing a Program/Support Learning Goal:** Use the planning information and the SMART Review to refine and contextualize the description of the goal.

**Program /Support Learning Goal:** *a description of the specific knowledge and skills that support the enduring understandings or big ideas that the target group will possess at the end of the instructional period.*

Describe the **program/support learning goal** for this SAO. This goal should clearly describe the program expectations to be achieved by the end of the instructional period.

**Response Guide:**

- *What will the target group be able to know and demonstrate by the end of the year?*
- *What will the target group gain because of the support?*
- *Who is being supported?*
- *How will the target group be supported?*

*Example:*

*By supporting (target group), through (specific support strategies), (target group) will have the skills to be able to (describe performance/demonstration here).*

Identifies the target group, the specific supports strategies necessary for the target group, the knowledge and skills that the group will obtain by the end of the program interval of instruction, and how they will demonstrate these knowledge and skills priority.

The learning goal should be broad enough that it captures the major knowledge and skills which support the target group throughout the entire instructional period of time, but focused enough so that it can be accurately measured.

## Learning Goal Planning Information

**Planning Resource Page for Establishing a Program or Support Learning Goal:** After completing the entire table, use the planning information and the SMART Review to write the description of the goal.

***Program/Support Learning Goal:*** a description of the specific knowledge and skills that support the enduring understandings or big ideas that the target group will possess at the end of the instructional period.

<p>Which big idea is supported by the program/support learning goal?</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Why does the target group need this to be successful in life?</i></li> <li>• <i>How does this program/support learning goal matter outside of the workplace?</i></li> </ul> <p><i>Example: Expressing ideas clearly in writing is critical to communication.</i></p> <p><i>Should <u>not</u> be a “Teachers will be able to...” statement.</i></p> <p>Important or “big ideas” are central to a program and have lasting value beyond the classroom or school. Big ideas synthesize what the target group should understand—not just know or do—as a result of learning specific knowledge and skills. Moreover, they articulate what individuals should “revisit” over the course of their lifetimes in relationship to the program.</p> <p><b><u>Note: See the Big Ideas section of this manual for additional support.</u></b></p>
<p>Which national, state, and/or program standards are associated with this big idea?</p> <p><i>List all standards that apply, including the text of the standards (not just the code).</i></p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>If national or state program standards are not applicable for a position, the non-classroom teacher should use the Essential Performance Criteria (EPC) for their position as their program standards.</i></li> <li>• <i>Only include the national, state, or program standards associated with the program/support learning goal.</i></li> </ul>
<p>Why is this program/support learning goal important and meaningful for the target group?</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• <i>What is the need for this goal?</i></li> <li>• <i>What data shows this is important and should be chosen as a goal?</i></li> </ul>

<p>Describe the instruction and/or strategies you will use to reach this program/support learning goal.</p> <p><i>Be specific to the different aspects of the goal.</i></p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• Describe the support strategies the non-classroom teacher will provide (broad strokes, not specific lesson plans).</li> <li>• This should not include what the target group will do. This is what the non-classroom teacher will do to support educators.</li> <li>• This includes a <u>description</u> of each support the non-classroom teacher will provide (not just a list).</li> </ul> <p>This should not be a generic list of instructional strategies or strategies for everything implemented in the program but should be specific to supporting the learning goal.</p>
<p>Identify the time span for which you will be working with the target group on the program/support learning goal. (e.g., daily 45 minutes, once a week for an hour, etc.)</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• Should extend throughout the entire school year knowing some people in target group will need less time than others</li> <li>• Consider the access the non-classroom teacher has with the target group.</li> </ul> <p>Since the learning goal is a “slice” of the program, the actual amount of time anticipated for the implementing the learning goal should be identified, including the amount of time during the day, week, and year.</p> <p>It is important to note that if the time span is for one short project, the learning goal is too narrow.</p>
<p>Explain how this time span is appropriate and sufficient for reaching the program/support learning goal.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>• Justify your answer from above.</li> </ul> <p>The instruction and target group demonstration of the learning goal should be realistic and within the teacher’s and target group’s reach.</p> <p>If it is impossible to implement or for the target group to demonstrate knowledge of the learning within the designated time period, the learning goal is too broad.</p>



## Assessments/Tools and Scoring

**Directions for Documenting Assessments/Tools and Scoring:** Use the planning information to refine and tailor the description and use of assessments /tools for measuring outcomes you described.

**Assessments/Tools and Scoring:** *Assessments/tools for measuring outcomes should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the program/support learning goal of this SAO. The assessments (tools) should be accompanied by clear criteria to describe what individuals have learned.*

Describe the passive, active, and demonstration **assessments/tools** that measure the program/support learning goal <sup>2</sup>. *Tools can include but are not limited to: training agendas and sign-in sheets, communication or mentoring logs, rubrics, scoring guides, IEPs, surveys, implementation artifacts from PD, inventories, etc.*

**Response Guide:**

- *Passive = the target audience was present; however, it is unclear if they learned the intended outcome. Examples could include sign-in sheets, surveys, agendas, etc.*
- *Active = the target audience engaged in a demonstration of learning and follow-up for continuous learning. Examples could include a review of lesson plans using a provided protocol/review tool, evidence of implementation of a skill, etc.*
- *Demonstration = the target audience seeks feedback on performance of the learning goal expectations. Examples could include co-teaching opportunities, collaborative planning, teacher reflections from lessons modeled, co-teaching, etc.*
- *Description should include a variety of passive, active, and demonstration tools.*

Describe how target group learning will be measured through both summative and formative assessments/tools.

It is important to note that this should not be a listing of the assessments or tools, but rather how they measure the expectations of the learning goal.

Since the learning goal focuses on a big idea that is implemented all throughout the instructional period of time, there should be multiple summative measures during the instructional interval.

Explain how quality performance is determined through each of the active and demonstration assessments/tools. Describe the levels of performance and the

**Response Guide:**

- *What are the levels of performance expected on each assessment/tool when examining the results of the target group?  
Example:*
- *What constitutes a quality lesson plan? What are the specific criteria? Could a teacher use the assessment/tool*

<sup>2</sup> Assessments and rubrics need to be established as high quality.

**Directions for Documenting Assessments/Tools and Scoring:** Use the planning information to refine and tailor the description and use of assessments /tools for measuring outcomes you described.

**Assessments/Tools and Scoring:** Assessments/tools for measuring outcomes should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the program/support learning goal of this SAO. The assessments (tools) should be accompanied by clear criteria to describe what individuals have learned.

specific criteria that will be measured.

*provided to think through the development of a quality lesson plan?*

### Assessments and Scoring Planning Information

**Planning Resource Page for Documenting Assessments/Tools and Scoring:** After completing the entire table, use the planning information to write the description and use of assessments (tools) and scoring criteria or rubrics.

**Assessments/Tools and Scoring:** Assessments/tools for measuring outcomes should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the program/support learning goal of this SAO. The assessments (tools) should be accompanied by clear criteria to describe what individuals have learned.

Describe the passive, active, and demonstration **assessments/tools** that measure the program/support learning goal <sup>3</sup>.  
*Tools can include but are not limited to: training agendas and sign-in sheets, communication or mentoring logs, rubrics, scoring guides, IEPs, surveys, implementation artifacts from PD, inventories, etc.*

**Response Guide:**

- *There should be enough data to adjust supports frequently.*

Explain how quality performance is determined through each of the active and demonstration assessments/tools. Describe the levels of performance and the specific criteria that will be measured.

**Response Guide:**

- *How is the data being used for monitoring progress of each target group?*
- *How is the data being used for adjusting instruction/supports?*

<sup>3</sup> Assessments and rubrics need to be established as high quality.

## Targets

<p><b>Directions for Establishing Targets:</b> Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected support strategies for the target group being served.</p>			
<p><b>Targets:</b> identify the expected support strategies that will be provided by the end of the instructional period for the target group being served.</p>			
<p><b>Actual Performance from Baseline Data</b></p>			
<p>Identify the population or target group being served (i.e., teachers, instructional personnel, and/or parents).</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>Identify the specific stakeholders being served by your program (do not provide specific names).</li> </ul>		
<p>Describe the specific evidence (baseline data) used to establish starting points and expected support strategies necessary for the target group.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>Which sources of data were used to identify the starting level for the target group?</li> <li>Should include multiple sources of baseline data aligned with the expectations of the program/support learning goal.</li> <li>Administrator recommendation can be one data source, but other data sources must be considered as well.</li> </ul>		
<p><b><u>Target Level of Support</u></b> (e.g., minimal, moderate, extensive)</p> <p><i>Note: minimum of 3 &amp; no more than 4 target levels of support</i></p>	<p><b><u># in Target Level of Support</u></b></p> <p><i>Note: No names should be listed here – just a raw count</i></p>	<p><b><u>Support Strategies/Activities for each Level of Support</u></b></p> <p><i>Note: minimum of 2, no more than 4 per level of support</i></p>	<p><b><u>Achieved Level of Support</u></b></p> <p><i>(Yes = met or exceeded target level of support; No = did not meet target level of support)</i></p>
<p><i>Example: Minimal</i></p>	<p>4</p>	<p><i>Monthly professional development sessions</i></p> <p><i>Collaborative lesson planning sessions</i></p>	

## Targets Planning Information

**Planning Resource Page for Establishing Target Levels of Support:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected support targets.

<p><b>Targets:</b> identify the expected support strategies that will be provided by the end of the instructional period for the target group being served.</p>	
<p>Describe how the target levels of support were determined in connection with baseline data, trend data or other information.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>Describe how data sources were used in conjunction with each other to set target levels of support.</li> </ul> <p><i>Example:</i> When teacher baseline data showed _____, they were determined to be in the _____ target level of support.</p> <p>A rationale for how the target levels were determined, including a reflection of the target group’s differing baselines, historical data for the individuals in the target group, and historical data from past individuals supported with the program, or any other information that would explain the target decisions.</p>
<p>Explain how the identified strategies for each level are ambitious, yet realistic for achieving the program/support learning goal.</p>	<p><b><u>Response Guide:</u></b></p> <ul style="list-style-type: none"> <li>Explain how the support strategies for each group demonstrates a year’s worth of support.</li> </ul> <p>There are often situations in which individuals may not move out of a designated level. However, it is expected that all individuals demonstrate growth. This section should explain how individuals who do not move out of a level will demonstrate growth, nonetheless.</p>

## Rating the Quality of the SAO Components

After submitting the SAO on **Journey**, the teacher evaluator will have an opportunity to review the information recorded on the template. The Rubric for Rating the Quality of SAOs outlines the expected quality and provides a check box for whether the SAO components (Learning Goal, Assessments, and Targets) are Acceptable Quality, Quality Needs Improvement, or Insufficient Quality. If the quality is less than acceptable, the evaluator will include a comment to explain the problem so that modifications can be made. The rubric is located in Appendix D.

## General SAO Information

### Comparability of SAOs

Ideally, the content and depth-of-knowledge levels (DOK) of the learning goal are aligned to the standards and course or program expectations. Consequently, teachers in the same grade level who teach the same course set SAO learning goals and determine the use of high-quality assessments to measure the goal that are comparable. However, each individual teacher is able to write their own SAO which may be different from other teachers. Whether the SAO is constructed individually or through a collaborative process, the learning goals and the corresponding assessments must have some comparability. In other words, all SAOs should reflect the priority content and learning that is expected during the interval of instruction at the highest level of deep understanding (DOK) based on the standards and curriculum. Below are three examples of different but comparable SAOs. Both goals for each grade and content expect students to demonstrate the full extent of the standard and/or multiple standards at a level of rigor that expects strategic thinking and reasoning, as well as planning.

Grade and Content	Example 1	Example 2
Grade 5 ELA  Students in grade 5 will...	...read on grade level literature in order to respond to an analytic prompt related to the plot (e.g., characters, theme, events) or author’s craft (e.g., use of figurative language humor, imagery), using evidence from the text to support their response.	...read and/or listen to informational texts to form an opinion about the topic and details. They will use this information to write an opinion essay which includes a purpose/controlling idea, organization, development with support/evidence, and grade-level language and conventions.
Middle School Visual Arts  Students in the grade 8 visual arts will...	...demonstrate their understanding of the elements and principles of design through a 3-D media presentation which represents an aspect of the past, present, and future everyday life using a variety of different art and design mediums.	... analyze pieces of artwork from different time periods analyzing how an artist’s aesthetic choices are influenced by their culture and environment and how these choices impact the viewer. The analysis will be conveyed through a written essay.

High School Chemistry  Students in high school chemistry will...	...design and implement scientific investigations to demonstrate how the structure of matter determines its properties and how matter undergoes chemical and physical changes. Students will write a lab report attending to the selection of scientific tools and technologies, procedures and reasoning, representation of data and its use to support a conclusion, and evidence of understanding the content, as well as a reflection of their design.	... conduct a provided investigation to demonstrate new understandings related to DNA technology (e.g., DNA replication, recombinant DNA, DNA profiling), analyze data and communicate new learning through the creation of scenarios and models that support the scientific concepts.
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### What's the Big Idea?

Big ideas are the thread that links units, lessons, and year-to-year teaching. They provide a way to focus daily classroom activity on meaningful goals. They are a way to think about curriculum that helps us answer the question: Why does it matter?

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

A Big Idea is a **statement** of an idea that is central to the learning, one that links numerous understandings into a coherent whole. The understanding of big ideas leads to more flexible and generalizable knowledge use, improves problem solving, makes it easier to make sense of and master new facts and procedures, and enables transfer. In other words, a big idea helps to make sense of the world around us and links to life-long skills or learning.

Sometimes understanding a big idea requires knowing what it is not. A Big Idea is **NOT**...

- A question
- A piece of knowledge or foundational skill
- A narrow concept
- Written as an objective/expectation of students
- An activity (e.g. can sort French words into lists of nouns and verbs)
- A skill – can light a Bunsen burner

Examples of big ideas for various content areas include:

Content Area	Big Idea
<b>Visual Arts</b>	The greatest artists often break with established traditions and techniques to better express what they see and feel.
<b>Biology</b>	Through a variety of mechanisms all organisms seek to maintain a biological balance between their internal and external environments.
<b>Mathematics</b>	Math models simplify physical relations –and even sometimes distort relations – to deepen our understanding of them.
<b>English Language Arts</b>	Effective readers use specific strategies to help them better understand the text.
<b>World Language</b>	Studying other languages and cultures offers insights into our own.

### Cognitive Rigor

Cognitive rigor refers to the type and level of thinking required of students to successfully engage with and solve a task. It is the ways in which students interact with content. Cognitive rigor focuses on the complexity of content outcomes and the assessment items or task; the focus is on the demonstration of what students can do with the material they are learning, rather than what the teacher covers.

When thinking about cognitive rigor we often turn to Webb’s Depth-of-Knowledge (DOK) levels. Identifying the DOK levels of questions or assignments can help articulate how deeply students must understand the related content to complete the necessary task. The intended student learning outcome determines the DOK level and asking *What mental processing must occur?* will help to determine the level. The table below provides a description of the DOK levels and examples of the type of tasks that would be expected at that level.

Webb's Depth-of-Knowledge Levels		
<b>DOK Level 1</b>	<b>Recall and Reproduction</b>	Recall of a fact, term, principle, concept, or perform a routine procedure
<b>DOK Level 2</b>	<b>Basic Application of Skills/Concepts</b>	Use of information; conceptual knowledge; select appropriate procedures for a task; two or more steps with decision points along the way; routine problems; organize/display data; interpret/use simple graphs
<b>DOK Level 3</b>	<b>Strategic Thinking &amp; Reasoning</b>	Requires reasoning; developing a plan or sequence of steps to approach a problem; requires some decision-making and justification; abstract, complex, or non-routine; often more than one possible answer
<b>DOK Level 4</b>	<b>Extended Thinking</b>	An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations; across disciplines/content areas/multiple sources

Hess, K. K., Carlock, D., Jones, B., & Walkup, J.R. (2009)

Oftentimes verbs may appear to point to a DOK level; however, it is what comes after the verb that is the best indicator of the rigor/DOK level. Below is an example of how relying on the verb can be misleading.

- ✓ **DOK 1 - Describe** three characteristics of metamorphic rocks. (Simple recall)
- ✓ **DOK 2 - Describe** the difference between metamorphic and igneous rocks. (Requires cognitive processing to determine the differences in the two rock types)
- ✓ **DOK 3 - Describe** a model that you might use to represent the relationships that exist within the rock cycle. Provide evidence to support your decision. (Requires deep understanding of the rock cycle and a determination of how best to represent it by providing evidence)
- ✓ **DOK 4 – Develop and describe** generalizations of the results obtained and the strategies used from investigating the rock cycle and apply them to a new problem situation.

Additionally, the depth-of-knowledge levels do not necessarily correspond to the commonly understood notion of “difficulty.” For example, a DOK Level 1 activity might ask students to restate a simple fact or a much more abstract theory, the latter being much more difficult to memorize and restate. Neither of these DOK Level 1 tasks asks for much depth of understanding of the content. On the other hand, greater depth is required to explain how or why a concept or rule works (DOK Level 2), to apply it to real-world phenomena with justification or supporting



evidence (DOK Level 3), or to integrate a given concept with other concepts or other perspectives (DOK Level 4).

### High Quality Assessments and Rubrics

High quality assessments are essential for accurately measuring students' learning. A variety of summative assessments may be used as evidence for SAOs, including performance tasks, extended writing, research papers, projects, unit assessments, or a combination of these assessments. Assessments may be created by individual teachers, teams of teachers, district leaders, or purchased from a commercial vendor; however any assessments selected or created **must be clearly aligned to the learning goal of the SAO**, and consequently to the content and depth-of-knowledge expected from the standards.

High quality assessments should be...

- ✓ **Aligned** to the standards for both content and depth-of-knowledge
- ✓ **Scored** using clear guidelines and criteria
- ✓ **Fair and unbiased** for all students, including students with disabilities, English language learners, and students who are gifted and talented
- ✓ Increasing **opportunities to learn** the content during instruction

Rubrics are an evaluation tool that describes the criteria for performance at various levels using demonstrative verbs. It is a performance-based assessment process that accurately reflects content skills, process skills, and learning results. A rubric is meant to show the **quality** of student work **not** the **quantity** (e.g., 3 facts, 2 errors). A rubric is only useful to the extent that it allows teachers and students to understand the different levels of **quality** related to a performance.

Well-designed rubrics should move beyond just allowing you to provide a score or grade for student work, but also to provide feedback on their performance. Rubric use can also support scoring consistency and accuracy across a grade level, through a school, and across the district. There are several types of rubrics which include:

- Holistic Rubric – provides a single score based on the overall impression of a student's performance
- Analytic Rubric – provides specific feedback along several dimensions or criteria
- Generic Rubric – reflects common expectations across a range of tasks in a single, but potentially broad domain
- Task-Specific Rubric – reflects the specific knowledge, skills, and dispositions call for by the task.

High quality rubrics should be...

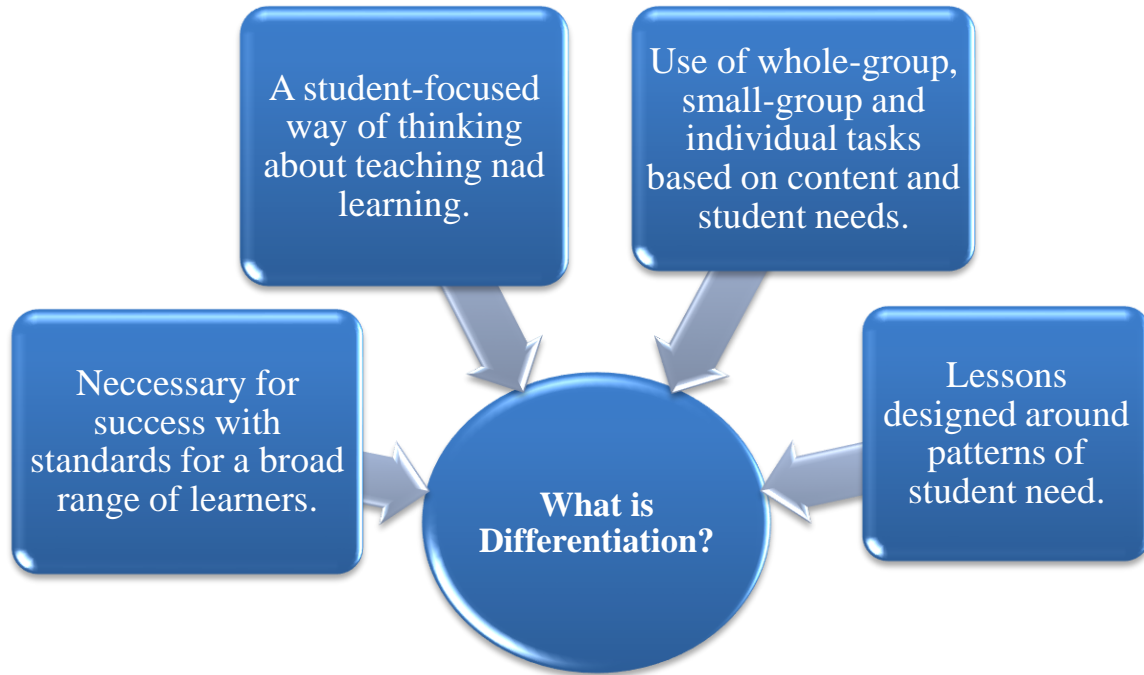
- ✓ **Understandable** -- expressed in words students comprehend.
- ✓ **Clear** -- provides well-articulated descriptions of expected performance levels (avoid vague terms).
- ✓ **Feedback** -- provides instructionally useful information.
- ✓ **Distinct** -- defines clear differences in performance levels.
- ✓ **Progressive** -- defines how performance improves across performance levels.
- ✓ **Essential** -- includes important knowledge and processes students should demonstrate.

**Assessment Quality Guidelines**

<b>High Quality</b>	<ul style="list-style-type: none"> <li>• Assessment is <b>aligned</b> with its intended use</li> <li>• Assessment <b>measures</b> what is intended</li> <li>• Items represent a <b>variety</b> of DOK levels</li> <li>• Assessment includes a <b>sufficient</b> number of items to reliably assess content</li> <li>• Assessment includes some <b>higher level DOK</b> constructed response items and at least one is a very challenging item</li> <li>• Assessment is <b>grade level appropriate and aligned to the curriculum</b></li> <li>• Scoring is <b>objective</b> (includes scoring guides and benchmark work)</li> </ul>
<b>Moderate Quality</b>	<ul style="list-style-type: none"> <li>• Assessment is loosely aligned to its intended use</li> <li>• Assessment mostly measures what is intended</li> <li>• Items represent more than one level of DOK</li> <li>• Assessment includes a sufficient number of items to reliably assess most content</li> <li>• Assessment is grade level appropriate</li> <li>• Scoring may include scoring guides to decrease subjectivity</li> </ul>
<b>Low Quality</b>	<ul style="list-style-type: none"> <li>• Assessment is not aligned to its intended use</li> <li>• Assessment does not measure what is intended</li> <li>• Items represent only one level of DOK</li> <li>• Assessment includes an insufficient number of items to reliably assess most content</li> <li>• Assessment is not grade level appropriate</li> <li>• Scoring is open to subjectively</li> </ul>

(Rhode Island Measures of Student Learning, 2013-14)

## Understanding Differentiation



<b>Teachers Can Differentiate the:</b>		
<p><b><u>CONTENT:</u></b> Knowledge, skills, and attitudes we want students to learn; differentiating content requires that students are pre-tested so the teacher can identify the students who do not require direct instruction.</p>	<p><b><u>PROCESS:</u></b> Varying learning activities / strategies to provide appropriate methods for students to explore the concepts; important to give students alternative paths to manipulate the ideas embedded within the concept (different grouping methods, graphic organizers, maps, diagrams, or charts).</p>	<p><b><u>PRODUCT:</u></b> Varying the complexity of the product that students create to demonstrate mastery of the concepts; students below grade level may have different performance expectations than students above grade level (ie. more complex or more advanced thinking~ Depth of Knowledge/Bloom's Taxonomy).</p>
<b>According to Students:</b>		
<p><b><u>READINESS/ DEVELOPMENTAL:</u></b> Some students are ready for different concepts, skills, or strategies; others may lack the foundation needed to progress to further levels.</p>	<p><b><u>INTEREST:</u></b> Student interest inventories provide information to plan different activities that respond to individual student's interest.</p>	<p><b><u>LEARNING STYLE</u></b> Individual student preference for where, when or how students obtain and process information (visual, auditory, kinesthetic; multiple intelligences; environment, social organization, physical circumstance, emotional climate, psychological climate).</p>

Tomlinson, C. A., (2014). *The Differentiated Classroom, 2<sup>nd</sup> Edition*.

## Baseline Data

For many educators, the word “data” conjures up images of cumbersome spreadsheets, stacks of student reports, and lists of cold, hard numbers. When conceived of in this way, data can seem at odds with the holistic and nuanced way teachers think about their students. But the truth is data can be used to create information about students. Teachers collect data about their students nearly every day, whether or not they call it “data”. Attendance, behavior, quizzes, observations, comments, grades, and test scores are all data sources. Data collected and organized in a systematic way can be used to identify meaningful patterns or information so that classroom, district, or system decisions can be made. It should provide an accurate measurement of student progress or lack of progress of content knowledge on tasks, activities, or behaviors. Data collection allows teachers to determine:

- students’ present levels (baseline)
- interventions or challenging materials necessary
- progress or lack of progress
- patterns of learning

These data can be quantitative (use of numbers, measurable) and qualitative (descriptive, observed) and can include:

Student Achievement Data	Demographic Data	Perceptual Data
<p>– the assessments that are used to determine student learning based on the baseline data</p> <ul style="list-style-type: none"> <li>• formative assessment process                             <ul style="list-style-type: none"> <li>✓ portfolios (writing, art, etc.)</li> <li>✓ observations</li> <li>✓ Running Records</li> </ul> </li> <li>• performance assessments</li> <li>• common assessments</li> <li>• interim assessments</li> <li>• summative assessments</li> <li>• report card grades</li> <li>• student work samples</li> <li>• Individual Education Plans</li> <li>• state assessment results</li> </ul>	<p>– helps provide a fuller picture of students in my classroom</p> <ul style="list-style-type: none"> <li>• trends in student population and learning needs</li> <li>• school and student profiles</li> <li>• data disaggregated by subgroups (gender, ethnicity, socio-economic status, special needs, ELL)</li> </ul>	<p>– provides opinions and ideas of stakeholders and can support hypothesis about programs and student needs</p> <ul style="list-style-type: none"> <li>• results of student surveys</li> <li>• results of parent/ community surveys.</li> </ul>

(Sharratt & Fullan 2013; Brown & Maday, 2008)

Baseline data are information about students’ level of performance at the “start” of the interval of instruction. It is generally the most recent data available and can include the prior year’s assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-assessment or other evidence of students’ learning, such as portfolio work samples that measure

the **pre-requisite knowledge and skills** necessary for the course. When baseline data are compared with data collected at later points in the school year, decisions can be made as to whether students are making adequate progress towards targets and goals. The baseline data can be used to better make sense of students' end of year performance toward important academic indicators during a course or academic year. The key to measuring student learning is to select the appropriate assessments or sources of evidence. Baseline data are used to establish SAO targets (the expected outcome at the end of the instructional period) and consequently, the amount of growth that should take place within the allotted time period.

Baseline data are often identified as pre- assessments. Pre-assessments can serve as a means of providing the knowledge level of a current group of students when they are first entering a program or course, determining instructional activities based on student strengths and weaknesses, and providing some basis of determining whether pre-requisites have been achieved. However, there are some cautions to consider when using pre- and post-assessments:

- It may be hard to discern if the positive change charted in a pre-post assessment is due to learning in the classroom or simply natural maturation.
- Lack of equated tests so it is impossible to determine whether students learned more or the test got easier. Tests must be equated and placed on the same scale in order to make these judgments.
- May indicate larger gains from fall to spring rather than from spring to spring due to loss of student learning during the summer, especially for younger students
- Students may get the sense that the pre-test doesn't count and consciously or unconsciously underperform.
- Determining how to develop meaningfully comparable pre- and post-assessments is difficult, since the pre-assessment may have to be so basic that any additional learning could be seen as "growth".

"Using data to drive improvement" was identified as a key to success in a report developed by the National Education Goals Panel after a series of hearings designed to find examples of successful schools and to understand why those schools were succeeding. Specifically, the successful schools "use performance information to determine where they were succeeding and where they needed to direct their efforts for improvement" (from Protheroe, N., 2009). However, no single assessment can tell educators all that is needed to make well-informed instructional decisions. Therefore, the use of multiple data sources must be considered when making and supporting informed instructional decisions, as well as setting SAO targets (Lewis, D., Madison-Harris, R., Muoneke, A., & Times, C., 2010).

## Mid-Year Review of Student Achievement Objectives (SAO)

### Changing a Target Level below Baseline Level

The process of developing SAO targets begins with the identification of baseline assessments which measure students' pre-requisite knowledge and skills relative to the established learning goal. The use of at least three pieces of data should be used to identify the baseline level for each student, so that decisions are not made on a single assessment score. Careful thought should occur when selecting the baseline assessments to ensure alignment to the pre-requisite skills and knowledge demanded by the established learning goal.

The baseline level of each student is determined from analyzing the selected assessment data and should indicate the student's readiness to be successful with the learning expected from the goal. By the summative evaluation window of the SAO, the vast majority of students should perform above the beginning of the year baseline level and some students may perform at the established baseline level. When students are not targeted to move up a level, most likely they will remain comparable, assuming there was appropriate instruction and reason for minimal movement.

During the mid-year review teachers, in conjunction with administrators, may adjust target levels as previously described in the SAO Manual and the Mid-Year Review Manual. However, targets may not be moved below a student's baseline level. In other words, it is not acceptable for a student to end the year lower than where they began. However, it is possible that there are extenuating circumstances in which a teacher may need to lower a student's target level below that of the established baseline level. One such extenuating circumstance may occur when a student could be targeted below their baseline is a student has experienced a traumatic life circumstance which impacts their mental and/or physical ability to attend to the learning required in the class. Should an extenuating circumstance arise and the administrator approves of such a target level change, the administrator should contact a staff member in the Professional Development Department for assistance in a Journey override.

### Mid-Year SAO Conference

During this meeting the teacher and administrator will review the initial SAO using the reflection questions below or others determined by the administrator. Upon mutual agreement **ONLY** the Expected Targets may be amended. If there is no mutual agreement, the dispute may be referred to the Regional Assistant Superintendent for resolution.

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

### **Learning Goal Reflection Questions:**

1. How have you ensured that all students have been able to access this Learning Goal? In other words, specifically, what supports and scaffolds have you put in place for all students, and especially for struggling students?
2. What professional learning, if any, have you sought out to ensure that students would be successful toward this Learning Goal? What types of professional learning or other resources might be helpful in reaching your learning goal?
3. Based on what you've learned about your students and how they are progressing toward the Learning Goal you've identified, would you make any adjustments to the Learning Goal if you were to choose a similar learning goal next year? If so, what would you adjust and why? In what ways would these adjustments impact the big idea and/or standards?
4. Since your Learning Goal is directly tied to other content areas, how do you integrate reading and writing into these content areas? In what ways has this aided or restricted your long- and short-term planning?
5. If your teaching assignment or position changed, what modifications would you make to the Learning Goal and Expected Outcomes in order to accommodate your change in position or assignment?

### **Assessment Reflection Questions:**

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

### **Target Reflection Questions:**

1. Using your mid-year data, describe the progress your students are making and a) whether you will be able to move your students to the levels of achievement that you have set, and b) whether you will need to adjust your targets and why.
2. Tell me about a student whose progress isn't what you had anticipated when you set your target and what you've learned about that child's instructional needs.

3. Describe how the make-up of your classes have changed or remained the same. Do your expected targets need to be adjusted to reflect a changing population?

### **End-of-Year Review of Student Achievement Objectives (SAO)**

Preparation for the end-of-year review between the teacher and administrator should occur upon the completion of the SAO. During this meeting the teacher and administrator will review the end results of SAO using the information recommended below.

#### **Preparation includes collecting the following documentation:**

- 1) Your original SAO and your mid-year SAO, if any changes were made
- 2) Each of your administered summative assessments
- 3) Samples of student work from each of your summative assessments
- 4) Samples of student work from formative assessments (struggling students or students who are not making the type of progress expected)
- 5) Completed SAO Student Progress Spreadsheet

#### **These questions/recommendations may be used to guide a conversation between a teacher and an administrator in discussing the SAO components and final outcomes.**

- 1) Why did you decide on the Learning Goal at the beginning of the year?
- 2) Do you still think this is an appropriate Learning Goal and will you use it for next year? What would you change and why? Consider:
  - a) Did students do better than you thought and you should have created a more rigorous goal?
  - b) Were you too ambitious and you should have created a less rigorous goal?
  - c) How were the above dependent on the class this year vs. classes in the past and possibly classes in the future?
- 3) Were the summative assessments the most appropriate for measuring the Learning Goal?
- 4) If not, what would you use in its place in the future and why would the different assessment be more appropriate? Example:
  - a) An interim assessment measures more than just your learning goal so you might want a more focused summative assessment.



- b) The wording of the question(s) did not elicit what you had anticipated.
  - c) The scoring guide or rubric did not evaluate the criteria you were anticipating.
- 5) Were the targets were too ambitious and why do you think that?
- 6) Were the targets not ambitious enough and what did you learn for future target setting?

**Use of assessments and student work samples:**

- 1) Use samples of student work for struggling students, students who are performing as expected, and student who are exceeding your expectations
- 2) Support your discussions about differences between student responses on formative assessments vs. summative assessments.
- 3) Support your discussions about the assessments with the actual summative questions/prompts. Discuss: What wording was or was not appropriate. Use student work to show what why it was or was not appropriate.
- 4) Complete a SAO Student Progress Spreadsheet (see Appendix F, pg. 85 for an example spreadsheet).
- 5) Be prepared to discuss:
  - a) Why you selected the target level for the students. Use the baseline level as a basis for your discussion.
  - b) According to the assessment information, what surprised you – good and not so good?
  - c) If you haven't administered all assessments yet, what do you anticipate in the final assessment and why?
  - d) Where do you anticipate the students' levels to be – focus on the outliers.
  - e) How many students do you anticipate to meet the outcomes you established?
  - f) Why do you think that there might be discrepancies for the students who will not meet the outcomes established?

## SAOs and Teacher Evaluation

Student Achievement Objectives are one aspect of the teacher evaluation process. Florida Statute 1012.34(3)(a)1 identifies that *“at least one-third of a performance evaluation must be based upon data and indicators of student performance in accordance with subsection (7). This portion of the evaluation must include growth or achievement data of the teacher’s students or, for a school administrator, the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used. The proportion of growth or achievement data may be determined by instructional assignment.”*

Student Achievement Objectives replaces the prior student achievement rating and it can replace a teacher’s State-calculated Value Added-Model (VAM) score if a teacher desires to use a SAO in its place for the District evaluation.

### Classroom Teacher SAO Final Rating

Based on the final level of each student in the course, an outcome of **Yes** (the target was met or exceeded) or **No** (the target was not met) is recorded in the Outcome column of the Target table.

Student Names	Baseline Level	Target Level	Final Level	Outcome (Yes-met or exceeded target No-did not meet target)
High Level				
<i>Example: Mary</i>	<i>Low</i>	<i>High</i>	<i>High</i>	<i>Yes</i>

After an entire class or group of students has been entered on the table, a final effectiveness score is determined. This determination is made by dividing the number of students who met the target by the number of students in the class or group. For example, a teacher set rigorous and realistic targets and was accurate for 8/12 students, the effectiveness rating would be Effective. In other words, 67% of the outcomes were achieved. The following is the rating scale that has been established for SAO Teacher ratings.

<b>Teacher Ratings:</b> <i>Based on the results of the learning goal, assessments/tasks, and targets of this SAO, a teacher rating is noted below.</i>			
<input type="checkbox"/> <b>Unsatisfactory</b> ≤ 40.99% of the learning targets achieved	<input type="checkbox"/> <b>Needs Improvement/Developing</b> 41.00%-59.99% of the learning targets achieved	<input type="checkbox"/> <b>Effective</b> 60.00%-89.99% of the learning targets achieved	<input type="checkbox"/> <b>Highly Effective</b> 90.00%-100.00% of the learning targets achieved

### Non-Classroom Teacher SAO Final Rating

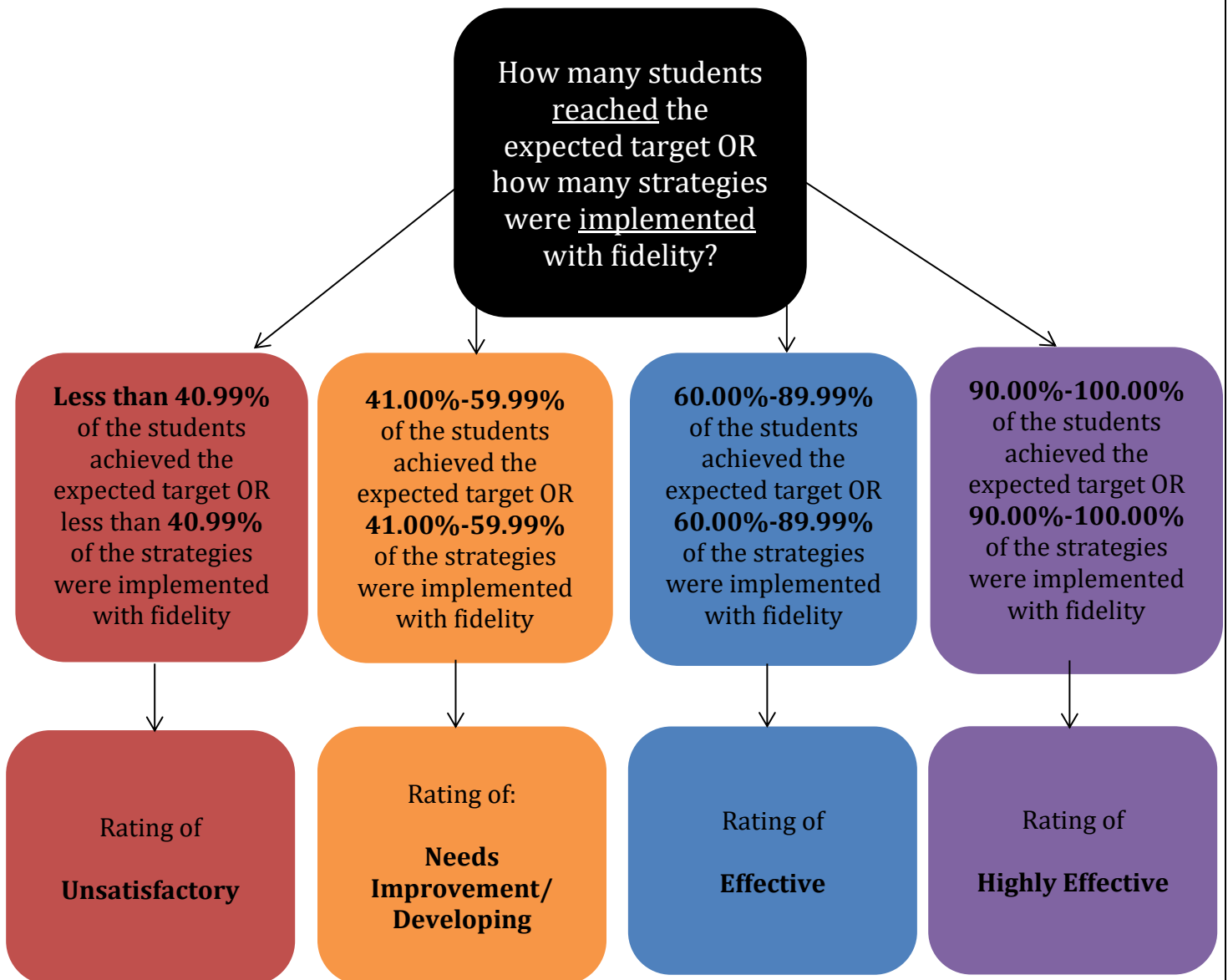
Based on the final level of each student in the course, an outcome of **Yes** (the target was met or exceeded through the identified support activities) or **No** (the target was not met) is recorded in the Achieved Level of Support column of the Target table.

<b><u>Target Level of Support</u></b> <i>(e.g., minimal, moderate, extensive)</i>  <i>Note: minimal of 3 &amp; no more than 4 target levels of support</i>	<b><u># in Target Level of Support</u></b>  <i>Note: no names should be listed here—just a raw count</i>	<b><u>Support Strategies/Activities for each Level of Support</u></b>  <i>Note: minimal of 2, no more than 4 per level of support</i>	<b><u>Achieved Level of Support</u></b>  <i>(Yes = met or exceeded target level of support; No = did not meet target level of support)</i>
<i>Minimal</i>	2	<i>Monthly professional development</i>	<i>Yes</i>
		<i>Check-in emails</i>	<i>Yes</i>
<i>Moderate</i>	4	<i>Collaborative lesson planning sessions</i>	<i>Yes</i>
		<i>Monthly professional development</i>	<i>Yes</i>
		<i>Check-in emails</i>	<i>Yes</i>
<i>Extensive</i>	8	<i>Collaborative lesson planning sessions</i>	<i>Yes</i>
		<i>Modeling researching with student groups</i>	<i>No</i>
		<i>Collaboratively analyzing student work</i>	<i>No</i>
		<i>Monthly professional development</i>	<i>Yes</i>
		<i>Check-in emails</i>	<i>Yes</i>

After the entire target groups have been entered on the table, a final effectiveness score is determined. This determination is made by dividing the number of delivered support strategies/activities by the total number of identified and anticipated strategies/activities. For example, a teacher set rigorous and realistic targets, which included 10 support strategies/activities for target groups and was able to implement 8/10 of these strategies. The teacher's effectiveness rating would be Highly Effective. In other words, 80% of the outcomes were achieved. The following is the rating scale that has been established for SAO Teacher ratings.

<b>Teacher Ratings:</b> Based on the results of the learning goal, assessments/tasks, and targets of this SAO, a teacher rating is noted below.			
<input type="checkbox"/> <b>Unsatisfactory</b> ≤ 40.99% of the learning targets achieved	<input type="checkbox"/> <b>Needs Improvement/Developing</b> 41.00%-59.99% of the learning targets achieved	<input type="checkbox"/> <b>Effective</b> 60.00%-89.99% of the learning targets achieved	<input type="checkbox"/> <b>Highly Effective</b> 90.00%-100.00% of the learning targets achieved.

### Classroom and Non-Classroom Teacher Student Achievement Objectives Scoring Process Map



# Appendices

## Appendix A: Student Achievement Objectives (SAO) Blank Template for Classroom Teachers

**Note: This template is to be completed on Journey**

Authorship			
Teacher Name		Initial Review Approval Date	
School Name		Initial Review Admin	
School Year:			

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

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

<i><b>Learning Goal:</b> a description of the specific knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.</i>	
Describe the <b>learning goal</b> for this SAO. This learning goal should clearly describe student expectations by the end of the instructional period.	

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

<i><b>Learning Goal:</b> a description of the specific knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum.</i>	
Which big idea is supported by the learning goal?	

<p>Which content standards are associated with this big idea?</p> <p><i>List all standards that apply, including the text of the standards (not just the code).</i></p>	
<p>Why is this learning goal important and meaningful for your students to learn?</p>	
<p>In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?</p>	
<p><u>Describe</u> the instruction and strategies you will use to teach this learning goal.</p> <p><i>Be specific to the different aspects of the learning goal.</i></p>	
<p>Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).</p>	
<p>Explain how this time span is appropriate and sufficient for teaching the learning goal.</p>	

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

<p><b>Assessments and Scoring:</b> <i>Assessments should be of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.</i></p>	
<p>Describe the summative and formative <b>assessments</b> that measure students' understanding of the learning goal<sup>4</sup>. <u>Include a possible prompt or prompts that align to the learning goal and the identified depth of knowledge required by the standard(s).</u></p>	
<p>Explain how student performance is defined and scored using the assessments. Describe the levels of performance and the specific criteria that will be measured through the rubric or scoring guide</p>	

**Planning Resource Page for Documenting Assessments and Scoring:** After completing the entire table, use the planning information to write the description and use of assessments and scoring criteria or rubrics.

<p><b>Assessments and Scoring:</b> <i>Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.</i></p>	
<p>How often will you collect summative and formative data to monitor student progress toward this learning goal?</p>	

<sup>4</sup> Assessments and rubrics need to be established as high quality.



<p>How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?</p>	
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**Directions for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

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

<p style="text-align: center;"><b>Actual Performance from Baseline Data</b></p>	
<p>Identify the specific courses, assessments, and/or experiences (e.g., grades, test scores, surveys) used to establish baseline levels and expected outcomes for students' understanding of the learning goal.</p>	
<p>Identify the name of each target level established and define the specific end of year criteria expected for student achievement in each target level.</p>	

Groups and Targets – students should be sorted into the levels identified below based on the Target Level set for the student. For example, a student may have a baseline level of low and a target level of high has been set for that student. This student’s information should be recorded in the “high” level.

After the Final Level has been identified, teachers should identify whether each student met or exceeded their target = Yes OR did not meet their target = No.

Student Names	Baseline Level	Target Level	Final Level	Outcome (Yes-met or exceeded target No-did not meet target)
Exceeding Expectations Level				
Meeting Expectations Level				
Approaching Expectations Level				
Below Expectations Level				

**Planning Resource Page for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

<b>Targets:</b> identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Name and describe the criteria used from the baseline sources to create the differentiated baseline levels.	
Describe how the targets levels were determined in connection with baseline data or information, student history, or other trend data or information.	
Explain how the expected targets identified demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.	

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

<b>Teacher Ratings:</b> Based on the results of the learning goal, assessments/tasks, and targets of this SAO, a teacher rating is noted below.			
<input type="checkbox"/> <b>Unsatisfactory</b> ≤ 40.99% of the targets achieved	<input type="checkbox"/> <b>Needs Improvement/Developing</b> 41.00%-59.99% of the targets achieved	<input type="checkbox"/> <b>Effective</b> 60.00%-89.99% of the targets achieved	<input type="checkbox"/> <b>Highly Effective</b> 90.00%-100.00% of the targets achieved.
Administrator comments:			
<u>Date</u>	<u>Administrator Signature</u>		
<u>Date</u>	<u>Teacher Signature</u> (the signature does not necessarily indicate agreement with the rating)		

## Appendix B: Student Achievement Objectives (SAO) Blank Template for Non-Classroom Teacher Personnel

**Note: This template is to be completed on Journey**

Authorship			
Teacher Name		Initial Review Approval Date	
School Name		Initial Review Admin	
School Year:			

Course/Grade Level Information	
Program Name	
Brief Program Description	
Target Audience	
Program Length	

SAO Developer Information	
<i>Name</i>	<i>Title/Position</i>

**Directions for Establishing a Program/Support Learning Goal:** Use the planning information and the SMART Review to refine and contextualize the description of the goal.

<b><i>Program /Support Learning Goal:</i></b> <i>a description of the specific knowledge and skills that support the enduring understandings or big ideas that the target group will possess at the end of the instructional period.</i>	
Describe the <b>program/ support learning goal</b> for this SAO. This goal should clearly describe the program expectations to be achieved by the end of the instructional period.	

**Planning Resource Page for Establishing a Program or Support Learning Goal:** After completing the entire table, use the planning information and the SMART Review to write the description of the goal.

<p><b><i>Program/Support Learning Goal:</i></b> a description of the specific knowledge and skills that support the enduring understandings or big ideas that the target group will possess at the end of the instructional period.</p>	
<p>Which big idea is supported by the program/support learning goal?</p>	
<p>Which national, state, and/or program standards are associated with this big idea?</p> <p><i>List all standards that apply, including the text of the standards (not just the code).</i></p>	
<p>Why is this program/support learning goal important and meaningful for the target group?</p>	
<p>Describe the instruction and/or strategies you will use to reach this program/support learning goal.</p> <p><i>Be specific to the different aspects of the goal.</i></p>	
<p>Identify the time span for which you will be working with the target group on the program/support learning goal. (e.g., daily 45 minutes, once a week for an hour, etc.)</p>	
<p>Explain how this time span is appropriate and sufficient for reaching the program/support learning goal.</p>	

**Directions for Documenting Assessments/Tools and Scoring:** Use the planning information to refine and tailor the description and use of assessments /tools for measuring outcomes you described.

<i><b>Assessments/Tools and Scoring:</b> Assessments/tools for measuring outcomes should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the program/support learning goal of this SAO. The assessments (tools) should be accompanied by clear criteria to describe what individuals have learned.</i>	
Describe the passive, active, and demonstration <b>assessments/tools</b> that measure the program/support learning goal <sup>5</sup> . <i>Tools can include but are not limited to: training agendas and sign-in sheets, communication or mentoring logs, rubrics, scoring guides, IEPs, surveys, implementation artifacts from PD, inventories, etc.</i>	
Explain how quality performance is determined through each of the active and demonstration assessments/tools. Describe the levels of performance and the specific criteria that will be measured.	

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<sup>5</sup> Assessments and rubrics need to be established as high quality.

**Planning Resource Page for Documenting Assessments and Scoring:** After completing the entire table, use the planning information to write the description and use of assessments (tools) and scoring criteria or rubrics.

***Assessments and Scoring:** Assessments/tools for measuring outcomes should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the program/support learning goal of this SAO. The assessments (tools) should be accompanied by clear criteria to describe what individuals have learned.*

How often will you collect information and data for each assessment/tool to monitor progress toward this program/support learning goal and its impact on the target group?	
How will you use the assessments/tools to monitor progress towards the program/support goal learning goal and to differentiate support for those in your target groups?	

**Directions for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected support strategies for the target group being served.

<i>Targets: identify the expected support strategies that will be provided by the end of the instructional period for the target group being served.</i>			
<b>Actual Performance from Baseline Data</b>			
Identify the population or target group being served (i.e., teachers, instructional personnel, and/or parents).			
Describe the specific evidence (baseline data) used to establish starting points and expected support strategies necessary for the target group.			
<b><u>Target Level of Support</u></b> (e.g., minimal, moderate, extensive)  <i>Note: minimum of 3 &amp; no more than 4 target levels of support</i>	<b><u># in Target Level of Support</u></b>  <i>Note: No names should be listed here – just a raw count</i>	<b><u>Support Strategies/Activities for each Level of Support</u></b>  <i>Note: minimum of 2, no more than 4 per level of support</i>	<b><u>Achieved Level of Support</u></b>  <i>(Yes = met or exceeded target level of support; No = did not meet target level of support)</i>




**Planning Resource Page for Establishing Target Levels of Support:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected support targets.

<b>Targets:</b> <i>identify the expected support strategies that will be provided by the end of the instructional period for the target group being served.</i>	
Describe how the target levels of support were determined in connection with baseline data, trend data or other information.	
Explain how the identified strategies for each level are ambitious, yet realistic for achieving the program/support learning goal.	

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

<b>Teacher Ratings:</b> <i>Based on the results of the learning (program/support) goal, assessments (tools for measuring outcomes), and targets of this SAO, a teacher rating is noted below.</i>			
<input type="checkbox"/> <b>Unsatisfactory</b> ≤ 40.99% of the targets achieved	<input type="checkbox"/> <b>Needs Improvement/Developing</b> 41.00%-59.99% of the targets achieved	<input type="checkbox"/> <b>Effective</b> 60.00%-89.99% of the targets achieved	<input type="checkbox"/> <b>Highly Effective</b> 90.00%-100.00% of the targets achieved.
Administrator comments:			
<u>Date</u>	<u>Administrator Signature</u>		
<u>Date</u>	<u>Teacher Signature</u> (the signature does not necessarily indicate agreement with the rating)		

## Appendix C: Rubric for Rating the Quality of Classroom Teacher SAOs

<b>Learning Goal Rubric</b>		
<input type="checkbox"/> <b>Acceptable Quality</b>	<input type="checkbox"/> <b>Quality Needs Improvement</b>	<input type="checkbox"/> <b>Insufficient Quality</b>
<p>Appropriately identifies and thoroughly describes an important and meaningful learning goal, with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and the standard(s) clearly aligned to and measured by the learning goal,</li> <li>➤ a clear explanation of the critical nature of the learning goal for all students in the specific grade/ course,</li> <li>➤ a clear description of how the learning goal allows students to demonstrate deep understanding of the content standards within the identified time span, and</li> <li>➤ specific and appropriate instruction and strategies described to teach the learning goal.</li> </ul>	<p>Generally identifies and describes a learning goal with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and/or standards minimally aligned to the learning goal,</li> <li>➤ some explanation of the importance of the learning goal for students in the specific grade/ course,</li> <li>➤ a general description of how the learning goal allows students to demonstrate adequate understanding of the content standards within the identified time span, and/or</li> <li>➤ some generic instruction and strategies used to teach the learning goal.</li> </ul>	<p>Identifies and describes a learning goal that is vague, trivial, or unessential, with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and/or standards not aligned to the learning goal,</li> <li>➤ lack of information of the importance of the learning goal for students in the specific grade/course,</li> <li>➤ little to no description of how the learning goal allows students to demonstrate understanding of the content standards in the identified time span, and/or</li> <li>➤ questionable and/or vague instruction and strategies used to teach the learning goal.</li> </ul>
<b>Assessments Rubric</b>		
<input type="checkbox"/> <b>Acceptable Quality</b>	<input type="checkbox"/> <b>Quality Needs Improvement</b>	<input type="checkbox"/> <b>Insufficient Quality</b>
<p>Appropriately identifies and clearly describes:</p> <ul style="list-style-type: none"> <li>➤ high quality assessments*, with evidence to support how the appropriateness and quality of the assessments has been established</li> <li>➤ scoring rubrics that appropriately differentiate student performance, including evidence to support these rubrics have been validated, and</li> <li>➤ progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information.</li> </ul>	<p>Identifies and provides some description, which may lack specificity, of the:</p> <ul style="list-style-type: none"> <li>➤ assessments, with partial explanation and no evidence to support how the appropriateness and quality of the assessments have been established ,</li> <li>➤ scoring rubrics that partially differentiate student performance, with no evidence to support how the rubrics have been validated, and/or</li> <li>➤ progress-monitoring measures used with little detail in how instruction will be differentiated based on this information.</li> </ul>	<p>Identifies and provides an unclear, insufficient, or confusing description of the:</p> <ul style="list-style-type: none"> <li>➤ assessments, which minimally measure the learning goal, with no reference to how the appropriateness and quality of the assessments have been established,</li> <li>➤ scoring rubrics with minimal or no differentiation of student performance with no evidence to support how the rubrics have been validated, and/or</li> <li>➤ progress-monitoring measures used with minimal or no reference to the differentiation of learners based on this information.</li> </ul>

### Targets Rubric

☐ <b>Acceptable Quality</b>	☐ <b>Quality Needs Improvement</b>	☐ <b>Insufficient Quality</b>
<p>Clearly and thoroughly explains how the data are used to define teacher performance, including:</p> <ul style="list-style-type: none"> <li>➤ appropriate baseline data/information used to establish and differentiate expected performance, and</li> <li>➤ rigorous expectations that are realistic and attainable for each group of students using the documented high quality assessments.</li> </ul>	<p>Broadly, without specificity, explains how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>➤ unclear baseline data/information used to establish and differentiate expected performance,, and/or</li> <li>➤ expectations that are imprecise, somewhat realistic and/or attainable for each group of students.</li> </ul>	<p>Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>➤ no baseline data/information or use of irrelevant information to establish and differentiate expected performance, and/or</li> <li>➤ low expectations, for each group of students.</li> </ul>

## Appendix D: Rubric for Rating the Quality of Non-Classroom Teacher SAOs

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

<b>Learning Goal Rubric</b>		
<input type="checkbox"/> <b>Acceptable Quality</b>	<input type="checkbox"/> <b>Quality Needs Improvement</b>	<input type="checkbox"/> <b>Insufficient Quality</b>
<p>Appropriately identifies and thoroughly describes an important and meaningful program/support learning goal, with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and the standard(s) clearly aligned to and measured by the learning goal,</li> <li>➤ a clear explanation of the critical nature of the learning goal for the target group,</li> <li>➤ a clear description of how the learning goal allows the target group to reach the learning goal within the identified time span, and</li> <li>➤ specific and appropriate instruction and/or strategies described to reach the learning goal.</li> </ul>	<p>Generally, identifies and describes a program/support learning goal with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and/or standards minimally aligned to the learning goal,</li> <li>➤ some explanation of the importance of the learning goal for the target group,</li> <li>➤ a general description of how the learning goal allows the target group to demonstrate adequate understanding of the standards within the identified time span, and/or</li> <li>➤ some generic instruction and/or strategies used to reach the learning goal.</li> </ul>	<p>Identifies and describes a program/support learning goal that is vague, trivial, or unessential, with:</p> <ul style="list-style-type: none"> <li>➤ the big idea and/or standards not aligned to the learning goal,</li> <li>➤ lack of information of the importance of the learning goal for the target group,</li> <li>➤ little to no description of how the learning goal allows the target group to demonstrate understanding of the standards in the identified time span, and/or</li> <li>➤ questionable and/or vague instruction and strategies used to reach the learning goal.</li> </ul>
<b>Assessments Rubric</b>		
<input type="checkbox"/> <b>Acceptable Quality</b>	<input type="checkbox"/> <b>Quality Needs Improvement</b>	<input type="checkbox"/> <b>Insufficient Quality</b>
<p>Appropriately identifies and clearly describes:</p> <ul style="list-style-type: none"> <li>➤ high quality assessments/tools, with evidence to support how the appropriateness and quality of the assessments/tools has been established</li> <li>➤ a clear explanation of how performance is defined and scored, and</li> <li>➤ progress-monitoring measures that will be used, including how support will be differentiated for all learners based on this information.</li> </ul>	<p>Identifies and provides some description, which may lack specificity, of the:</p> <ul style="list-style-type: none"> <li>➤ assessments/tools, with partial explanation and no evidence to support how the appropriateness and quality of the assessments/tools have been established,</li> <li>➤ a partial explanation of how performance is defined and scored, and/or</li> <li>➤ progress-monitoring measures used with little detail in how support will be differentiated based on this information.</li> </ul>	<p>Identifies and provides an unclear, insufficient, or confusing description of the:</p> <ul style="list-style-type: none"> <li>➤ assessments/tools, which minimally measure the program/support learning goal, with no reference to how the appropriateness and quality of the assessments have been established,</li> <li>➤ minimal or no explanation of how performance is defined and scored, and/or</li> <li>➤ progress-monitoring measures used with minimal or no reference to the differentiation of support based on this information.</li> </ul>

<b>Targets Rubric</b>		
<input type="checkbox"/> <b>Acceptable Quality</b>	<input type="checkbox"/> <b>Quality Needs Improvement</b>	<input type="checkbox"/> <b>Insufficient Quality</b>
<p>Clearly and thoroughly explains how the data are used to define teacher performance, including:</p> <ul style="list-style-type: none"> <li>➤ appropriate baseline data/information used to establish and differentiate expected performance, and</li> <li>➤ rigorous expectations that are realistic and attainable for each Target group using the documented high-quality assessments/tools.</li> </ul>	<p>Broadly, without specificity, explains how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>➤ unclear baseline data/information used to establish and differentiate expected performance, and/or</li> <li>➤ expectations that are imprecise, somewhat realistic and/or attainable for each Target group.</li> </ul>	<p>Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> <li>➤ no baseline data/information or use of irrelevant information to establish and differentiate expected performance, and/or</li> <li>➤ low expectations, for each Target group.</li> </ul>

### Appendix E: SAO Decision Tree

Overall Student Attendance	
IF	THEN
Semester course: 10 or more absences	Student can be removed from SAO target group at the end of the semester if the target was not met.
Full year course: 20 or more absences	Student can be removed from SAO target group at the end of year if the target was not met.
ALL students were removed from the SAO due to 20+ absences or withdrawals in a year-long course	Once the teacher removes ALL students from the SAO and has the removals approved by the supervisor during the summative review, the SAO rating will result in an effective rating.
ALL students were removed from the SAO due to 10+ absences or withdrawals in a semester course	Once the teacher removes ALL students from the SAO and has the removals approved by the supervisor during the summative review, the SAO rating will result in an effective rating.
<i>Note: The teacher may choose to keep a student with excessive absences on the SAO if the student met the target. When at least one student remains on the SAO, the SAO will be rated according to the SAO summative rating rubric.</i>	
Mid-Year Review Student Attendance Rules for Full Year Courses	
IF	THEN
Student(s) has entered the class between the approval of the SAO and the last day of the 1 <sup>st</sup> semester (December 20, 2019)	Student(s) must be added and included by the teacher in the Targets.
Student(s) has withdrawn from the class since the approval of the SAO	Student(s) must be removed from the Targets by the teacher & a rationale provided.
Student(s) has 10 or more absences	Student(s) must be reviewed closely and adjustments made to the Targets if necessary & a rationale provided.

<b>Mid-Semester Review Student Attendance Rules for SEMESTER Courses</b>	
<b>IF</b>	<b>THEN</b>
Student(s) has entered the class after the approval of the SAO	Student(s) will not be added or included in the Targets.
Student(s) has 10 or more absences	Student(s) must be reviewed closely and adjustments made to the Targets if necessary & a rationale provided; the student can be removed at the end of the semester review if Target is not met. The attendance rules process is not applied mid-year for semester SAOs.
<b>End of Year Review Student Attendance Rules for Full Year Courses</b>	
<b>IF</b>	<b>THEN</b>
Full year course: 20 or more absences	Student can be removed from SAO target group if the target was not met. The student will not be accounted for in the overall SAO student count.
Student(s) has entered the class since the mid-year review of the SAO	Student(s) will not be added to the SAO targets.
<b>End of Semester Review Student Attendance Rules for SEMESTER Courses</b>	
<b>IF</b>	<b>THEN</b>
Semester course: 10 or more absences	Student can be removed from SAO target group if the target was not met; student will not be accounted for in the overall SAO student count.
Student(s) has entered the class since the approval of the SAO	Student(s) will not be added to the SAO targets.
<b>Teacher on Formal Leave – (i.e. FMLA, LOA )</b>	
<b>IF</b>	<b>THEN</b>
Teacher(s) creates a SAO and it is fully approved during the initial review window, and the teacher goes on leave, and the teacher returns by the mid-year review of the SAO	The individual student Targets should be adjusted accordingly during the mid-year review and the SAO continued during the second semester of the school year.
Teacher(s) creates a SAO and it is fully approved during the initial review window, and the teacher goes on leave, and the teacher does NOT return by the mid-year review of the SAO	The teacher will not continue the SAO and the SAO will not be evaluated. The administrator must discontinue and resolve the SAO in Journey. The student learning component of the evaluation will result in an effective rating.

Teacher(s) of a year-long course returns from leave on or before September 13, 2019	The teacher will create a SAO following the original timeline.
Teacher(s) of a year-long course returns from leave after September 13, 2019, and before January 3, 2020	Journey doesn't have the capability to identify when a teacher takes or returns from leave, so administrators must monitor these changes and act in Journey. For the identified teacher, the administrator will have to select the 'Create SAO Window' button and provide a rationale. The teacher must create a SAO following the Second Semester timelines beginning January 3, 2020. No teacher action is required until the January second semester SAO window.
Teacher(s) of a year-long course returns from leave on or after January 3, 2020	The teacher will not create or implement a SAO this school year; The administrator must resolve the missing SAO in Journey. The student learning component of the evaluation will result in an effective rating.
Teacher(s) is on leave during the end-of-year SAO evaluation window	The administrator must discontinue the SAO in Journey. The student learning data rating will result in an effective rating.
<b>Teacher Course, Content, Grade Level Change</b>	
<b>IF</b>	<b>THEN</b>
Course, content, or grade level change is made August 26- September 13, 2019	The teacher will create a SAO following the original timeline.
Course, content, or grade level change is made after September 13 and before January 3, 2020	Journey doesn't have the capability to identify when course, content, or grade level changes are made, so administrators must monitor these changes and take action in Journey. For the identified teacher, the administrator will have to discontinue the SAO in Journey and provide a rationale. The teacher must create a SAO following the Second Semester timelines beginning January 3, 2020. No teacher action is required until the January second semester SAO window.
Course, content, or grade level change is made on or after January 3, 2020	The teacher will not create or implement a SAO this school year. The administrator must discontinue and resolve the SAO in Journey. The student learning component of the evaluation will result in an effective rating.



<p>Teacher was eligible for a VAM rating during the initial SAO/VAM selection window and selected VAM. The teacher had a course change after the deadline to complete a SAO for the second semester. The teacher's students did not match for Survey 2 and Survey 3. The teacher did not receive a VAM rating.</p>	<p>The teacher's student learning component of the evaluation will result in an effective rating.</p>
<p>Teacher was eligible for a VAM rating during the initial SAO/VAM selection window and selected VAM. The teacher had a course change after September 13 and before January 3 and the new course code and/or students rostered are not VAM eligible. The teacher was notified by the district regarding VAM ineligibility based on their new course assignment. Teacher was given an opportunity to create a SAO. The SAO was not developed within the set district windows.</p>	<p>The student learning evidence component of the evaluation will result in an unsatisfactory rating.</p>
<p><b>New Teacher Hires</b></p>	
<p><b>IF</b></p>	<p><b>THEN</b></p>
<p>Teacher(s) of a year-long course is hired August 5 - September 13, 2019</p>	<p>The teacher will create a SAO following the original timeline.</p>
<p>Teacher(s) of a year-long course is hired after September 13, 2019, and before January 3, 2020</p>	<p>The teacher must create a SAO following the Second Semester timelines beginning January 3, 2020. No teacher action is required until the January second semester SAO window.</p>
<p>Teacher(s) of a year-long course is hired on or after January 3, 2020</p>	<p>The teacher will not create or implement a SAO this school year. The administrator must resolve the missing SAO in Journey. The student learning component of the evaluation will result in an effective rating.</p>
<p>Teacher(s) of semester courses only is hired after September 13, 2019</p>	<p>Teacher(s) will create a second semester SAO when the SAO window opens at the start of the second semester.</p>
<p>Teacher(s) of semester courses only is hired after January 3, 2020</p>	<p>Teacher(s) will not create or implement a SAO for this school year. The administrator must resolve the missing SAO in Journey. The student learning component of the evaluation will result in an effective rating.</p>

<b>Teacher Position Change During School Year</b>	
<b>IF</b>	<b>THEN</b>
Teacher(s) of full-year course has a position change (i.e., classroom teacher to non-classroom teacher or non-classroom teacher to classroom teacher) August 5-September 13, 2019	The teacher will create a SAO following the original timeline.
Teacher(s) of full-year course has a position change (i.e., classroom teacher to non-classroom teacher or non-classroom teacher to classroom teacher) after September 13, 2019 and before January 3, 2020	For the identified teacher, the administrator will have to discontinue the SAO in Journey and provide a rationale. The teacher must create a SAO following the Second Semester timelines beginning January 3, 2020. No teacher action is required until the January second semester SAO window.
Non-classroom teacher(s) has a position change (i.e., non-classroom teacher [instructional coach] to non-classroom teacher [dean]) after September 13, 2019 and before January 3, 2020	Journey doesn't have the capability to identify when position changes within the same evaluation system are made (NCT to NCT), so administrators must monitor these changes and take action in Journey. For the identified teacher, the administrator will have to discontinue the SAO in Journey and provide a rationale. The teacher must create a SAO following the Second Semester timelines beginning January 3, 2020. No teacher action is required until the January second semester window.
Teacher was eligible for a VAM rating during the initial SAO/VAM selection window and selected VAM. The teacher had a position change after the deadlines to complete a SAO. The teacher's students did not match for Survey 2 and Survey 3. The teacher did not receive a VAM rating.	The teacher's student learning component of the evaluation will result in an effective rating.
Teacher(s) of full-year course has a position change made on or after January 3, 2020	Teacher(s) will not create or implement a SAO for this school year. The administrator must discontinue the SAO in Journey and provide a rationale. The student learning component of the evaluation will result in an effective rating.

Teacher(s) of semester courses only with an active first semester SAO has a position change after September 13, 2019	Teacher(s) will have to create a second semester SAO when the SAO window opens at the start of the second semester. The administrator must discontinue the SAO in Journey and provide a rationale.
Teacher(s) of semester courses only with an active second semester SAO has a position change after January 3, 2020	The administrator must discontinue the SAO in Journey and provide a rationale. The student learning component of the evaluation will result in an effective rating.
<b>Initial Review Situations – Year Long, First Semester, and Second Semester SAOs</b>	
<b>IF</b>	<b>THEN</b>
An employee does not create a SAO during the initial window but is required to do so because they are not VAM eligible.	The student learning evidence portion of the summative evaluation will result in an unsatisfactory rating.
An employee does not create a SAO during the initial window and is required to do so because they are not VAM eligible but they have one or more second semester courses on their schedule	The employee must create a second semester SAO.
An employee does not create a SAO during the initial window and they are optional for SAO because they are VAM eligible	The student learning evidence component of the evaluation will default to VAM.
An employee who has one or more second semester courses on their schedule creates a first semester SAO during the initial window but does not submit the SAO to their supervisor before the submission deadline passes.	The employee must create a second semester SAO in January.
An employee creates and submits a SAO during the initial window but does not re-submit the SAO to their supervisor after it was returned for changes by the supervisor before the final submission/approval deadline passes.	The student learning evidence portion of the summative evaluation will result in an unsatisfactory rating.
An employee creates a SAO during the initial window and clicks the "Abandon" button before the supervisor approves the SAO	The employee can create a second semester SAO if one or more semester courses are on their schedule OR select VAM in Journey if teacher is VAM eligible.
An employee creates a SAO during the initial window and clicks the "Abandon" button before the supervisor approves the SAO. The employee now wishes to be able to create a	The employee can choose to create a second semester SAO if one or more semester courses are on their schedule, create a new SAO within the original submission window, or select

<p>new, "start over from the beginning" SAO.</p>	<p>VAM for the student learning evidence portion of the evaluation if the teacher is VAM eligible.</p>
<p>An employee creates a SAO during the initial window, submits it to the supervisor, and the supervisor never takes any action on the SAO before the approval deadline passes.</p>	<p>The SAO is automatically considered approved as written by the employee.</p>
<p>An employee creates a SAO during the initial window, submits it to the supervisor, the supervisor returns it to the employee, the employee revises and re-submits to the supervisor, and the supervisor then never takes further action on the SAO before the approval deadline passes.</p>	<p>The SAO is automatically considered approved as revised by employee after it was returned.</p>
<p>An employee does not create a SAO during the initial second semester SAO window, but they are required to do so because they are not VAM eligible and did not create a first semester or yearlong SAO</p>	<p>The student learning evidence component of the evaluation will result in an unsatisfactory rating.</p>
<p>An employee creates a required second semester SAO during the initial second semester SAO window but does not submit the SAO to their supervisor before the submission deadline passes</p>	<p>The student learning evidence portion of the evaluation will result in an unsatisfactory rating.</p>
<p>An employee creates a SAO during the initial second semester SAO window and clicks the 'Abandon SAO' button before the supervisor approves the SAO. The employee now wishes to be able to create a new, "start over from the beginning" SAO</p>	<p>The employee can create a new second semester SAO within the original submission window. If a new SAO is not submitted within the required timeframe, the student learning evidence portion of the evaluation will result in an unsatisfactory rating.</p>
<p>After 3 SAO revisions there is no resolution between the teacher and administrator on the quality of the SAO (note: one revision is when the teacher submits the SAO to administrator for review and the administrator reviews and sends it back to the teacher for edits)</p>	<p>Journey will notify the Regional Superintendent for further guidance.</p>

<b>Mid-Year Review Situations - Year Long, First Semester, and Second Semester SAOs</b>	
<b>IF</b>	<b>THEN</b>
An employee takes no actions during the midyear review window before the deadline for midyear reviews passes	The Targets remain as approved initially.
An employee submits Target changes to the supervisor during the midyear review window and the supervisor never takes any action on the SAO before the midyear review window passes	The SAO is considered automatically approved as revised by the employee.
An employee submits Target changes to the supervisor during the midyear review window, the supervisor returns it to the employee, and the employee never takes any additional actions on the SAO that was returned before the midyear review window passes	The SAO is considered approved as originally written by employee and initially approved by administrator.
<b>Final / End of Year Review - Year Long, First Semester, and Second Semester SAOs</b>	
<b>IF</b>	<b>THEN</b>
An employee takes no action during the final review window	The student learning evidence portion of the summative evaluation will result in an unsatisfactory rating.
An employee submits changes to the supervisor during the final review window and the supervisor never takes any action on the SAO before the final review window passes	The SAO is automatically considered fully approved as submitted by the employee and the SAO evaluation rating will be calculated accordingly.
An employee submits changes to the supervisor during the final review window, the supervisor returns it to the employee, and the employee never takes required actions on the SAO that was returned before the final review window passes.	The student learning evidence portion of the summative evaluation will result in an unsatisfactory rating.

### Appendix F: Classroom Teacher SAO Student Progress Spreadsheet

Student Name	Assessment #1 Administration Date	Assessment #1 Score	High/ Average/ Low	Assessment #2 Administration Date	Assessment #2 Score	High/ Average/ Low	Assessment #3 Administration Date	Assessment #3 Score	High/ Average/ Low

**Note:** Columns can be added as needed, depending on the number of assessments administered  
Rows can be added as needed, depending on the number of students in the class

### Appendix G: Non-Classroom Teacher SAO Strategy/Activity Tracking Sheet

Target Level of Support	Support Strategy/Activity	Type of Evidence Collected	Educator Responses/Reflections

**Note:** Rows can be added as needed, depending on the number of strategies/activities planned.

## Appendix H: SAO Implementation Timeline

What	When	Who	Outcome
<p><b>Example:</b></p> <p><i>Gather baseline data and review as a third grade team</i></p>	<p><i>August</i></p>	<p><i>Teacher and Third Grade Team</i></p>	<p><i>Collaboratively identify groupings and set targets, review learning goal and assessments to ensure accuracy based on student needs.</i></p>



What	When	Who	What

## Appendix I: SAO Frequently Asked Questions

**1. Are SAOs primarily used as a tool for teacher evaluation?**

*SAOs are one of three measures that make up a teacher's evaluation. SAOs support and encourage good teaching first and foremost. They provide an opportunity for teachers to show evidence of their impact on student learning, and this measure can be used for teacher evaluation purposes. SAOs were developed to support good teaching.*

**2. Do SAOs provide valuable feedback to inform and improve instruction?**

*Yes, as teachers use formative assessment to monitor student progress towards the learning goal, the assessment data provides the teacher valuable information on student learning needs. Teachers can make instructional decisions to differentiate instruction for all students.*

**3. Are SAOs a measure of teacher effectiveness?**

*Yes, SAOs measure the impact a teacher's instruction has on student learning more so than one standardized test.*

**4. Are SAOs closely tied to classroom instruction?**

*Yes, SAOs are developed by the teacher and based on course and content-specific standards. During the planning for the SAO, teachers describe the instruction and strategies they will use to teach the learning goal. Student progress is measured regularly throughout classroom instruction. SAOs are tied to the teacher and the students the teacher serves. It more accurately reflects the impact each individual teacher has on their job performance.*

**5. Are SAOs a 'state assessment' in grades and subject areas in which there is not already a state test?**

*No, SAOs are based on formative and summative assessments that occur throughout instruction, not on a standardized assessment.*

**6. Are SAO goals and targets driven by available assessments?**

*No, goals are driven by an identified area of need for student performance. Teachers base assessment decisions on the identified learning goal and the knowledge and skills that must be measured.*

**7. Are SAOs targets for student performance on an end-of-course assessment?**

*No, SAOs are targets for student performance based on students' starting levels (baseline assessment results) and expected growth during the year.*

**8. Do SAOs require a new way of thinking and a new set of skills for teachers and administrators?**

*SAOs entail components of strong instruction that are grounded in educational research. Setting learning goals, identifying ways to assess and progress monitoring learning towards the learning goal, and setting expected student performance outcomes are all current teaching practices that should be embedded in effective instructional practice.*

**9. Are SAOs a collaborative process among a teacher, her/his colleagues, and an administrator?**

*Yes, SAOs encourage collaboration amongst teachers and administrators. Conversations should occur (at the minimum) at the beginning of the year, the middle of the year, and the end of the year to discuss student progress towards the learning goal. Teachers are encouraged to create learning goals and establish assessments to be used as grade level/department teams. The targets and outcomes component of the SAO is unique for each teacher and the students he/she serves.*

**10. Do SAOs measure student achievement?**

*Yes, SAOs measure student learning.*

**11. Are SAOs a fair indicator of a teacher's performance with a class of students?**

*Yes, SAOs allow teachers to account for student's individual strengths and needs in setting ambitious, rigorous, and realistic learning targets and expected outcomes.*

**12. Are SAOs common among all teachers of the same grade and content area?**

*Teachers have the choice to develop their SAO in collaboration with teachers in the same grade and content area. However, teachers may choose to write a different learning goal than their peers. Even if teachers choose to collaborate and develop a SAO, the learning and assessments can be the same. However, the student targets and expected outcomes will be different for each teacher based on the students the teacher serves.*

**13. Do SAOs interfere with good instructional strategies and practices?**

*No, SAOs are grounded in research and support good teaching.*

**14. Can SAOs be flexible and adapted during the year?**

*The learning goal and assessments are not adapted during the year. Teachers may make changes to their expected targets and outcomes at the mid-year review with justification for the changes. The administrator must agree to the target changes.*

**15. Are SAO results closely related to student performance in the classroom?**

*Yes, SAOs measure student performance based on classroom instruction.*

**16. Are SAOs year-long goals for student performance?**

*Yes, SAO learning goals should be based on a "slice of the curriculum" that cuts across multiple units of instruction. Learning goals cannot be accomplished in a short period of time but are accomplished over the course of the entire school year.*

**17. Are SAOs a test?**

*No, SAOs include formative and summative assessments throughout the year to monitor student progress and identify instructional needs. There is not a single test used for a SAO.*

**18. Can SAOs be shared across teachers in different schools, district, or states?**

*If the teachers teach the same course and content standards, they can share the established learning goal and assessments used to measure progress. Teachers cannot share the targets and outcomes of the SAO as they are designed with specific students in mind.*

**19. Do SAO results reflect student growth over the course of a year?**

*Yes, assessment data looks at students' starting levels of performance and their end of year levels of performance.*

**20. Do SAOs establish common expectations for teacher performance?**

*No, SAOs are individualized for teachers, but provide a common framework to encourage strong teaching and student learning.*

**21. Does a teacher's SAO have to be at a Webb's Depth of Knowledge (WDOK) Level 3 or 4 to be acceptable quality?**

*Teachers should develop learning goals that are ambitious, yet realistic for the students they serve. The SAO should identify the specific content standards that align directly with the identified learning goal. If the standards aligned to the learning goal are WDOK level 2, the assessments should also reach WDOK level 2.*

**22. Do teachers have to collaborate with other teachers in the development of their SAO?**

*No, teacher collaboration is at the discretion of the teacher. Teachers may choose to develop individual or a collaborative (team) SAO.*

**23. Can administrators tell a teacher what their SAO learning goal must be (class, period, content area)?**

*No, teachers have the choice of determining their own SAO learning goal. However, teachers must choose a learning goal that identifies an area of need for students as evidenced by data and the School Improvement Plan.*

**24. Do teachers of 11<sup>th</sup> and 12<sup>th</sup> grade students have an option for a VAM score?**

*No, teachers with only 11<sup>th</sup> and 12<sup>th</sup> grade students do not have an option for a state calculated VAM. However, if the teacher has 9<sup>th</sup> or 10<sup>th</sup> graders in the class, the option may become available since only 9<sup>th</sup> and 10<sup>th</sup> grade students generate a VAM score.*

**25. What courses generate a state-calculated VAM score?**

*The best way to confirm whether a VAM score is an option, is to log in to Journey and read the notification on your home screen. The Journey notification will tell the teacher if the SAO worksheet is optional or if the SAO worksheet is required. Another method of determining your current year VAM eligibility is to click the "Evaluations & Observations" button on your Journey home screen, and under the current year click on the "Show VAM Status" button, which will display additional information on your VAM eligibility, and provide helpful documentation to you regarding your courses for the year.*

*The only courses that generate a state-calculated VAM score are ELA (grades 4-10 only), Mathematics (grades 4-8 only), and Algebra 1 (8 & 9 only). Only teachers who teach these specific courses and students in these specific grades in those courses get a state-calculated VAM.*

*Third graders and M/J Civics courses and students do NOT generate a state-calculated VAM. The state does not calculate VAM for Geometry, Biology, or US History either.*

*Science is a non-VAM eligible course because students do not have a prior year science assessment score. To determine the “value-added” a teacher contributes to students; the state matches up the class roster to “like students” statewide based on demographics and prior year performance.*

**26. Do retained 3<sup>rd</sup> graders generate VAM? If so, can those 3<sup>rd</sup> grade teachers choose VAM over SAO?**

*No, retained 3<sup>rd</sup> graders do not generate a VAM. Therefore, 3<sup>rd</sup> grade teachers must use a SAO.*

**27. Can a teacher abandon his/her SAO once it’s been approved by his/her supervisor?**

*No, a non-VAM teacher must have a SAO because by state statute a minimum of 33.3% of a teacher’s evaluation must be based upon student performance. (FL Statute 1012.34 (3)(a)1. – Evaluation Procedures).*

*A teacher with a state-generated VAM may abandon the SAO prior to it being approved during the initial SAO review window. Once the SAO is approved, it can no longer be abandoned and must be used for that school year.*

**28. Can an ESE teacher create a multi-grade learning goal?**

*Yes, a multi-grade learning goal can be created.*

**29. Can a self-contained ESE teacher use ACCESS Points for their SAO content standards?**

*Yes, teachers can use ACCESS Points if the students in the identified class are required to be instructed on those standards.*

**30. Should an ESE teacher have a choice over the class they choose for their SAO?**

*For example, a teacher has a co-teaching class and a group of students he/she serves through support facilitation. There is no requirement for the teacher to choose one over the other.*

**31. Do all ESE teachers have to create and use a SAO?**

*Each teacher should log in to Journey and read the notification on their home screen. The notification will let each teacher know if the SAO worksheet is optional or if the SAO worksheet is required. Journey reads the courses and students rostered to each teacher in FOCUS to make this determination.*

**32. Can an ESE teacher collaborate with a general education teacher on his/her SAO?**

*Yes, ESE teachers can choose to do a collaborative SAO with the general education teacher on students assigned to the ESE teacher within that general education class. ESE teachers serving in a co-teaching*

*model should be co-planning, co-teaching, and co-assessing on a consistent basis with the general education teacher.*

**33. Can an ESE teacher choose more than one course for their SAO?**

*Yes, an ESE teacher can select more than one course to include more students in their SAO.*

**34. How is the SAO handled when a teacher is on formal leave from the district (i.e., FMLA)?**

*Use the SAO Decision Tree (an appendix in the SAO Manual) for guidelines on how SAOs are handled for teachers on leave.*

**35. What if an ESE teacher doesn't have students rostered to him/her in FOCUS?**

*ESE Support Facilitators (or any other ESE position not rostered to students) must add students to their SAO in Journey manually. Teachers may combine students from more than one class to increase the number of students in the Targets section of their SAO.*

**36. Can a student's IEP goal be a SAO learning goal?**

*No. An IEP is specific to one student. The SAO learning goal should be for a class of students.*

**37. How does an ESE teacher create a learning goal when he/she serves multiple grade levels?**

*Do not get hung up on a grade level. Think about the totality of the class or group of students you serve. Identify a goal that has a common thread throughout the grade levels. ESE teachers may want to refer to the FSAA-Datafolio Teacher Resource Guide. DOE has selected 3 standards per content area and grade level that are essential to ACCESS content area. Also in this document there are activities and sample assessments. Another resource is ACCESS Instructional Resources. ([www.accesstofls.weebly.com](http://www.accesstofls.weebly.com)).*

**38. What can an ESE teacher use for establishing baseline data for students in ESE?**

*The present level of performance section of the IEP for the prior years is a source for establishing baseline. Also consider how in any given IND unit the grade/age of a student does not reflect their level of performance. Meaning a 1<sup>st</sup> grader may be performing at a higher level than a 4<sup>th</sup> grader. This is where the Targets play a critical role.*

**39. How can an ESE teacher think through the big idea for their SAO?**

*Thinking through the big idea is critical to forming a learning goal and making sense of the SAO process. For students with the most significant cognitive disabilities, there is a serious delay in the development of communication both receptively and expressively. Consider the make-up of the class and pick a content area. For example, language arts is a content area that encompasses much of the focus of the curriculum for students with significant cognitive impairments. Therefore, the big idea could be, the ability to communicate receptively and expressively is the foundation of all learning and provides the skills and concepts needed to control and make sense of life's experiences.*

**40. Will the state recognize a teacher's SAO rating over their state-calculated VAM score for teachers in DA schools?**

*The Superintendent could move a teacher from a DA school if they have an unsatisfactory VAM. For example, if that same teacher had a Highly Effective Stage 1 and a Highly Effective SAO, they would be treated (for purposes of pay in the District) as Highly Effective. And the same can be said for teachers with Effective ratings.*

**41. If it is good enough for 3<sup>rd</sup> grade promotion, why can't we use STAR comprehension data for SAO?**

*When teachers are considering assessments to monitor student learning of their SAO learning goal, the most important thing to remember is alignment. Does the assessment (in its entirety) measure the knowledge and skills the learning goal expects of students?*

*IStation and STAR are comprehensive assessments that measure many, many standards with one assessment. The question must be: What standards should the teacher be measuring for the SAO learning goal? What standards are directly aligned to the learning goal? Chances are, the learning goal does not measure the wide array of standards that STAR and/or IStation measure at one time. The teacher can use IStation and STAR as one of the baseline data points to see a student's overall reading and/or math performance and should absolutely see student growth over the year on these assessments, but more focused assessments (on the select standards aligned with the learning goal) should be used for their primary formative and summative assessments for their SAO.*

**42. What happens if the teacher fails to meet the SAO but has moved students forward? Can principal override the results?**

*Teachers are evaluated on each individual student's target being met at the end of the year evaluation conference. The SAO summative rating rubric has a range from highly effective to unsatisfactory, so a teacher will fall within a range based on the % of students making their targets. A thorough review by the administrator and teacher of the individual student targets at the mid-year review is important so teachers can adjust as may be necessary. The principal or other administrator should review the student learning evidence and make appropriate evaluative decisions.*

**43. How does Journey determine whether a teacher is required to do a SAO?**

*Journey reads the students and courses tied to each teacher in FOCUS. The students rostered to teachers and the timeliness and accuracy of this information is vital to the appropriate assignment of a SAO or VAM source. Journey is updated with changes made in FOCUS on a nightly basis.*

**44. Learning goal for reading interventionist – should it focus on working with students or adults?**

*The Interventionist job position has been classified in SAP as a non-classroom teacher position, therefore, they must use the NCT SAO template. However, many interventionists serve small groups of students 100% of the time.*

*If an interventionist is serving students most of the time, to make the template work for their job purpose, they may use students in their SAO. In the Targets section, they will list the # of students in each tiered level of support (they will need to provide the administrator a list of the names of the students in each group separately since the template doesn't provide a place for that). Then they will identify the specific instructional strategies/interventions being provided for each group of students.*

*The teacher can choose a small group of students or can choose their entire student roster to include in their SAO. The fewer the number of students included, the higher the chance the teacher will take against the SAO summative rating rubric. There is no “rule” in the SAO manual or CBA that defines how many students must be included.*

*At the end of the SAO, the interventionist will be evaluated on whether each individual support/intervention was provided to students consistently and with fidelity throughout the course of the school year. The teacher will not be evaluated on the progress of each individual student. Teachers should be gathering evidence of student learning, so this can be included in the discussion with the teacher and if progress isn't being made by students, the supports/interventions in place will need to be adjusted mid-year to better ensure success.*

**45. Does the administrator have the final say when a teacher’s SAO is not well written?**

*The administrator must use the Rubric for Rating the Quality of a SAO during the review of the SAO. If any component of the SAO is not Acceptable Quality, the administrator must provide specific feedback, so the teacher can improve the quality of the SAO. This collaborative process should result in an approved SAO that is deemed by both parties as being Acceptable Quality.*

**46. How do we address D1 “teachers” (provisional substitutes) who may become B1 (regular teachers)?**

*A provisional substitute is not required to have a teacher evaluation; therefore, the substitute will not create a SAO. When a provisional substitute becomes a certified, B1 teacher, use the SAO Decision Tree points and dates for New Teacher Hires to determine when a SAO must be created.*



## Appendix F – IAC INSTRUCTIONS AND FORMS

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

**Instructional Assistance Conference form (IAC)**

<b>Name</b>		<b>School</b>	
<b>SAP</b>		<b>School Year</b>	
<b>Date began</b>		<b>Date to close</b>	
<b>Principal's Signature</b>		<b>Teacher's Signature</b>	

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

**Resource Person(s):**

<b>NAME</b>		<b>TITLE</b>	
<b>NAME</b>		<b>TITLE</b>	
<b>NAME</b>		<b>TITLE</b>	
<b>NAME</b>		<b>TITLE</b>	
<b>NAME</b>		<b>TITLE</b>	

<b>Exit Meeting Date:</b>	
<b>Principal's Signature</b>	<b>Teacher's Signature</b>

## Appendix G – Professional Development Plan (PDP) Instructions and Form

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

## Professional Development Plan (PDP) Document

Last Name	First Name	Category I II			Date	Initials
		School Year		Interim Review		
SAP ID #		School Name		Interim Review		
Teacher Signature	Administrator Signature	Planning Session	Date	Interim Review		
				Interim Review		
Teacher Signature	Administrator Signature	Summary Review	Date	Interim Review		
		Final Assessment	<input type="checkbox"/> Met Goal <input type="checkbox"/> Did NOT Meet Goal			
Domain/EPC (limit 3 EPCs)		Strategies	Documentation Method	Date	Initials	
Professional Resource Team			Comments:			
Name	Position					

## Appendix H – Glossary

### A

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

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

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

### C

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

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

### D

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

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

**Developing** - See Indicator Rating Rubrics

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

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

**Domains** - The broad categories for the Essential Performance Criteria (EPC), Appendix C – Florida Educator Accomplished Practices Crosswalk.

### E

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

**Effective** - See Indicator Rating Rubrics

**Evaluation** - See Performance Evaluation

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

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

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

## F

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

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

**Formal Observation** - Consists of an observation for a full class period as deemed appropriate for various levels. This observation requires a (post-observation conference) with the teacher. See chart on page 10.

## G

## H

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

**Highly Effective** - see Indicator Rating Rubrics

## I

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

- Highly Effective - a rating that indicates that there is significant and varied evidence of teacher performance at the highest level of quality and consistency of practice; demonstrated practice is exemplary in relation to the rubric description for an EPC as documented through observation and other appropriate data gathering methods.
- Effective - a rating that indicates that there is adequate evidence of teacher performance at a high level of quality and consistency of practice; demonstrated practice is excellent in relation to the rubric

description for an EPC as documented through observation and other appropriate data gathering methods.

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

**Informal Observation** - An observation that can be announced or unannounced and may or may not include an observation of the full class period.

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

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

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

**L**

**M**

**N**

**Needs Improvement/Developing** - See Indicator Rating Rubrics

**O**

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

## P

**Professional Development Plan (PDP)** - A formal improvement plan created for instructional personnel to address Essential Performance Criteria. See Appendix G.

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

## Q

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

## R

## S

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

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

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

**Student Learning Data (SLD)** - Points will be calculated from either the state VAM or SAO.

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

**Summative Evaluation** - The end of the evaluation cycle, which includes an administrator/teacher conference related to the teacher's overall rating.

## T

**Test Validity** - A determination of whether a test is satisfactory in evaluating the breadth and depth of the knowledge and skills students have developed with respect to the course standards.

## U

**Unsatisfactory** - See Indicator Rating Rubrics



## V

**Value-Added Model** - A statistical calculation by which the Florida Department of Education (FLDOE) estimates an instructional employee's relative impact on student achievement based on student test data.

## W

**Walkthrough Observation** - An observation that can be announced or unannounced and consists of classroom observations in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis.