School District of Hillsborough County
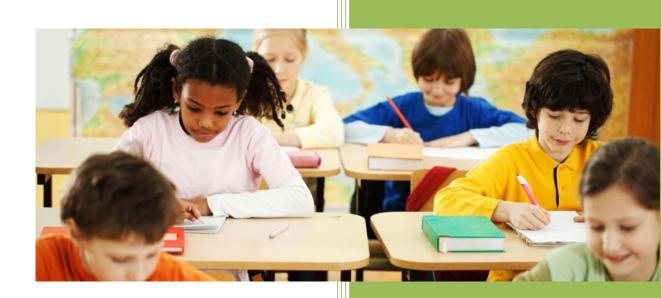
Instructional Personnel Evaluation System

Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

Table of Contents

Part I: Evaluation System Overview

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

Hillsborough County Public Schools (HCPS) promotes student achievement by helping educators excel in the classroom and learning environments. Educator effectiveness is the most influential factor to positively impact student achievement. Our goal is to promote innovative and effective teaching in every classroom and school. By supporting educators to excel as professionals through a focus on a site-based system of support at every school, students will achieve more and be prepared for life after graduation.

We will support educators' professional growth in two main ways:

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

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

Annual instructional evaluations are comprised of two components: student achievement and principal evaluation.

Student Achievement (Value-Added Measure): 40% of the total evaluation score
Hillsborough County Public Schools uses a customized value-added measure model to assess the impact of each teacher upon his or her students' achievement. The final value-added measure score for each teacher is based on an average of three (3) years of data, when available.

Instructional Practice Evaluation: 60% of the total evaluation score
Principals evaluate educators based on information gathered through observations of practice, as well as other supporting elements and evidence of performance that demonstrate professional practice and responsibilities.

Part II: Evaluation System Requirements

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

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education.

☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

Training

☒ The district provides training programs and has processes that ensure

➢ Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and

➢ Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

☒ The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

☒ The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.

☒ The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.

☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.

☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.

☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.

➢ The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.

➢ The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.

➢ The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.

➢ The evaluator must discuss the written evaluation report with the employee.

➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

➢ The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

➢ The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

➢ Planning of professional development; and
➢ Development of school and district improvement plans.

☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.

☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who

➢ Receive two consecutive unsatisfactory evaluation ratings; or
➢ Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

➢ Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;

➢ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;

➢ Evaluators provide necessary and timely feedback to employees being evaluated;

➢ Evaluators follow district policies and procedures in the implementation of evaluation system(s);

➢ Use of evaluation data to identify individual professional development; and,

➢ Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

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

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Start of the School Year & Ongoing	• All instructional employees are trained via required virtual training on the observation and evaluation at implementation during pre-planning. • Additional optional training is available via Canvas course. • The *Educator Evaluation Handbook* is posted for all employees on the internal Performance Evaluation SharePoint, in addition to the public district web site. • Evaluation rubrics, guides, and protocol documents are posted and available to all employees at all times on the internal Performance Evaluation SharePoint • Observation and evaluation trainings are offered via the Professional Development department throughout the year (listed in the PD database system).
Newly Hired Classroom Teachers		• "New Educator Welcome" (new teacher orientation) provides an overview of the observation and evaluation process to all new employees prior to the start of the school year. • All new hires are required to complete required virtual training on the observation and evaluation system. • Additional optional training is available via Canvas course. • The *Educator Evaluation Handbook* is posted for all employees on the internal Performance

		Evaluation SharePoint, in addition to the public district web site. • Evaluation rubrics, guides, and protocol documents are posted and available to all employees at all times on the internal Performance Evaluation SharePoint • Observation and evaluation trainings are offered via the Professional Development department throughout the year (listed in the PD database system).
Late Hires		• All new hires are required to complete required virtual training on the observation and evaluation system upon their hire. • Additional optional training is available via Canvas course. • The *Educator Evaluation Handbook* is posted for all employees on the internal Performance Evaluation SharePoint, in addition to the public district web site. • Evaluation rubrics, guides, and protocol documents are posted and available to all employees at all times on the internal Performance Evaluation SharePoint • Observation and evaluation trainings are offered via the Professional Development department throughout the year (listed in the PD database system).

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	Observation numbers are based on the previous year's instructional practice evaluation score (IPES): • Level I (IPES 40.00-60.00)—2	Observations are spread out through the year to provide a comprehensive picture of the educator's practice, as well as allow for opportunities to	Best practice is to post feedback into the observed employee's electronic portfolio within ten (10) business

	observations • Level II (IPES 20.01-39.99)—3 observations • Level III (IPES 0-20.00)—4 observations	implement feedback from prior observations: • Level I—1 per semester • Level II—1 per trimester • Level III—1 per quarter	days of the observation.
Hired after the beginning of the school year	3 observations* *Employees hired after the 100th employee workday are not observed as they will not work 100 days within the school year.*	1 per trimester	Best practice is to post feedback into the observed employee's electronic portfolio within ten (10) business days of the observation.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	3 observations	1 per trimester	Best practice is to post feedback into the observed employee's electronic portfolio within ten (10) business days of the observation.
Hired after the beginning of the school year	3 observations* *Employees hired after the 100th employee workday are not observed as they will not work 100 days within the school year.*	1 per trimester	Best practice is to post feedback into the observed employee's electronic portfolio within ten (10) business days of the observation.

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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	Effective/Highly Effective Employees: 1 Final Evaluation Less than Effective Employees: • 1 Midyear Evaluation • 1 Final Evaluation	Midyear Evaluation: End of first semester (December) Final Evaluation: End of second semester (May/June)	Midyear Evaluation: By the last instructional workday prior to Winter Break Final Evaluation: By the last instructional workday of the school year
Hired after the beginning of the school year	New Employees*: • 1 Midyear Evaluation • 1 Final Evaluation *Employees hired after the 100th employee workday are not observed as they will not work 100 days within the school year.*	Midyear Evaluation: End of first semester (December) Final Evaluation: End of second semester (May/June)	Midyear Evaluation: By the last instructional workday prior to Winter Break Final Evaluation: By the last instructional workday of the school year
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	New Employees: • 1 Midyear Evaluation • 1 Final Evaluation	Midyear Evaluation: End of first semester (December) Final Evaluation: End of second semester (May/June)	Midyear Evaluation: By the last instructional workday prior to Winter Break Final Evaluation: By the last instructional workday of the school year

Hired after the beginning of the school year	New Employees*: • 1 Midyear Evaluation • 1 Final Evaluation *Employees hired after the 100th employee workday are not observed as they will not work 100 days within the school year.*	Midyear Evaluation: End of first semester (December) Final Evaluation: End of second semester (May/June)	Midyear Evaluation: By the last instructional workday prior to Winter Break Final Evaluation: By the last instructional workday of the school year

Part IV: Evaluation Criteria

A. Instructional Practice

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

1. Pursuant to section 1012.34(3)(a)2., F.S, at least one-third of the evaluation must be based upon instructional practice. In Hillsborough County, instructional practice accounts for 60% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance:

   Classroom Teacher & Non-Classroom Instructional Personnel:
   - The principal rates all components of the Educator Evaluation Instrument (rubric on the following pages) at the end of the year in a holistic manner. To determine evaluation ratings, principals evaluate the performance of the teacher based on information gathered through observations, as well as other supporting elements and evidence of performance that demonstrate professional practice and responsibilities. Principals analyze the contents of a teacher's online portfolio (which stores the feedback received from observations) In addition to the data in the portfolio, principals consider all interactions with a teacher and all evidence available that would inform the final evaluation ratings, including non-formalized classroom walkthroughs.
   - Each component of the rubric is equally weighted in the overall Instructional Practice Score.
   - Within each component, each performance level is worth a different point value for the component:
     - Requires Action: 0 points
     - Progressing: 2.5 point
     - Accomplished: 5 points
     - Exemplary: 7.5 points
   - To generate a score, the points awarded for the component, based on the performance level rated, are summed to determine the total Instructional Practice Score out of a possible 60 points.
   - For an example of the rubric calculation, see the chart below:

Component	Principal Rating	Points
A1: Learning Climate	Accomplished	5
A2: Structures of the Learning Environment	Progressing	2.5
B1: Purpose for Learning	Progressing	2.5
B2: Engagement in Learning	Progressing	2.5
B3: Assessment of Learning	Accomplished	5
C1: Reflection on Practice & Professional Development	Exemplary	7.5

C2: Commitment to the School Community	Progressing	2.5
C3: Professionalism	Accomplished	5
Total Instructional Practice Score		**32.5** / 60

EDUCATOR EVALUATION INSTRUMENT

Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life

	Performance Rating			
	Requires Action (0 points)	Progressing (1 point)	Accomplished (2 points)	Exemplary (3 points)
Domain A: The Learning Environment				
A1: Learning Climate	The expectation of Progressing practice is not met.	An attempt is made to create a welcoming environment. The educator is respectful of learners, and learners generally comply with the educator's directions.	The learning environment is welcoming and responsive; learners are valued and have the opportunity to be included in the learning community. Learners participate in the positive learning climate by interacting with one another.	The learning environment is welcoming and responsive; learners are valued and have the opportunity to be included in the learning community. Learners contribute to the positive learning climate by authentically interacting with and being responsive to one another.

Elements:
- Learner interactions with each other
- Educator interactions with learners
- Classroom/environment culture
- Learner willingness to share and be open
- Opportunities for learners to interact/share

A2: Structures of the Learning Environment	The expectation of Progressing practice is not met.	The learning environment allows for moderate learner engagement through partially effective management of materials, resources, routines, procedures, and behavioral expectations.	The learning environment promotes learner engagement through effective management of materials, resources, routines, procedures, and behavioral expectations.	The learning environment enhances learner engagement through learner ownership in the management of materials, resources, routines, procedures, and behavioral expectations.

Elements:
- Management of instructional groups
- Management of transitions
- Management of routines, procedures, and non-instructional duties
- Management of materials and supplies
- Assurance of equity in management of routines, procedures, and behavior expectations
- Supervision of volunteers and/or paraprofessionals
- Behavioral expectations and standards of conduct
- Monitoring of behavior
- Response to misbehavior
- Reinforcement of positive behavior
- Safety and accessibility
- Arrangement of furniture and use of physical resources

	Performance Rating			
	Requires Action (0 points)	Progressing (1 point)	Accomplished (2 points)	Exemplary (3 points)
Domain B: The Learning Experience				
B1: Purpose for Learning	The expectation of Progressing practice is not met.	An appropriate, standards-aligned learning purpose is established, communicated, and integrated into the learning experience. Learners are aware of the purpose for learning and learning activities.	An appropriate, standards-aligned, and rigorous learning purpose is established, communicated, and integrated into the learning experience. Learners understand the purpose for learning and learning activities. Connections are made between current and past/future learning.	Learners are invested and have ownership in the establishment, communication, and integration of an appropriate, standards-aligned, and rigorous learning purpose. Learners demonstrate understanding and make connections between current and past, future, and broader learning.

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

	Performance Rating			
	Requires Action (0 points)	Progressing (1 point)	Accomplished (2 points)	Exemplary (3 points)
Domain B: The Learning Experience				
B2: **Engagement in Learning**	The expectation of Progressing practice is not met.	Learning experiences are designed and implemented for moderate learner engagement in cognitive work, aligned to standards and demonstrating some movement toward higher-level understanding.	Learning experiences are skillfully designed and implemented so that learners engage in rigorous and meaningful cognitive work, aligned to standards, and demonstrate movement toward higher-level understanding. Equity in the learning process is ensured through differentiation of learning experiences.	Learning experiences are skillfully designed and implemented so that learners engage in rigorous and meaningful cognitive work, aligned to standards, and demonstrate movement toward higher-level understanding while fostering learners' intellectual curiosity about the content. Equity in the learning process is ensured through differentiation of learning experiences. Through ownership of the learning process, learners demonstrate deep investment in the learning experience.

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

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

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

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
Domain C: Professional Practice				
C1: **Reflection on Practice and Professional Development**	The expectation of Progressing practice is not met.	Reflections on practice are partially accurate and/or occur infrequently or inconsistently. Assessment of practice based on reflection is inconsistently used in conjunction with external feedback to drive continuous professional development and growth.	Accurate reflection on practice occurs frequently and consistently by examining evidence of learning. Identification of successful and/or unsuccessful practices includes evidence of learning and explanation for success, or lack thereof. Assessment of practice based on reflection is used in conjunction with external feedback to drive continuous professional development and growth.	Accurate reflection on practice occurs continuously and as an ongoing and extensive examination of formal and informal examining evidence of learning. Identification of successful and unsuccessful practices includes evidence of learning and explanation for success, or lack thereof. Assessment of practice based on reflection, data from multiple sources, and external feedback is used to determine continuous professional development and growth. Professional development and support is delivered to colleagues based on expressed needs.
Elements: ▪ Accuracy of reflection ▪ Use of data and other evidence of learning ▪ Use in future practice ▪ Enhancement of content knowledge and pedagogical skill ▪ Receptivity to feedback from colleagues ▪ Services to the profession ▪ Initiative to develop professionally ▪ Attendance of professional development opportunities ▪ Application of professional learning ▪ Sharing of professional learning				
C2: **Commitment to the School Community**	The expectation of Progressing practice is not met.	A commitment to learners and the school community is inconsistently demonstrated through basic communication to, collaboration with, and support of learners, stakeholders, and community.	A commitment to learners and the school community is evident through consistent communication to, collaboration with, and support of learners, stakeholders, and community.	A commitment to learners and the school community is evident through consistent two-way communication to, collaboration with, and support of learners, stakeholders, and the community. The educator creates opportunities for learners to demonstrate a commitment to the school, as evidenced by participation in school/district initiatives, contribution of ideas that encourage family/stakeholder engagement, and facilitation of communication.
Elements: ▪ Communication with stakeholders/families ▪ Communication of information about programs ▪ Communication of information about learners ▪ Engagement of stakeholders/families ▪ Collaboration with colleagues ▪ Engagement in Professional Learning Communities (PLCs) ▪ Service to the school and learners ▪ Promotion of high expectations for learners ▪ Advocacy ▪ Support of school initiatives and district programs				
C3: **Professionalism**	The expectation of Progressing practice is not met.	Professional standards of conduct and compliance are upheld and demonstrated in practice inconsistently or at a basic level.	Professional standards of conduct and compliance are consistently upheld and demonstrated in all areas of practice at the highest level.	Significant evidence demonstrates that the educator serves as a model of professionalism for colleagues.
Elements: ▪ Integrity and ethical conduct ▪ Logical thinking and making practical decisions ▪ Attendance and punctuality ▪ Professional attire/dress ▪ Compliance with school and district regulations ▪ Adherence to school and district policies and procedures ▪ Maintenance of records ▪ Respect for and relationships with others				

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Hillsborough County, other indicators of performance account for 0% of the instructional personnel performance evaluation.

2. Description of additional performance indicators, if applicable. **N/A**

3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance. **N/A**

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Hillsborough County, performance of students accounts for 40% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

   Hillsborough County Public Schools uses a customized value-added measure model to assess the impact of each teacher upon his or her students' achievement.

   A value-added measure is a statistical model that uses a variety of variables to estimate the expected one-year learning growth of each student. The growth expectation estimate is then compared to actual growth, as measured by relevant course and content assessments. In order to measure a teacher's impact on student achievement, the model controls for variables that are outside the teacher's control, including but not limited to exceptional student education (ESE) status, English language learner (ELL) status, student relative age compared to cohort, previous year's attendance, mobility, population density, and previous mathematics and reading achievement. In doing so, the teacher's actual instructional impact on student growth can be isolated and calculated. Additionally, a student is only included in a teacher's value-added calculation if that student is assigned to the teacher on two specific benchmark dates in a semester.

Teachers are provided four opportunities to view and verify reports of their student rosters with corresponding pre- and post-measure data throughout the year. Each Roster Verification Window is announced to teachers via email with directions on how to access their personalized report on the online employee dashboard, as well as specific information on what data is available and should be verified in the report. The Test Data Validation reports include each teacher's demographic information (assigned site, position, FTE), courses for which he/she will receive value-added measures, each student assigned to those courses, and students' pre- and post-measure scores. Each student is also marked "yes" or "no" in regard to roster eligibility for each semester.

If teachers identify errors on their Test Data Validation reports, they are able to have the errors corrected through multiple avenues. For roster and FTE errors, teachers work with their administrator and data processor to correct issues at the site. If there are data errors, teachers are directed to submit an inquiry to the district via email, which initiates an assistance process.

Hillsborough County works with the non-profit firm Education Analytics to use a proportional system comprised of course load and student load to determine the student growth measure. The state VAM calculation and the local VAM calculation will determine the student growth score. Hillsborough County will use residuals from the state provided VAM scores to differentiate the points within each classification score. The use of the residuals will in no way allow overlapping of scores between classification levels. Residual: The portion of a student's score that can be contributed to the impact of teachers as calculated by the covariate regression analysis. (The residual is provided by the vendor that provides scores to districts through the state.) Refer to the attachment *Course Test Map* for specific VAM-utilized assessments tied to each course.

For non-classroom teachers, the district-determined student performance measure is school wide data as related to the content specific area(s) they support in an instructional role (e.g.: Reading Coach receives all schoolwide reading data; Math Coach receives all school wide math data).

The final value-added measure score for each teacher is based on an average of three (3) years of data, including the current year and the two years immediately preceding the current year, when available. The value-added measure score for new classroom teachers is based on a single year's data. The final VAM score is given on a scale of 0 to 40 points.

For summative midyear evaluations of new teachers, the student achievement rating will be at the discretion of the school principal using course grades assigned to learners. The following calculation will be considered during the midterm evaluation:
       90-100% of students earning As or above grade level: 4 points—HE
       70-89% of students earning Bs or on grade level: 3 points—E
       50-69% of students earning Cs or on grade level: 2 points—NI
       0-49% of students earning less than Cs or below grade level: 1 point—U

D. Summative Rating Calculation

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

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

   Classroom & Non-Classroom Summative Rating:
   - Each employee's total Instructional Practice Score is calculated following the method described on page 13. This score is on a 0–60-point scale, with 60 points being the maximum Instructional Practice Score.
   - Each employee's Value-Added Measure (VAM) score is determined as described on pages 17-18. This score is on a 0–40-point scale, with 40 points being the maximum VAM Score.
   - The Instructional Practice Score and the VAM Score are summed to give a Total Evaluation score. This score is on a 0–100-point scale, with 100 points being the maximum Total Evaluation Score.

   Instructional Practice Evaluation Score: 0-60 points
   +   Value-Added Measure Score: 0-40 points

   Total Evaluation Score: 0-100 points

   - The calculated Total Evaluation Score is then used to determine the performance levels, HE, E, NI, and U. The charts below detail score ranges that correspond to each performance level.

Total Evaluation Score Range	Performance Level
68.0000 - 100.0000	Highly Effective (HE)
43.0000 - 67.9999	Effective (E)
30.0000 - 42.9999	Needs Improvement (NI)
0.0000 - 29.9999	Unsatisfactory (U)

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

Second Grade Teacher—Highly Effective

Instructional Practice Score Calculation:

Component	Principal Rating	Points
A1: Learning Climate	Accomplished	5
A2: Structures of the Learning Environment	Accomplished	5
B1: Purpose for Learning	Accomplished	5
B2: Engagement in Learning	Accomplished	5
B3: Assessment of Learning	Accomplished	5
C1: Reflection on Practice & Professional Development	Exemplary	7.5
C2: Commitment to the School Community	Exemplary	7.5
C3: Professionalism	Accomplished	5
Total Instructional Practice Score		**45 / 60**

Value-Added Measure (VAM) Score:
- Year 1 VAM Score: 24.7743
- Year 2 VAM Score: 26.1985
- Year 3 VAM Score: 29.8007
- Final VAM Score: (24.7743 + 26.1985 + 29.8007) / 3 = 26.9245

Total Evaluation Score:

Written Evaluation Score: 45.0000

\+   Final VAM Score: 26.9245

Total Evaluation Score: 71.9245

Performance Level:

Total Evaluation Score Range	Performance Level
[71.9245] 68.0000 - 100.0000	Highly Effective (HE)

Ninth Grade English Language Arts Teacher—Unsatisfactory

Instructional Practice Score Calculation:

Component	Principal Rating	Points
A1: Learning Climate	Progressing	2.5
A2: Structures of the Learning Environment	Requires Action	0
B1: Purpose for Learning	Progressing	2.5
B2: Engagement in Learning	Requires Action	0
B3: Assessment of Learning	Progressing	2.5
C1: Reflection on Practice & Professional Development	Requires Action	0
C2: Commitment to the School Community	Requires Action	0
C3: Professionalism	Progressing	2.5
Total Instructional Practice Score		**10** / 60

Value-Added Measure (VAM) Score:
- 2015 1-Year VAM Score: 19.2917
- 2016 1-Year VAM Score: 18.9196
- 2017 1-Year VAM Score: 18.5201
- Final VAM Score: (19.2917 + 18.9196 + 18.5201) / 3 = 18.9104

Total Evaluation Score:

$$\begin{array}{l} \text{Written Evaluation Score: 10.000} \\ + \qquad \text{Final VAM Score: 18.9104} \\ \hline \qquad \text{Total Evaluation Score: 28.9104} \end{array}$$

Performance Level:

Total Evaluation Score Range	Performance Level
[28.9104] 0.0000 - 29.9999	Unsatisfactory (U)

Appendix A – Evaluation Framework Crosswalk

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

Alignment to the Florida Educator Accomplished Practices	
Practice	**Evaluation Indicators**
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	B1, B2, B3
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	B1, B2, B3
c. Designs instruction for students to achieve mastery;	B1, B2, B3
d. Selects appropriate formative assessments to monitor learning;	B3
e. Uses diagnostic student data to plan lessons; and,	B3
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	B2
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	A2, B2
b. Manages individual and class behaviors through a well-planned management system;	A2
c. Conveys high expectations to all students;	A1, B1
d. Respects students' cultural linguistic and family background;	A1
e. Models clear, acceptable oral and written communication skills;	B1, C2, C3
f. Maintains a climate of openness, inquiry, fairness and support;	A1
g. Integrates current information and communication technologies;	B1, C2
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	A1, B2
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	A2, B1, B2
3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	B2
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	B1, B2
c. Identify gaps in students' subject matter knowledge;	B3
d. Modify instruction to respond to preconceptions or misconceptions;	B2, B3
e. Relate and integrate the subject matter with other disciplines and life experiences;	B1, B2
f. Employ higher-order questioning techniques;	B2
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	A2, B1, B2
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	A1, B2, B3
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	B3
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	B3

4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	B3
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	B1, B2, B3
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	B3
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	B3
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	B3, C2
f. Applies technology to organize and integrate assessment information.	B3
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	C1
b. Examines and uses data-informed research to improve instruction and student achievement;	B2, B3, C1
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	B3, C1
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	C1, C2
e. Engages in targeted professional growth opportunities and reflective practices; and,	C1
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	B1, B2, B3, C1
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	C3

Appendix B – Observation Instruments for Classroom Teachers

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

Observations utilize Domains A and B of the *Educator Evaluation Rubric* (see page 14).

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

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

Observations utilize Domains A and B of the *Educator Evaluation Rubric* (see page 14).

Appendix D – Student Performance Measures

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

Refer to the attachment *Course Test Map* for specific VAM-utilized assessments tied to each course.

Appendix E – Summative Evaluation Forms

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

Report No: TF1210
Run Date: 6/24/23
Run Time: 1:13:17 PM
Page: 1 of 1

Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life

TF1210 Evaluation Summary
School Year 2022-2023

Evaluation Summary – Employee: 123456 Morris, Zack

Eval Type	Educator	
Site	1234	Tampa Bay Elem
Job Code	12345	Teacher

Instructional Practice Score	Value Added Model (VAM) Score				Final Ratings	
Principal Rubric Score	**2021 VAM Score**	**2022 VAM Score**	**2023 VAM Score**	**Final VAM Score**	**Overall Eval Score**	**Performance Level**
40.0000	25.5000	25.5000	25.5000	25.5000	65.5000	E

Key Terms	
Written Evaluation	Principal Rubric Evaluation Score (0-60 points)
Value Added Model (VAM)	VAM is a statistical measure indicating the contribution a teacher has made toward a student's learning. (0-40 points) For additional details on your VAM score, please refer to your TF1310/TF1312/TF1350 Test Data Validation Report. Final VAM Score is an average of available VAM scores from the previous three (3) years, as available.
Final Ratings	Overall Eval Score (0-100) = Instructional Practice Score (0-60) + Final VAM Score (0-40) *If no VAM Score, Instructional Practice Score is scaled up to 100 possible points.*

Overall Eval Score	Performance Level
68.0000-100	Highly Effective
43.0000-67.9999	Effective
30.0000-42.9999	Needs Improvement
0-29.9999	Unsatisfactory

State of Florida Value Added Model (VAM)	
State of Florida VAM Information	Per section 1012.34(7), Florida Statutes, the Florida Department of Education utilizes a VAM process separate from the HCPS VAM process to calculate and assign a VAM performance level to approximately one-third of classroom teachers. This level is based on a three-year combined-aggregate VAM score for English Language Arts and Mathematics teachers who teach courses in which there are approved statewide growth models. State VAM is only available for classroom teachers who taught Math or ELA in grades 4-10 or Algebra (grades 8 and 9) in the last three years. For teachers without these data, no State VAM score is available (N/A displayed below). The State VAM score and performance level are *not utilized* in the HCPS evaluation score and exist separately from the Overall Eval Score, District Level, and State Level noted in the above chart.
State VAM Level	Effective