Employee Evaluations

Duval County School Board

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<u>Superintendent of Schools</u>

Nikolai P. Vitti, Ed.D

dcps
Duval County Public Schools

Strategic Plan

Vision
Every student is inspired and prepared for success in college or a career, and life.

Mission
To provide educational excellence in every school, in every classroom, for every student, every day.

Core Values

Excellence
We expect the highest standards throughout our organization from the School Board and Superintendent to the student.

Integrity
We foster positive relationships based on mutual respect, transparency, honesty, and the consistent demonstration of actions.

Innovation
We create dynamic systems and processes that solve problems and overcome challenges.

Equity
We promote an environment that ensures equal opportunity, honors differences, and values diversity.

Collaboration
We are a community of individuals who share a collective responsibility to achieve our common mission.

Goals

Develop Great Educators and Leaders
Strategies
- Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs.
- Recruit, employ, and retain high quality, diverse teachers, instructional leaders, and staff.
- Provide ongoing professional learning and support to develop all teachers, instructional leaders, and staff.

Engage Parents, Caregivers, & Community
Strategies
- Establish and sustain a culture that is collaborative, transparent, and child-centric.
- Create a welcoming, respectful, and responsive environment for all stakeholders that leads to open lines of communication.
- Expand partnerships and ensure alignment between district strategic plan and community, government, non-profit, and business initiatives.

Ensure Effective, Equitable, & Efficient Use of Resources
Strategies
- Ensure the use of district funds is transparent, strategic, and aligned.
- Distribute district-wide programs and resources in an equitable manner.
- Deploy information technology that supports the academic needs of all students, teachers, and staff.

Develop the Whole Child
<u>Strategies</u>

- Facilitate and align effective academic, health, and social-emotional services for students based on needs.
- Address the needs of all students with multiple opportunities for enrichment.
- Encourage positive behavior, respect towards others, and ensure safe environments throughout the school district.

EVIDENCE OF PROFESSIONAL PRACTICE

Duval County Public Schools employee evaluation instruments are aligned with the District's Strategic Plan, the Florida Educator Accomplished Practices (FEAP), and the Charlotte Danielson Framework for Teaching. The Florida Educator Accomplished Practices (FEAPs) are Florida's core standards for effective educators and provide valuable guidance to Florida's public school educators and educator preparation programs throughout the state on what educators are expected know and be able to do. The Educator Accomplished Practices are based upon three (3) foundational principles. Those principles focus on high expectations, knowledge of subject matter, and the standards of the profession. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

The purpose of the evaluation system is to increase student-learning growth by improving the quality and effectiveness of practices implemented by instructional and non-instructional personnel within the schools. The organization of the evaluation framework closely follows that of the Danielson Framework for Teaching. The domains for identified professional positions vary accordingly.

ACKNOWLEDGEMENT
*Duval County Public Schools acknowledges the work of Charlotte Danielson of Princeton Education Associates. Ms. Danielson's work, **Enhancing Professional Practice: A Framework for Teaching,** published by the **Association for Supervision and Curriculum Development** in the Fall of 1996, has been a contributing factor in the development of the employee evaluation instruments used as annual assessment of employee performance.*

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Duval County Public Schools

CAST

2013-2014

COLLABORATIVE ASSESSMENT SYSTEM
FOR
TEACHERS

Overview

Preface - With the passage of Senate Bill 736 and Duval County's participation in Race to the Top, the district was required to develop a new teacher assessment system. Representatives from the district and Duval Teachers United reviewed assessment systems and identified the Danielson rubric as the teacher assessment tool. The rubric is descriptive, based on current research, and meets state and federal requirements. It is also a professional growth model in which teachers can grow and develop their effectiveness. Importantly, this rubric is a framework for professional practice.

Philosophy - Within the Duval County School District, teacher assessment and teacher development are viewed as important and interrelated processes. The prevailing belief is that these processes are linked in a fashion such that the performance of one is largely contingent upon the successful performance of the other. More importantly, it is believed the successful performance of these processes is prerequisite to improvement in instruction and student achievement.

With the foregoing in mind, efforts were made to redevelop an assessment system, which can be applied and used within the school environment. Given the pivotal role of the teacher assessment process, efforts were made to identify a system composed of valid and reliable measures of teacher performance. Finally, efforts were made to identify an assessment system, which, in essence, serves as a vehicle for teacher growth and development, as well as a reliable basis on which to make fair and equitable management decisions.

Foremost in any assessment system is the management of effective performance. The new assessment system consists of differentiated assessment instruments based on instructional assignments, differentiated rating and differentiated categories including experience and performance. Additionally, it is a multi-metric system that is yearlong and allows for data gathering through informal and formal observations. The new model of assessment is a rubric that provides a road map for teachers to grow professionally, to reflect upon their practice and collaborate with administration to improve student achievement through their performance.

Purpose - This manual provides an overview of the new Duval County Public Schools Collaborative Assessment System for Teachers (CAST). The purpose of CAST is to improve district-wide professional competency, classroom performance, and to serve as a basis for management decisions. Additionally, CAST serves as a roadmap for teacher growth and improvement.

Introduction - The process of evaluation utilizes the work of Charlotte Danielson, which is based on contemporary research. CAST includes:
● A rubric with four ratings (Highly Effective, Effective, Developing/Needs Improvement, and Unsatisfactory)
● Implementation of four domains with the full 22 components which address the Florida Educator Accomplished Practices (FEAPs)
● A process for new and struggling teachers

- A framework for professional practice
- A multi-metric system which includes 50% student growth and the 40% principal performance evaluation along with an additional performance metric which includes the 10% Individual Professional Development Plan (IPDP).

The Assessment Instrument. Accurate assessment of teaching competency dictates the identification and use of observable, quantifiable assessment practice. The assessment rubric is divided into twenty-two components clustered into 4 Domains. Each component defines each aspect of a domain; two to five elements describe a specific feature of a component.

Domain 1: Planning and Preparation

Domain One -Planning and Preparation
Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design – learning activities, materials, and strategies –must be appropriate to both the content and the students, and aligned with larger instructional goals. In their content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes, and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

> 1a. **Demonstrating Knowledge of Content and Pedagogy; FEAP 1.a**
> 1b. **Demonstrating Knowledge of Students: FEAP (a) 1.e; 3.h; 4.a**
> 1c. **Setting Instructional Outcomes; FEAP 1.a**
> 1d. **Demonstrating Knowledge of Resources; FEAP 2.g**
> 1e. **Designing Coherent Instruction; FEAP (a) 1.b.c.f; 3e**
> 1f. **Designing Student Assessments; FEAP (a) 1.d; 4.b.c.d.f**

Domain 2: The Classroom Environment

Domain Two -Classroom Environment
The components of Domain 2 are not associated with the learning of any particular content; instead, they set the stage for all learning. The teacher establishes a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment conducive to learning.

> 2a. **Creating an Environment of Respect and Rapport; FEAP (a) 2.d.f.h**
> 2b. **Establishing a Culture for Learning; FEAP (a) 2.c.d.f.h; 3e**
> 2c. **Managing Classroom Procedures; FEAP (a) 2.a**
> 2d. **Managing Student Behavior; FEAP (a) 2.b**
> 2e. **Organizing Physical Space; FEAP (a) 2.a .h**

Domain 3: Instruction

Domain Three- Instruction
Domain 3 contains the components that are at the essential heart of teaching – the actual engagement of students in learning, through the vision of students developing complex understanding and participating in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives.

- **3a. Communicating with Students; FEAP (a) 2e; 3.a.b.c.d.e.i; 4a**
- **3b. Using Questioning and Discussion Techniques; FEAP (a) 3f**
- **3c. Engaging Students in Learning; FEAP (a) 1.a; 3.a.b.c.d.e.f.g**
- **3d. Using Assessment in Instruction; FEAP (a) 3.c.i.j; 4.a.b.c.d.e.f**
- **3e. Demonstrating Flexibility and Responsiveness; FEAP (a) 3.d.j; 4.a.d**

Domain 4: Professional Responsibilities

Domain Four - Professional Responsibilities
The components in Domain 4 are associated with being a true professional educator: they encompass the roles assumed outside of and in addition to those in the classroom with students. Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community and advocacy for students. Domain 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in this domain, full members of the teaching profession, and com- mitted to its enhancement.

- **4a. Reflecting on Teaching; FEAP (a) 1.3; (b) 1.a.b.c.d.e**
- **4b. Maintaining Accurate Records; FEAP (a) 1.3**
- **4c. Communicating with Families; FEAP (a) 4.e; (b) 1.c**
- **4d. Participating in a Professional Community; FEAP (a) 1.e; (b) 1.a.b.c.d.e**
- **4e. Growing and Developing Professionally; FEAP (a) 1.e; (b) 1.a.b.d.e; (b) 2**
- **4f. Showing Professionalism; FEAP (b) 2**

The Assessment Procedures - The following procedures are to be followed by each school and district based administrator with evaluation responsibility for instructional personnel. These procedures have been developed to conform with Article 7, section A, of the negotiated master contract between the Duval County School Board and Duval Teachers United.

Throughout the implementation of CAST, confidentiality is a necessary requirement for any evaluation process used in the district. At the school site, only the school administrators, the employee being evaluated, and the principal's personal secretary may have access to the information contained in the evaluation. Once the evaluation is transmitted to the Human Resources Division, 1012.34 of Florida School Law will guide the maintenance of confidentiality related to the employee's personnel file.

The purpose of the Collaborative Assessment System for Teachers is to improve district-wide professional competence, classroom performance, professional growth, and to serve as a basis for management decisions. The process of evaluation utilizes valid, research-based procedures and instruments to identify effective teaching and provide feedback for on-going professional development. It is imperative, therefore, that school and district administrators understand and apply the CAST criteria effectively.

The Collaborative Assessment System for Teachers consists of one instrument, a rubric with four domains and twenty-two components, for assessing the performance of instructional personnel. Each domain of the rubric is measured through both formal and informal observations, evidence and conversation with the teacher.

CAST Final Evaluation – A teacher's final evaluation will consist of three metrics totaling 200 points:
- 0 – 90 Points   Final summative Assessment Score determined by administrator observation
- 0 – 10 Points   Individual Professional Development Plan (IPDP) determined by the teacher's development and implement of his/her professional learning plan.
- 0 – 100 points   Student Growth Score determined by student growth as measured by assessment

Overall Score and Ratings - The teacher will receive an overall score and rating based on a 200-point scale (100 for the assessment section and 100 for the Student Growth section). CAST cut points, which will determine the overall rating for the teacher, are as follows:

Highly Effective	160 – 200
Effective	80 – 159
Developing **(Category I teacher with 1-3 years of experience)**	45 – 79
Needs Improvement **(A teacher with 4+ years of experience)**	
Unsatisfactory	44 and below

A teacher must have at least 25 points on the Student Growth portion to be eligible for a ranking of Effective or Highly Effective.

Use of Assessment Data - The expectation is that the teacher performance rating and the student growth final rating will closely mirror each other. A final evaluation rating will be determined by the combination of points from both metrics. Data from the assessment system will be used to make personnel decisions including employment, promotion, demotion and transfers.

CAST System for Weights, Ratings and Points - Weights, ratings, and points have been assigned to each component in the assessment rubric. Further, each domain within the system is weighted a percentage. See chart below:

Teacher Ratings Based Framework Components and Domains

Components		Values	Max Rating
Weight – 18%	Domain 1		
1a		2.997	5
1b		2.997	5
1c		2.997	5
1d		2.997	5
1e		2.997	5
1f		2.997	5
Domain 1: Points Possible	**18**		
Weight – 18%	Domain 2		
2a		3.6	5
2b		3.6	5
2c		3.6	5
2d		3.6	5
2e		3.6	5
Domain 2: Points Possible	**18**		
Weight – 36%	Domain 3		
3a		7.2	5
3b		7.2	5
3c		7.2	5
3d		7.2	5
3e		7.2	5
Domain 3: Points Possible	**36**		
Weight – 18%	Domain 4		
4a		2.997	5
4b		2.997	5
4c		2.997	5
4d		2.997	5
4e		2.997	5
4f		2.997	5
Domain 4: Points Possible	**18**		
TOTAL – All Components	**90**		
TOTAL – IPDP	**10**		
TOTAL – Student Growth	**100**		
TOTAL – Possible Rating	**200**		

For the Student Performance portion, the teacher will be measured by the percent of students who meet the growth criteria from pre to post assessment.

2. The total from the principal's evaluation portion will be added to the percentage from the Student Growth portion.

3. The total range of points is 200 (100 for the Assessment portion and 100 for the Student Growth portion). The CAST evaluation ratings are: 160-200 points = Highly Effective; 80-159 points = Effective; 45-79 = Needs Improvement/Developing; and 44 and below = Unsatisfactory. **A teacher must have at least 25 points on the Student Growth portion to be eligible for a ranking of Effective or Highly Effective.**

FORMAL OBSERVATION PROCEDURES

Step 1: Administrator Informs Teacher about the Evaluation Process

During pre-planning, the school administrator conducts an initial orientation for all instructional employees to be evaluated by the collaborative assessment system. This should occur during pre-planning and include a minimum of an overview of the forms and procedures and locations of these forms; a description of the domains and components; and the observation schedule. These forms should be readily accessible to teachers.

Step 2: Administrator Schedules Observation and Pre-Conference

Please Note: The administrator conducts the required number of observations as outlined on the observation schedule (minimal requirements must be met.)

Observations are scheduled as follows:

- Formal Observations: The administrator pre-arranges with the employee a time and date for a formal instructional observation (see Categories and Observation Schedule).

- Conduct a pre-observation conference for all formal observations

- The teacher will provide the lesson plan, submit responses to the pre-observation conference questions in the portal and be prepared to discuss the pre-observation conference responses.

Step 3: The Administrator Conducts the Observation using the CAST Rubric

1. During the observation, the administrator will:

- Gather evidence. The administrator will then:

  o Determine ratings for each component within a domain(s) or rubric from the gathered evidence.

  o Complete the Post-Observation Conference Tool form.

Step 4: Administrator Schedules the Post-Observation Conference

- Within five (5) working days, the administrator schedules and conducts the post-observation conference with the employee using the Teacher Post Observation Conference Tool. The teacher will submit responses to the post-observation questions in the portal and should be prepared to discuss the responses in the post-observation conference. The post-observation conference occurs after both formal and informal observations.

Step 5: Administrator Aligns Evidence to the Framework

- After the observation, the administrator identifies the relevant component(s) for each piece of evidence. The administrator compares the evidence listed under each component to the level of performance descriptions and chooses the level of performance for each component that most closely aligns to the evidence.
    - **Please Note: The administrator will not complete component 4a until after the post-conference has been held.**

  NOTE: If any component in domain 3 or multiple components in domains 1, 2, and/or 4 are rated as unsatisfactory, a professional growth plan **MUST** be initiated. (See Professional Growth Plan procedures).

Step 6: Post-Observation Conference

- During the post-observation conference, the administrator will review the Post-Observation Conference Tool and ask the teacher to respond to the Teacher Post Observation Conference Tool (**Teacher must complete this form in the portal prior to the post-observation conference**.) questions. The administrator will provide "Next Steps" recommendations on the Post-Observation Conference Tool (in the portal) for the teacher. The post-conference is centered on professional growth as indicated by the evidence gathered in the observation. While the actual rating is not discussed, the school administrator will use the verbiage of the rubric when identifying teacher performance. The administrator will provide the teacher a copy of the Post-Observation Conference Tool.

- **After the conference, the administrator will complete component 4a based on teacher responses to questions asked at the post-conference**.

- The administrator will provide the teacher the completed rubric electronically the day following the post-observation conference.

INFORMAL OBSERVATION PROCEDURES

An informal observation is an unscheduled visit to the classroom by the administrator to observe Domain I, Domain 2 (The Classroom Environment), Domain 3 (Instruction) or a combination of Domains 1, 2 & 3.

- A pre-conference will not be held.
  - **No pre-conference is required unless Domain 1 is to be observed**.
- The teacher does not complete a pre-conference form.
- The observer generally stays between 15-25 minutes.
- The observer may talk to the students.
- If the situation warrants a delay, the observer will make that determination.

The Post Observation Conference

- A post conference will be held within 5 workdays of the observation.
- The teacher must answer the post observation conference questions in the portal prior to the conference.
- The observer notes will reflect the specific lesson observed and provide feedback to the teacher.
- Written Next Steps will be provided.
- The rated rubric will be provided the next workday after the post conference.
- The rubric will reflect the post conference discussion.
- All evaluation forms, rubrics and Next Steps will be entered into the portal and available for teacher review.
- The administrator will provide the teacher the completed rubric electronically the day following the post-observation conference.

Professional Growth Plan

CAST Procedures - One purpose of CAST is to assist the employee to improve his or her performance. Performance problems are best addressed early. If either a formal or informal observation or classroom visit indicates possible performance problems, the principal should immediately respond by initiating steps to improve instruction, and/or initiating a Growth Plan.

The Professional Growth Plan is initiated if any component in domain 3 or multiple components in domains 1, 2, and/or 4 are rated as unsatisfactory. The plan may be initiated at any time a school administrator observes performance that reflects a need for growth. However, the Professional Growth Plan must be implemented by January 13th for those teachers who have the potential to receive an overall annual unsatisfactory evaluation. The Plan must be written in collaboration with the teacher. A Professional Growth Plan Team must act as a resource to the teacher. The Professional Growth Plan Team, including the teacher, must meet on a frequent basis to discuss and monitor the progress of the teacher in meeting the Professional Growth Plan objectives. If the steps outlined below are carefully followed, personnel decisions will be appropriate.

1. Administrator (Principal/Assistant Principal) must pre-conference with the teacher using Pre-Observation Conference Tool form.
2. Administrator (Principal/ Assistant Principal) will complete an observation, which is at least 30 minutes in length using **the rubric**.
3. At the post-conference, the Principal/ Assistant Principal will give the teacher the
   - Post-Observation Conference form with areas of strengths and areas of focus listed
   - Potential Unsatisfactory letter. The teacher will sign the acknowledgement statement on the letter.
   - A draft copy of a professional growth plan for the teacher to review. **Ask the teacher to suggest a team member(s) for the Growth Plan Support Team**. (DTU members may request DTU representation on the Grown Plan Support Team. Components listed in the Potential Unsatisfactory letter as unsatisfactory MUST match the components rated as unsatisfactory on CAST.
4. Select Professional Growth Plan Support Team; set meeting time to finalize the Professional Growth Plan. **Remember, the components listed as Unsatisfactory on the CAST rubric, MUST match the components addressed on the Professional Growth Plan and in the Potential Unsatisfactory letter**.
5. Give opportunity to teacher for input into the plan. The teacher must initial inclusion statement at the top of the Professional Growth Plan form. Identify the specific strategies and timeline for which the support team members are responsible.
6. Have all members of the support team and teacher sign plan. Give copy of plan to each support team member. *__REMEMBER: At no time should support team members be told that the teacher is demonstrating unsatisfactory performance__*. **It is recommended that the support team meets with the teacher to review the Professional Growth Plan and to discuss progress every three or four weeks depending on when the plan was initiated.**
7. **FINAL OBSERVATION TO BE COMPLETED**

3-step process (1) Pre-conference using approved conference form only (2) Observation (3) Post conference-within 5 days of observation (Use approved post conference observation form only. *This observation takes place after the Letter of Potential Unsatisfactory has been issued to the teacher and before the final evaluation period, giving sufficient time for the Professional Growth Plan strategies to be implemented.*

8. Meet with teacher to sign off on the Professional Growth Plan. Complete "Summative Evaluation." Make sure the teacher signs the Evaluation form and final Professional Growth Plan.

Please Note: A teacher who receives a final evaluation as identified below:

1. **Two consecutive annual performance evaluation ratings of unsatisfactory:**

   or

2. **Two annual performance evaluation ratings of unsatisfactory within a 3-year period:**

   or

3. **Three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory**

can be dismissed for just cause

Suggested Evaluation Timeline Summary

<u>**Principals**</u>
During Pre-planning
- The administrator will hold a group orientation for all certificated personnel who will be evaluated by the Collaborative Assessment System.

> An explanation will be given for the following: competencies, ratings, procedures, forms and student performance measures. Forms will be made available to all teachers.

> An explanation of the student performance portion of the evaluation is to be included.

- A private conference will be held with each teacher who has an overall **Unsatisfactory** rating (based on prior year) or is on a **Growth Plan**. If final summative scores are not available before pre-planning, this meeting should take place immediately after evaluations are finalized.

August through December
- Conduct a formal observation for all Category I and Category III teachers.
  - **By January 13th or within two weeks of issuance of Letter of Potential Unsatisfactory Teacher whichever is earlier** a professional growth plan must be implemented for the teacher

By September 30th
- The administrator will conduct a formal observation for all potential Category IV teachers. The Growth Plan will be modified by October 15th if the formal observation reveals significant domain deficiencies or the timelines need to be adjusted.

- The administrator will begin conducting formal and or informal observations.

- The administrator will conduct a principal's Initial Screening observation cycle for each beginning teacher (Category I). **Please Note: This observation must be conducted within the first 45 days of hire. Adjustments will be made based on date of hire.**

October 1-31
> **Individual Professional Development Plan –**
> - Development Window Opens – Overview, development, administrator review, and implementation of IPDP begins.

Informal and Formal observations for all instructional personnel will be on-going

By December 13th
- The administrator will begin closing out first semester observations for Category I teachers.

By January 13th

- The administrator will observe and evaluate new teachers then conduct second observation for category IV teachers.

- The administrator will complete a summative evaluation on all Category I instructional personnel

- The administrator will (**by January 13th or within two weeks of issuance of Letter of Potential Unsatisfactory Teacher whichever is earlier**) implement a professional growth plan for the teacher

January 30th
Principals/Assistant Principals will implement a professional growth plan for any category of teacher who may have the potential to receive an unsatisfactory evaluation.

- Conduct observations for Category II teachers.

- Begin conducting 2nd formal observation for Category I and III teachers.

Principals
By April 30th

- The principal will conduct the 3rd formal observation for all Category IV teachers.

- All formal and informal observations are to be completed.

- Complete all summative evaluations

- Principals/Assistant Principals will complete evaluations for all current unsatisfactory rated teachers. Each must have three pre- observation conferences, observations, and post conferences no later than April 30th. Have all teachers sign evaluation forms during the evaluation conference.

Notes:
- Either the principal or the assistant principal may conduct informal observations.
- If an observation is rated unsatisfactory by the assistant principal, the principal must initiate a formal observation for the teacher.
- The principal must conduct the initial and final formal observation for all Category IV teachers.
- Assistant principals may complete evaluations for Category I, II, or III teachers who receive an overall "Effective or Highly Effective" rating on the evaluation.

APPENDIX

Listed below is the teacher category schedule. A principal may elect to schedule more observations if needed.

Teacher Categories

Teacher Category	Criteria	Comment
Category I	1 – 3 years	New Teachers Teacher new to District
Category II	4 (beginning of year 4) or more years teaching experience	
Category III	Received a D/NI or Unsatisfactory in a domain or competency but not overall Unsatisfactory	
Category IV	Struggling Teacher (overall Unsatisfactory evaluation previous year)	
Teacher Category and Observation Schedule			
Category & Authorized Evaluator	**Formal Observations (Announced) 30 minutes plus**	**Informal Observations (Unannounced) 15-25 minutes minimum**	**Summative Evaluation**
Category I Principal / Asst. Principal	2 1 first semester & 1 second semester	1 first semester & 1 second semester	1st Semester & 2nd Semester
Category II Principal / Asst. Principal	1	1 yearly	Annually
Category III Principal / Asst. Principal	2 1 first semester & 1 second semester	1 per domain that Receives D/NI or U or if multiple D/NIs in multiple domains a formal observation can be completed.	Annually
Category IV Principal	3 2 first semester 1 second semester	1 per domain that receives U)	Annually

Note 1: If the observation is rated unsatisfactory by the assistant principal, the principal must initiate a formal observation.

Note 2: For first-year teachers, the formal observation process includes the review of state, local and teacher developed assessments.

Note 3: Principal will conduct the first and last formal observation and the assistant principal may conduct the mid-year and the informal observation (Category IV teacher).

Pre-observation Conference Tool

Post-observation Conference Tool Guiding Questions for Teachers

dcps Duval County Public Schools	**PRE-OBSERVATION CONFERENCE TOOL** (Teacher must answer the following questions in the portal prior to the pre-conference.)
Teacher Name:	Observation Date:
School Name:	Subject Area Observed:
Grade:	Lesson Topic:

Provide brief answers (bullet points or narrative) to each question.

1. What is/are your lesson objective(s)?
2. How is/are the lesson objective(s) aligned with state curriculum standards?
3. What things did you consider when planning this lesson (e.g., data, previous lessons, etc.)?
4. How will you know if your lesson objective(s) was/were achieved?

Instructional Strategies and Activities
5. What teaching strategies will you use to teach this lesson? What resources will be utilized?   Why did you choose these strategies and resources?
Connecting Learning
6. What is the academic relationship between this lesson with past or future lessons (Why this lesson? Why now?)
7. Please explain any special situations or circumstances of which the observer might need to be aware.
8. The observer will provide feedback on this lesson. Are there specific areas you would like the observer to look for/focus on?

Post-observation Conference Tool

Post-observation Conference Tool Guiding Questions for Teachers

	POST-OBSERVATION CONFERENCE TOOL (Teacher must complete this form in the portal prior to the post-observation conference.)
Teacher Name:	Observation Date:
School Name:	Subject Area Observed:
Grade:	Lesson Topic:

Provide brief answers (bullet points or narrative) to each question.

1. Do you feel you successfully achieved the lesson objective(s)? Why/why not? What data support your answer to the previous question?
2. What do you feel worked well and what would you refine if you were to teach this lesson again to the same class?
3. Based on student learning of your objectives, what are your next steps?
4. As you reflect over this observation cycle, what ideas or insights are you discovering about your teaching? (Think specifically about your Individual Professional Development Plan)

Post-observation Conference Tool

	CLASSROOM OBSERVATION SUMMARY (To be completed in the portal by the administrator.)
Teacher Name:	Observation Date:
School Name:	Subject Area Observed:
Grade:	Lesson Topic:

Provide brief answers (bullet points or narrative) to each question.

Strength of Lesson

Area(s) of Focus

Next Steps

Teacher's signature:	Date:
Administrator/evaluator's signature:	Date:

Growth Plan Template

CAST PROFESSIONAL GROWTH PLAN

Teacher Name _____Date_____School_____School Year_____	I had the opportunity to give input into this professional growth plan. _____ Teacher Signature/Date

Domains/Components to be met (refer to the CAST rubric(s) _____

Support Members_____

Teacher Signature/Date_____ Principal Signature/Date_____

Domains/ Components	STRATEGIES/ACTIVITIES	Support member	Projected Completion Date	Satisfactory Completion?

Monitoring Dates: _____ _____ _____ _____ _____ _____

The Professional Growth Plan has_____ has not _____ been successfully completed and the identified domains& components have been____ have not been _____ successfully demonstrated. Principal Signature/Date_____   Teacher Signature/Date_____

Link between the Florida Educator Accomplished Practices (FEAPs) and the Framework for Teaching
(short version)

Florida Educator Accomplished Practices	Framework for Teaching Domains/Components/Themes
Creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement	One of the common themes of the framework for teaching, permeating all components, is "High Expectations." Furthermore, it is an element of Component 2b: Culture for Learning
Demonstrates deep and comprehensive knowledge of the subject taught.	Component 1a: Demonstrating knowledge of content and pedagogy
Exemplifies the standards of th e profession.	Component 4f: Showing professionalism

Florida Educator Accomplished Practices	
(a) Quality of Instruction.	
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;	1c: Setting instructional outcomes
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:	
b. Sequences lessons and concepts to ensure coherence and required prior knowledge.	1e: Designing coherent instruction
c. Designs instruction for students to achieve mastery;	1e: Designing coherent instruction
d. Selects appropriate formative assessments to monitor learning;	1f: Designing student assessments
e. 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;	1b: Demonstrating knowledge of students 4d: Participating in a professional community
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1e: Designing coherent instruction
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	2c: Managing classroom procedures
b. Manages individual and class behaviors through a well-planned management system;	2d: Managing student behavior

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c. Conveys high expectations to all students;	One of the common themes of the framework for teaching, permeating all components, is "High Expectations." 2b: Establishing a culture for learning
d. Respects students' cultural, linguistic and family background;	One of the common themes of the framework for teaching, permeating all components, is "cultural sensitivity;" this is reflected in many of the components. 2a: Creating an environment of respect and rapport
e. Models clear, acceptable oral and written communication skills	3a: Communicating with students
f. Maintains a climate of openness, inquiry, fairness and support	2a: Creating an environment of respect and rapport 2b: Establishing a culture for learning
g. Integrates current information and communication technologies	One of the common themes of the framework for teaching, permeating all components, is "Appropriate Use of Technology"
h. Adapts the learning environment to accommodate the differing needs and diversity of students	One of the common themes of the framework for teaching, permeating all components, is "Accommodating Diverse Student Needs."
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	One of the common themes of the framework for teaching, permeating all components, is "Appropriate Use of Technology"
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;	3c: Engaging students in learning
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3c: Engaging students in learning
c. Identify gaps in students' subject matter knowledge;	3d: Using assessment in instruction
d. Modify instruction to respond to preconceptions or misconceptions;	3e: Demonstrating flexibility and
e. Relate and integrate the subject matter with other disciplines and life experiences;	1e: Designing coherent instruction 3c: Engaging students in learning
f. Employ higher-order questioning techniques;	3b: Using questioning and discussion

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	techniques
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3c: Engaging students in learning One of the common themes of the framework for teaching, permeating all components, is "Appropriate Use of Technology"
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1b: Demonstrating knowledge of students One of the common themes of the framework for teaching, permeating all components, is "Accommodating Diverse Student Needs."
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement	3d: Using assessment in instruction
j. Utilize student feedback to monitor instructional needs and to adjust instruction	3d: Using assessment in instruction 3e: Demonstrating flexibility and responsiveness
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	1b: Demonstrating knowledge of students
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1f: Designing student assessments
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3d: Using assessment in instruction
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1f: Designing student assessments 3d: Using assessment in instruction
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)	3d: Using assessment in instruction 4c: Communicating with families
f. Applies technology to organize and integrate assessment information.	One of the common themes of the framework for teaching, permeating all components, is "Appropriate Use of Technology"
(b) Continuous Improvement, Responsibility and Ethics.	
1. Continuous Professional Improvement. The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4e: Growing and developing professionally
b. Examines and uses data-informed research to improve instruction and student achievement;	4e: Growing and developing professionally
c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	4c: Communicating with families 4d: Participating in a professional community

d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues;	4a: Reflecting on teaching 4e: Growing and developing professionally
e. Implements knowledge and skills learned in professional development in the teaching and learning process.	4a: Reflecting on teaching 4e: Growing and developing professionally

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.	
Code of Ethics and the Principles of Professional Conduct	4f: Showing professionalism

Duval County Public Schools
School Counselor Assessment System

School Counselor Performance Assessment System

The *School Counselor Performance Assessment* is aligned with the District Strategic Plan. The purpose of the evaluation system is to increase student-learning growth by improving the quality of school counseling services.

Although school counselors are typically included in the teachers' bargaining unit and are, in that sense, considered teachers, their position is essentially different from those of teachers and must be described separately. The school counselor position involves many other responsibilities in addition to that of teaching students. School counselors work with other educators to insure student success, serving as a resource to individual students, teachers, parents and guardians, and the school as a whole. Although they do work with students, they do so as part of a larger program that also includes coordinating their work with colleagues and outside agencies to an extent that is not essential for classroom teachers.

The organization of the framework for school counseling closely follows that of the framework for teaching. The four domains for school counselor assessment are as follows:
- Planning, Preparation, and Delivery
- The Environment
- Data-Based Decision Making and Program Evaluation
- Professional Learning, Responsibilities, and Ethical Practice

School counselors will be evaluated by their direct supervisor each year. Supervisors of school counselors include school principals and assistant principals. For the purpose of this document, "administrator" refers to principals and assistant principals.

The process of evaluation utilizes the work of Charlotte Danielson, which is based on contemporary research. The School Counselor Performance Assessment includes:
> • A rubric with four ratings (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory)
> • Implementation of four domains with 15 components, which address the Florida Educator Accomplished Practices (FEAPs)
> • A process for new and struggling school counselors
> • A Multi-metric system: 50% student growth, 40% performance evaluation, and 10% Individual Professional Development Plan (IPDP)

Administrators responsible for supervising school counselors will be trained using the common language associated with the evaluation. Training of the school counselor performance domains and competencies, along with the evaluation process, will be held prior to the beginning of the upcoming school year and will be conducted annually to ensure that all administrators are knowledgeable of the school counselor evaluation protocols. A pre-requisite for attending the school counselor evaluation training will be completion of the teacher evaluation training, which includes all of the FLDOE, required training components.

School counselors will receive training on the new evaluation tool in the first two months of the school year. The district school counselor professional development calendar includes ongoing opportunities for the continuous growth of school counselors' understanding and implementing the evaluation system.

The process for parental input is as follows:
1. The parent communicates with the counselor regarding issues or concerns;
2. If not resolved, the parent makes an appointment with the principal regarding the communication process;
3. If not resolved, the parent contacts the Cluster office regarding the communication process;
4. The principal will use information gathered during this process to assist in rating Component 2b.

School counselors will be assessed following the same guidelines and timelines as for classroom teachers as described below:

Instructional Support Personnel Category

Teacher Category	Criteria	Comment
Category I	1 – 3 years	New Teachers Teacher new to District
Category II	4 (beginning of year 4) or more years teaching experience	
Category III	Received a D/NI or Unsatisfactory in a domain or competency but not overall Unsatisfactory	
Category IV	Struggling Teacher (overall Unsatisfactory evaluation previous year)	

Teacher Category and Observation Schedule			
Category & Authorized Evaluator	**Formal Observations (Announced) 30 minutes plus**	**Informal Observations (Unannounced) 15-25 minutes minimum**	**Summative Evaluation**
Category I Principal / Asst. Principal	2 1 first semester & 1 second semester	1 first semester & 1 second semester	1st Semester & 2nd Semester
Category II Principal / Asst. Principal	1	1 yearly	Annually
Category III Principal / Asst. Principal	2 1 first semester & 1 second semester	1 per domain that Receives D/NI or U or if multiple D/NIs in multiple domains a formal observation can be completed.	Annually
Category IV Principal	3 2 first semester 1 second semester	1 per domain that receives U)	Annually

Note 1: If the observation is rated unsatisfactory by the assistant principal, the principal must initiate a formal observation.
Note 2: For first-year teachers, the formal observation process includes the review of state, local and teacher developed assessments.
Note 3: Principal will conduct the first and last formal observation and the assistant principal may conduct the mid-year and the informal observation (Category IV teacher).

Component One – Student Growth (50% - 100 points possible)

This component rates school counselors using the Florida Department of Education value added model for the student growth. The Research and Accountability office will translate the school FCAT scores (Reading and Mathematics) into a point value of between 0 and 100 based on the percent of students who meet growth criteria from pre- to post-assessment. If a school has more than one school counselor, this data will reflect just those students assigned to each counselor. The percentage of the final evaluation that will be based on student performance is 50% for all school counselors, including first year counselors. (Year One data – 2012-13; Year Two data – 2012-13 and 2013-14; Year Three data – 2012-13, 2013-14, and 2014-15 – three years of data.)

Component Two – School Counselor Performance (45% - 90 points possible)

This component rates school counselors as to how they perform in the domains of planning, preparation, and delivery; environment; data-based decision making and program evaluation; and professional learning, responsibility, and ethical practice. Included in this component are the school counselor observation tools. The ratings assigned to each domain are highly effective, effective, developing/needs improvement, or unsatisfactory.

Component Three – Individual Professional Development Plan (IPDP) (5% - 10 points possible)

This component rates school counselors on their development of, implementation, and reflection of their Individual Professional Development Plan (IPDP). The plan is developed on a yearly basis for the purpose of professional learning and growth.

Final Performance Evaluation and Overall Rating

The school counselor's evaluation score assigned by the administrator (up to 90 points – administrator, 10 points IPDP) will be combined with the student growth score (up to 100 points as determined by the Instructional Research and Accountability Office) for a maximum combined possible score of 200 points.

The cut scores for overall ratings are listed on the table below:

150 - 200	Highly Effective
50 - 149	Effective
20 - 49	Needs Improvement/Developing
0 - 19	Unsatisfactory

Improvement Plans

The evaluation system supports the district and school improvement plans in several ways.
1) The Individual Professional Development Plan (IPDP), a plan which counselors must develop and complete yearly is part of the documentation used for Domains 1 and 3 in the school counselor evaluation system. The IPDP is based on school improvement goals, which are based on student performance data.
2) 50% of the evaluation is based on student performance. Student performance data is given to the principals to develop their school improvement plans.
3) Professional development activities, both at the school and district level, are designed from student performance data and counselor evaluation data.

Continuous Improvement
Results of the school counselor assessment will be collected in the Evaluation portal from which reports on the ratings of domains and competencies will be generated. These reports will be used for the following:
A. to provide feedback to school counselors via post-observation conferences,
B. to plan professional development for school counselors – the results will be shared with the district guidance office and Professional Development which will align the evaluation results with Master In-service Plan components to train school counselors in the areas in which growth is needed.
C. to develop a professional growth plan to improve performance based on the assessment for school counselors with an overall rating of Needs Improvement.

Annual Report
Each year a report describing the status of the implementation of the evaluation system will be prepared. Data will be gathered from the evaluation portal and analyzed by the Research and Accountability Office. The information will be disseminated among the stakeholders for review.

Personnel Records
The school counselor and administrator sign the Summative Performance Evaluation form and forward it to the Human Resources Department for inclusion in the school counselor's personnel folder. The school counselor receives the original copy and the administrator maintains a copy of the summative form and supporting documentation.

School Counselor Individual Professional Development Plan

School Counselor Name _____   School Name/No. _____

FOCUS OF THIS PLAN: ☐ Academic   ☐ Career   ☐ Personal/Social

Measurable Student Performance Goal (Based on Current	Data Element(s) ttendance, behavior, FCAT, GPA, etc.)	Current	Goal	Final

1. Professional Development needed to meet student performance goals:

2. To meet students' needs I will implement these planning/instructional strategies:

3. Results: How did the strategies impact student performance?

4. Based upon the results, what would you change or maintain for next year?

5. Changes in educator's practices: Describe how you changed your professional practice as a result of what you learned?

Counselor Signature _____   Principal Signature _____

Initial Date 1: _____   Mid-Year Review Date 2: _____   End of the Year Review Date 3: _____

Pre-observation Conference Tool for Counselors

	PRE-OBSERVATION CONFERENCE TOOL (PLEASE NOTE: The school administrator and counselor complete this form together during the conference. The counselor must be prepared to respond to the questions during the conference.)
School Counselor's Name:	Observation Date:
School Name:	Counseling Activity Observed:
Location:	

Provide brief answers (bullet points or narrative) to each question.

1. Describe the counseling activity. What is/are your counseling objective(s)?
2. How is/are the counseling objective(s) aligned with your school counseling program goals, the *District School Counseling Plan* and/or *Florida's School Counseling Framework*?
3. What things did you consider when planning this counseling activity (e.g., data, previous activities, etc.)?
4. How did you become familiar with your students' skills, knowledge, individual interests and cultural backgrounds?

5. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect.

Strategies, Activities and Resources

6. What teaching and/or counseling strategies will you use to implement this activity? What resources will be utilized? Why did you choose these strategies and resources?

7. How will you know if your counseling activity objective(s) was/were achieved?

Other

8. Please explain any special situations or circumstances of which the observer might need to be aware.

9. The observer will provide feedback on this activity. Are there specific areas you would like the observer to look for/focus on?

Post-observation Conference Tool Guiding Questions for Counselors

dcps Duval County Public Schools	**POST-OBSERVATION CONFERENCE TOOL** (Counselor must be prepared to answer the following questions. Space is provided if needed for counselor notes.)
School Counselor's Name:	Observation Date:
School Name:	Counseling Activity Observed:
Location:	

Provide brief answers (bullet points or narrative) to each question.

5. Do you feel you successfully achieved the objective(s) of this counseling activity? Why/why not? What data support your answer to the previous question?
6. What do you feel worked well and what would you refine if you were to engage in this activity again?
7. Based on the outcome(s) of this activity, what are your next steps?
8. As you reflect over this observation cycle, what ideas or insights are you discovering about your counseling skills? (Think specifically about your Individual Professional Development Plan)

CAST Pre and Post Student Assessments for
School Counselor Assessment

	Subject	Pre-Assessment	Post-Assessment
Grade	**K-12**	**K-12**	**K-12**
ALL	Guidance	FCAT Reading and Math for students assigned	FCAT Reading and Math for students assigned

Evaluation Instrument Rating Labels

RATING	DESCRIPTION
Highly Effective	Exceeds performance criteria
Effective	Meets performance criteria
Developing/Needs Improvement	Meets minimal performance criteria but assistance is needed
Unsatisfactory	Does not meet performance criteria

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES
(DECEMBER 2010)
CROSSWALK WITH DUVAL COUNTY SCHOOL COUNSELOR ASSESSMENT INSTRUMENT

(a) Quality of Instruction	
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;	Domain 1b
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Domain 1c
c. Designs instruction for students to achieve mastery;	Domain 1c
d. Selects appropriate formative assessments to monitor learning;	Domain 3a
e. 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; and	Domain 1b, 3c
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Domain 1c, 3b
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;	Domain 2c
b. Manages individual and class behaviors through a well-planned management system;	Domain 2a, 2b, 2c
c. Conveys high expectations to all students;	Domain 2a
d. Respects students' cultural, linguistic and family background;	Domain 1a, 2a
e. Models clear, acceptable oral and written communication skills;	Domain 2b
f. Maintains a climate of openness, inquiry, fairness and support;	Domain 2a, 2b
g. Integrates current information and communication technologies;	Domain 2b
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Domain 1a, 1c, 3a
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	NA
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;	Domain 1c
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	NA
c. Identify gaps in students' subject matter knowledge;	Domain 3a
d. Modify instruction to respond to preconceptions or misconceptions;	Domain 3b, 3c
e. Relate and integrate the subject matter with other disciplines and life experiences;	Domain 3b, 3d
f. Employ higher-order questioning techniques;	NA
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Domain 1c, 3b
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Domain 3a
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and	Domain 3a
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Domain 3c
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;	Domain 1a, 3a
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Domain 3a
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Domain 3a, 3c
d. Modifies assessments and testing conditions to accommodate learning styles and	Domain 1a, 3b

varying levels of knowledge;	
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);	Domain 2b, 3d
f. Applies technology to organize and integrate assessment information.	Domain 3a
(b) Continuous Improvement, Responsibility and Ethics	
1. Continuous Professional Improvement. The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Domain 1b, IPDP
b. Examines and uses data-informed research to improve instruction and student achievement;	Domain 3a, 3c, IPDP
c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Domain 3b
d. Engages in targeted professional growth opportunities and reflective practices, and	Domain 4c, IPDP
e. Implements knowledge and skills learned in professional development in the teaching and learning process.	Domain 4c
2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	Domain 4

SCHOOL COUNSELOR OBSERVATION/SUMMATIVE EVALUATION
2012-13
Duval County Public Schools

Counselor Name: **P.N.**   **RC:**   **Date:**

Indicators	Rating	Points
1a. Demonstrates knowledge of child and adolescent development.		
1b. Measurable goals for the counseling program are appropriate to the setting and the students served, and are aligned with the Duval County District School Counseling Plan and the Florida's School Counseling Framework.		
1c. Implements school counseling program activities that align with measurable program goals.		
2a. Creates an environment of respect and support.		
2b. Establishes a culture for productive verbal, non-verbal, and written communication.		
2c. Manages routines and procedures.		
2d. Demonstrates knowledge of information and resources within the school, district, and community.		
3a. Assesses student needs.		
3b. Assists students in the formulation of academic, personal/social, and college/career goals and plans, based on knowledge of student needs.		
3c. Utilizes data in monitoring and evaluating counseling interventions and student progress.		
3d. Evaluates the school's comprehensive counseling program in alignment with the Duval County District School Counseling Plan and the Florida's School Counseling Framework, and reflects on practice.		
4a. Maintains accurate records and when applicable submits in a timely manner.		
4b. Participates in a professional community.		
4c. Pursues professional growth and development.		
4d. Shows professionalism.		
Observation Score		

Accepted:

_____   _____
Counselor Signature and Date   Administrator Signature and Date
Not Accepted: My signature below evidences the receipt of this document only. I have read this document and understand its content.

_____
Counselor Signature and Date

PLEASE NOTE: THE OVERALL RATING AND SCORE REPRESENT 40% OF THE SUMMATIVE EVALUATION AND 10% OF THE INDIVIDUAL PROFESSIONAL DEVELOPMENT (IPDP) SCORE. THE STUDENT GROWTH SCORE WILL BE COMBINED WITH THE SCORE ON THIS FORM, WHICH WILL RESULT IN AN OVERALL FINAL SCORE. SEE FINAL EVALUATION SCORE BELOW.

☐ Administrator Evaluation Score   ☐ IPDP Score   ☐ Student Growth Score

☐ Final Evaluation Score   ☐ Final Evaluation Rating

DOMAIN 1			Values	Rating	Wtd Rating	Values	Rating	Wtd Rating	Values	Rating	Wtd Rating	Values	Rating	Wtd Rating	Values	Rating	Wtd Rating
1a	10	5	10.00	5	10.00	10.00	3	6.00	10.00	1	2.00	10.00	1	2.00	10.00	1	2.00
1b	10	5	10.00	5	10.00	10.00	3	6.00	10.00	1	2.00	10.00	3	6.00	10.00	3	6.00
1c	10	5	10.00	5	10.00	10.00	3	6.00	10.00	1	2.00	10.00	5	10.00	10.00	1	2.00
Domain 1: Pts Possible	**30**																
DOMAIN 2								**Domain 2**									
2a	5	5	5.00	5	5.00	5.00	3	3.00	5.00	1	1.00	3.00	1	0.60	5.00	1	1.00
2b	5	5	5.00	5	5.00	5.00	3	3.00	5.00	1	1.00	1.16	3	0.70	5.00	3	3.00
2c	5	5	5.00	5	5.00	5.00	3	3.00	5.00	1	1.00	3.00	5	3.00	5.00	1	1.00
2d	5	5	5.00	5	5.00	5.00	3	3.00	5.00	1	1.00	3.00	1	0.60	5.00	3	3.00
Domain 2: Pts Possible	**20**																
DOMAIN 3								**Domain 3**									
3a	7.5	5	7.50	5	7.50	7.50	3	4.50	7.50	1	1.50	7.50	1	1.50	7.50	1	1.50
3b	7.5	5	7.50	5	7.50	7.50	3	4.50	7.50	1	1.50	7.50	3	4.50	7.50	3	4.50
3c	7.5	5	7.50	5	7.50	7.50	3	4.50	7.50	1	1.50	7.50	5	7.50	7.50	1	1.50
3d	7.5	5	7.50	5	7.50	7.50	3	4.50	7.50	1	1.50	7.50	1	1.50	7.50	3	4.50
Domain 3: Pts Possible	**30**																
DOMAIN 4								**Domain 4**									
4a	6	5	6.00	5	6.00	6.00	3	3.60	6.00	1	1.20	6.00	1	1.20	6.00	1	1.20
4b	4	5	4.00	5	4.00	4.00	3	2.40	4.00	1	0.80	4.00	3	2.40	4.00	3	2.40
4c	4	5	4.00	5	4.00	4.00	3	2.40	4.00	1	0.80	4.00	5	4.00	4.00	1	0.80
4d	6	5	6.00	5	6.00	6.00	3	3.60	6.00	1	1.20	6.00	1	1.20	6.00	3	3.60
Domain 4: Pts Possible	**20**																
TOTAL - All Components	**90**		Total		100	Total		60	Total		20	Total		47	Total		38
TOTAL - IPDP	**10**																
TOTAL - Student Growth	**100**																
TOTAL Possible Rating	**200**																

1. For the Student Performance portion, the teachers will be ranked according to the growth of their students from the pre-assessment to the post-assessment and then the rankings/ratings converted to

2. Then the total from the principal's evaluation portion will be added to the percentile from the Student Growth portion.

3. That would mean a teacher could, theoretically, earn a maximum score of 200 points and a "grading scale" could be created based on those 200 points. For example:

150 - 200	Highly Effective
50 - 149	Effective
20 - 49	Needs Improvement/Developing
0 - 19	Unsatisfactory

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School Library Media Specialists COMPETENCIES

The *School Media/Librarian Performance Assessment* is aligned with the District Strategic Plan. The purpose of the evaluation system is to increase student-learning growth by improving the quality of school counseling services. The domains are aligned to the district CAST system. The assessment instrument was reviewed and updated by school library media specialists and administrators to align with the Florida Department of Education's Office of Library Media Services **EXCEL** evaluation tool for 21st century library media programs. For evaluation purposes:

Highly Effective – performance exceeds the criteria
Effective – performance meets the criteria
Developing/Needs Improvement – performance requires additional attention to assure an accepted level of proficiency
Unsatisfactory – performance does not meet the criteria as established

Observations will be conducted in alignment with the CAST system. Please refer to the CAST manual to review the observation timeline and CAST observation forms/tools.

EXPLAINATION AND EXAMPLES (PERFORMANCE INDICATORS)
OF
SCHOOL LIBRARY MEDIA SPECIALIST COMPETENCIES

1. DEMONSTRATES ABILITY TO IMPACT STUDENT ACHEIVEMENT

1a. Provides instruction to students on research methods and the use of reference tools.
Explanation/Example(s)

The media specialist ensures that all students are instructed in the use of reference tools available in the media center. This may be evidenced through direct instruction, classroom instruction, and one-on-one instruction. Lesson plans may include the use of reference tools to locate information in collaboration with classroom instruction as well as instruction in the F.I.N.D.S., R.E.A.D.S, Big 6, or other research model. Student mastery may be demonstrated by subsequent independent use of appropriate reference sources to successfully locate relevant information for reports, portfolios, projects, activities, or other learning assignment, completed research based assignments, or student bibliographies.

1b. Provides instruction to students in the appropriate use of technology and software.
Explanation/Example(s)

The media specialist ensures that all students are aware of and know how to access the technology tools available at school and online. These include databases and eBooks. This may be accomplished through direct instruction, classroom presentations, faculty meeting presentations, flyers to parents, and one-on-one instruction. Student growth may be evidenced by ongoing independent student use of the Destiny OPAC and online resources to accurately locate relevant information, or eBook usage statistics.

1c. Promotes appreciation of reading by embedding literature appreciation instruction and activities in o the instructional program.
Explanation/Example(s)

*At least one school wide reading appreciation program and/or
book fair is conducted annually. Reading appreciation programs evidencing this indicator might include sponsoring student participation in the annual state FAME Media Festival, promoting the district reading programs, and/or the development and implementation of an original school based reading incentive program, lesson plans, flyers, or photographs of a reading event. Events and/or activities should be in collaboration with teacher classroom instruction and/or related to the content area learning schedules.*

1d. Helps students locate and use various media material.
Explanation/Example(s)

The media specialist publicizes and instructs students in the use of the district and state provided data bases as well as the school based Destiny OPAC and eBooks. Administrators might observe evidence of this indicator when the media specialist directs students to resources or instructs students in successfully using technology, uses interlibrary loans when school resources are not available, within lesson plans, and circulation statistics.

1e. Offers staff development lessons coordinated through the library media program.
Explanation/Example(s)

The media specialist publicizes and instructs teachers in the use of district and state provided data bases as well as the school based OPAC. Evidence of this indicator might include observation of the fulfillment of staff information requests, interlibrary loans used when school resources are not available and/or copies of interlibrary loan requests, schedule of trainings, or documentation of one-on-one teacher instruction.

2. MANAGES INSTRUCTION COOPERATIVELY WITH FACULTY

2a. Integrates research and study skills with classroom instruction by using Standards for the 21st Century Learner with current state content standards.

Explanation/Example(s)

The media specialist collaborates with faculty in advance of scheduled activities to coordinate research and study skills that reflect school improvement goals and objectives. Evidence of this indicator may include lesson plans and/or teacher conferencing logs.

2b. Integrates a standards-based research process model into instruction.

Explanation/Example(s)

The media specialist collaborates with teachers to coordinate research skills and tools with classroom instruction. Lesson plans contain evidence that research skills are being taught such as F.I.N.D.S., R.E.A.D.S., the Big 6, or other model. Instruction is delivered with the appropriate standards posted for the lesson being taught. Online databases and the school OPAC are incorporated into collaborative lessons to solve research problems. Evidence may include completed research based assignments, lesson plans, teacher conference logs, or on-going student use of the OPAC and online resources.

2c. Plans and delivers cooperative instruction.

Explanation/Example(s)

The *media specialist meets with faculty in advance of scheduled activities to coordinate research and study skills that reflect school improvement goals and objectives. Evidence of this indicator may include lesson plans and/or teacher conferencing logs.*

2d. Establishes and communicates clear standards of student conduct and behavior.

Explanation/Example(s)

Rules *for student behavior in the media center are posted and reflect an understanding of student developmental stages in relation to expectations. There is evidence that students are informed about media center purpose and media center rules. The media specialist treats students fairly and consistently while attempting to balance student individuality in ability and background. For example, the media specialist encourages slow or reluctant learners and challenges the faster, motivated students. The media specialist enforces consistent media center rules, but disciplines students individually. Evidence of this may include a variety of disciplinary techniques in practice, for example, parental contact; media center management system, student-teacher conference, conference with classroom teacher.*

3. DEVELOPS AND MANAGES COLLECTION.

3a. Uses approved selection and weeding policy and procedures based on systematic analysis tools.

Explanation/Example(s)

Materials *selection policies and procedures are written and used consistently. These policies may be found in the Media Specialist's Handbook. Tools may include Destiny statistical reports, publisher provider services, and/or informal collection assessments. Evidence might include conferencing with grade level or subject area teachers to assess needs, conducting a collection analysis, and/or methodically targeting a genre for development.*

3b. Processes and arranges resources in accordance with District and AASL library standards.

Explanation/Example(s)

Ordering, *receiving and processing of materials are consistent and completed in a timely manner within the context of other duties. Guidelines for processing of materials may be found in the Media Specialist's Handbook. Guidelines for ordering and receiving materials may be found in the Duval County Public Schools Policy Handbook. This means that new materials are checked in, library processing applied, and the proper personnel are notified of receipt for payment. This might be evidenced by the lack of payment notices from accounts payable, and/or the observation of materials being processed correctly.*

3c. Circulates material, including the use of interlibrary loan.
Explanation/Example(s)

Consistent procedures to checkout, check-in, retrieve overdue or lost materials are in place and applied. This may include sending overdue notices to students and staff. This may be demonstrated with circulation statistics from Destiny.

3d. Weeds and repairs collection.
Explanation/Example(s)

Within the confines of budget allocations, collection development is an ongoing process that is relevant to the curriculum of the school. Guidelines for weeding may be found in the Duval County Media Specialist's Handbook as well as by using various Destiny reports. The collection age reflects the addition of new materials, and the annual inventory report indicates weeded/discarded copies.

3e. Inventories collection.
Explanation/Example(s)

Annual inventories using Destiny are complete by June 30 of each year and
Accurate. Copies of the annual inventory may be used as evidence of this indicator.

4. MANAGES MEDIA PROGRAM.

4a. Promotes cooperative program planning.
Explanation/Example(s)

Collaborates with staff to prepare lessons, which coordinate with the media program. This may include attending department or grade level meetings, or meeting with individual teachers, both informally and/or formally, to coordinate plans and instruction. Evidence might be reflected in media specialist plans that reference topics and/or standards being discussed in the classrooms, the display in the media center of projects, and/or the posting of collaborative standards reflecting classroom cooperation.

4b. Provides for use of media resources and facilities.
Explanation/Example(s)

The media specialist publishes and communicates the provisions and guidelines for the use of media resources, including scheduling. The media center will be available during regular school hours and provision made for its use before and/or after school as needed. Scheduling of classes may be flexible, modified or any combination or method as determined by input from the media specialist, administration and shared governance committee to best meet the needs of the students and learning community. A procedure should be in place that ensures all students have access to media center books and electronic media such as eBooks regardless of scheduling constraints (e.g., the checkout to teachers of carts of classroom libraries).

4c. Develops written goals.
Explanation/Example(s)

The media specialist has written goals that align with the school improvement plan, and the educational objectives and academic programs of the district and/or school. Evidence may include the annual goals and objective required by the district and/or the IPDP.

4d. Prepares and submits reports.
Explanation/Example(s)

Correctly and completely prepares and submits all reports in a timely manner. Evidence may include the annual inventory report and/or re-evaluations.

4e. Evaluates the programs.
Explanation/Example(s)

Programs are evaluated and modified as needed. This may include informal or formal assessment evaluations of the impact and success of media reading programs, collaborative lessons, or school-wide reading initiatives. Evidence might include self-evaluations, written input from classroom teachers on program impact, student portfolios, student journals, and/or student projects.

4f. Communicates the resources of the library media center to the students, teachers, and parents the mission of the media center to the parents through a variety of venues.
Explanation/Example(s)

The media specialist provides information made available in the media center and sent to parents with the opening of school information. Evidence may include presentations to during media center presentations at the annual open house, email and written correspondence, website design and maintenance, or minutes from a media center parent advisory committee meeting.

5. MAINTAINS POSITIVE MEDIA CENTER ENVORONMENT.

5a. Establishes and maintains climate of courtesy and respect.
Explanation/Example(s)

The media specialist maintains a climate of respect between the student and teacher by encouraging student input, achievement, and effort. The media specialist listens attentively to student remarks, acknowledges ideas or opinions positively whenever possible. The media specialist displays regard for student questions by answering promptly or giving an appropriate deferment. Student work is displayed or in evidence within the media center, classrooms or school. The media specialist praises by words or deed student effort as well as student achievement.

5b. Provides for a variety of multiple student learning areas.
Explanation/Example(s)

Whenever possible, the library media specialist provides simultaneous access and independent learning opportunities. This may include directional signage and/or independent access to electronic media.

5c. Holds reasonable expectations for student social/academic behavior.
Explanation/Example(s)

Rules for student behavior in the media center are posted and reflect an understanding of student developmental stages in relation to expectations. There is evidence that students are informed about media center purpose and media center rules. The media specialist treats students fairly and consistently while attempting to balance student individuality in ability and background. For example, the media specialist encourages slow or reluctant learners and challenges the faster, motivated students. The media specialist enforces consistent media center rules, but disciplines students individually. Evidence of this may include a variety of disciplinary techniques in practice such as CHAMPS and/or other school based discipline plan.

5d. Establishes and maintains rapport with students.
Explanation/Example(s)

The media specialist attempts to establish rapport by making eye contact with students, smiling, using a positive tone of voice, and calling students by name. Communication with students has an absence of sarcasm, harsh criticism, or condescension.

6. DEMONSTRATES COMMITMENT TO PROFESSIONAL GROWTH.
6a. Continues to pursue professional growth and development through workshops, seminars, college course work and/or other professional activities.

Explanation/Example(s)

The media specialist attends district-approved workshops and in-service to stay abreast of advances in district policy and procedure and to further advance their skills as media specialists. These may include any of the in-service provided during the year covering topics relevant to media and curriculum programs currently active in the district. Other examples may include continuing growth through IPDP, professional learning communities, college course work, study, and travel, conferences, and professional organizations, using creative ideas from books, professional journals, and professional organizations, working toward advanced degrees, and seeking national board certification.

6b. Participates in school and/or district committees.
Explanation/Example(s)

The media specialist actively participates in school and/or district-wide activities and/or committees. Opportunities include steering committees, FAME media festival committees, FAME conference committees, volunteering to participate in extra-curricular activities, sponsoring clubs or organizations, school or district-based committees and/or re-evaluation committees.

6c. Accepts evaluation and redirection and makes necessary changes or adjustments.
Explanation/Example(s)

The library media specialist accepts constructive criticism and redirection; recognizes weaknesses and seeks help voluntarily, demonstrates willingness and desire to improve, and shows evidence of implementing suggested changes and/or adjustments.

7. DEMONSTRATES EVIDENCE OF PROFESSIONAL CHARACTERISTICS.

7a. Interacts and communicates effectively with colleagues, parents and students.
Explanation/Example(s)

The media specialist keeps colleagues, staff, students and parents current on school and district matters related to the media center and media resources. The media specialist communicates verbally and non-verbally, uses correct grammar when speaking and/or writing, shows genuine interest when interacting with others, communicates with enthusiasm, ensures that facts and data are understood by others, uses effective body language, place emphasis on important points, and avoids scrambled discourse and inaudible talk. This indicator might be demonstrated through newsletters announcing events, flyers with directions for online resource use, or participation or presentations at faculty meetings, parent meetings or district workshops and meetings.

7b. Maintains professional appearance.
Explanation/Example(s)

The media specialist dresses appropriately for the subject/activity being taught, maintains a proper appearance in conjunction with the accepted style of the day, and exhibits cleanliness and good grooming. (Refer to contract language.)

7c. Maintains punctuality.
Explanation/Example(s)

The media specialist adheres to the established school hours on a regular basis, is punctual to meetings, classes, duties, and lunch, and is prompt in submitting reports. Sign-in sheets, copies of reports that were turned in on time, and statements from administrative staff or others that the media specialist is punctual in the accomplishment of assigned duties/responsibilities may be used to demonstrate this indicator.

7d. Exercises emotional self-control.
Explanation/Example(s)

The media specialist conducts school business in a professional manner, demonstrates emotional restraint when dealing with students, parents, and co-workers, and promotes calm during emotional situations.