School District of Lee County | Human Resources

TEACHER EVALUATION SYSTEM

Revisions submitted to the Florida Department of Education December 2014
in fulfillment of the requirements of the Race to the Top grant project

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INTRODUCTION

Traditional evaluation systems have not shown a strong relationship to student achievement (Medley & Coker, 1987; Peterson, 2000). Similarly, recent research specifically related to the School District of Lee County's current evaluation system shows that the principal's evaluation of the teacher has no correlation with student achievement. As a whole, teacher evaluation systems tend not to address performance issues adequately and the results are poorly aligned with the perceptions of educators, both teachers and administrators, with actual teacher performance. Evidence does exist which shows that evaluation systems can improve instruction (Milanowski and Heneman, 2003; Danielson & McGreal, 2000) and positively impact student achievement (Holtzapple, 2003) if properly designed and implemented.

The School District of Lee County has taken the Race to the Top initiative as an opportunity to redevelop its teacher evaluation system with the purpose of ensuring that the system increases student learning growth by improving the quality of instructional, administrative, and supervisory practice. (I.1.a) The system, as detailed in this document, is representative of a standardized approach that will ensure consistency of practice district-wide. Expectations are set and performance goals developed early in the fiscal year. Ongoing monitoring of teacher progress will ensure better alignment of the actual performance to the expected performance, and that performance issues are addressed in a timely manner. The system also brings about greater communication and improved feedback between the employee and the supervisor, significantly improving performance and engagement while also making the evaluation process more meaningful.

According to Danielson and McGreal (2000) the first step in the development of a teacher evaluation system is to determine the process. For the district, this step involved the formation of an evaluation committee comprised of a diverse group of stakeholders. This committee was tasked with examining current research and best practices around teacher evaluation. The result of the committee's work was an evaluation rubric based on the four domains in Charlotte Danielson's *Framework for Teaching.* This framework supports the observation and evaluation of teacher planning and preparation, the classroom environment, instruction, and professional responsibilities. Both the evaluation rubric and the research around the framework informed the development of observation instruments and processes described in this document.

THE TEACHER EVALUATION RUBRIC & STUDENT GROWTH

The classroom teacher evaluation rubric was developed by a bargaining task force comprised of teachers, union representatives, and school and district administrators. (II.4.a) The group based their work on the four domains in Charlotte Danielson's *Framework for Teaching*, adjusting the categories and descriptions to support the revised Florida Educator Accomplished Practices and district strategic goals. Teams were created within the task force and each was assigned a domain. The teams worked through multiple revisions of the rubric until they came to consensus on a final version, which was recommended to and tentatively agreed to by the Teachers Association of Lee County (TALC) bargaining team on May 24, 2011. A Memorandum of Understanding, signed by the superintendent and local bargaining unit representative, verifying that the evaluation rubric submitted has been agreed to (pending review by the DOE) in accordance with the district's collective bargaining process can be found in Appendix A. (II.4.c). The rubric serves as the guide for determining a classroom teacher's rating in the area of instructional practice.

Similarly, a committee on assessment and evaluation was convened to discuss the selection and development of assessments and the plan for incorporating student growth measures into the teacher evaluation systemThe district will adopt state developed assessments as they become available. The district will incorporate growth measures for additional grades and subjects, as the state makes such measures available. (I.2.d)

Student Growth Measures

The student growth results under student growth measures for classroom teachers and other instructional personnel, including those with less than 3 years of available data, will equal 50% of the evaluation result. (I.2.f) For subjects and grades currently assessed by statewide standardized assessments or other assessments as listed in Appendix C student growth will be calculated based on the students assigned to the teacher of the subject/course. (I.2.e) For subjects and grades not assessed by statewide, national or district assessment, as shown in Appendix C, the District will use the growth of the students assigned to the teacher, which includes school-wide results only when appropriate (*i.e.* the teacher is assigned all students in the school). For the 2014-2015 school year, teachers who are assigned solely ESE students at special centers growth will continue to be measured by established learning targets, based upon the goals of the school improvement plan, and approved by the principal (I.2.f). Beginning July 1, 2015, the District will use the FAA and the LAA to measure student growth for these teachers. The District will use the state-adopted growth measures for courses associated with statewide standardized assessments (I.2.c). The list of student assessments for each subject and grade level for use in 2011-12, 2012-13, 2013-2014 and for 2014-15 can be found in Appendix C. (I.2.a) For courses associated with state assessments but for which the state does not provide an approved VAM model, the district will use the state-adopted growth measures (e.g. FSA, EOCs) in a district VAM model.

Local Assessments

The district reviews the Program of Studies annually to identify and align an assessment for each course offering. For courses not assessed by state assessments, the district identifies, selects and/or develops assessments that meet the requirements of the options as listed in F.S. 1008.22. The district has drafted a local assessment policy which will be reviewed and brought to the School Board for action in February 2015. All local assessments selected or developed by the district will conform to this policy. Local assessments will be incorporated into the district teacher evaluation plan. The District will use the local assessment growth results of the students assigned to the teacher for the calculation of VAM rating.

Instructional Practices

Instructional practice is measured through observation framed by the evaluation rubric. The four domains of the rubric are Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities. Each domain has 5 categories in which teachers will receive ratings. These ratings will account for 50% of the final performance rating, except in years prior to a milestone event, where an additional metric is employed as part of the multi-metric evaluation system. Where the additional metric is used, the additional metric will account for 5% of the final performance rating, with the supervisor ratings on Domains 1 through 4 accounting for an additional 45%. (II.6.c) (II.6.e).

Rating Labels

The rubric makes use of the four state required performance levels: Unsatisfactory, Needs Improvement/Developing, Effective, and Highly Effective. A rating of *Unsatisfactory* is reflective of a teacher who consistently does not use appropriate strategies and methods or uses them incorrectly or with parts missing. The rating of *Needs Improvement/Developing* describes a teacher who is attempting to implement effective teaching strategies. *Effective* portrays a teacher who has mastered and consistently uses effective teaching strategies. The rating of *Highly Effective* describes an expert teacher who could model and/or teach others effective teaching strategies. (I.3.a)

The Final Performance Rating

The final performance rating is calculated using a point system with total scores ranging from 0 to 6. (I.3.d) A maximum of 3 points can be earned through the student growth measurement. An additional 3 points can be earned through the observation of instructional practice. In both methods, a rating of Highly Effective is valued at 3 points; Effective is valued at 2; Developing/Needs Improvement is valued at 1; and Unsatisfactory is valued at 0. A teacher receiving Unsatisfactory in either the student growth or the instructional practice portion of the evaluation will receive a final performance rating of Unsatisfactory.

Points for student growth will be assigned using a three step process. The district recognizes that a certain amount of statistical error is expected in the calculation of the value added model (VAM) scores. In order to account for this error, a confidence band around each teacher's VAM score will be calculated. This will allow the district to be 95% certain that a teacher's score falls within one of three bands: VAM score below 0, VAM score crosses 0, or VAM score is above 0. Teachers whose scores fall in the band entirely below 0 will be rated as Unsatisfactory. Teachers whose scores fall in the band entirely above 0 will be rated as Highly Effective and receive 3 points toward student growth. For teachers whose VAM scores fall in the band crossing zero, a second step will be applied to determine the points assigned for student growth.

If a teacher's confidence band crosses zero, it means that the VAM score could be positive or negative. Teachers in this band will be rated either Effective or Developing/Needs Improvement in the area of student growth. In order to determine which rating a teacher will receive, the district will look at the percentage of students assigned to that teacher that met expected gains. Teachers with 30% or more of their students meeting expectations will be rated as effective and receive 2 points toward student growth. If less than 30% of their students meet expectations, teachers will be rated as Developing or Needs Improvement and receive 1 point toward student growth, as shown in Table 1. The district will follow these two steps for each year of assessment data. For teachers with more than one year of data, a third step will be taken.

Table 1: Assigning Points for Student Growth for Each Year of Data

Score (0-3) for Each Year of Data	**Criteria**
3 (Highly Effective)	95% Confident VAM score above 0
2 (Effective)	95% Confident VAM score crosses 0 **AND** Students Meeting Expectations ≥30%
1 (Developing/ Needs Improvement)	95% Confident VAM score crosses 0 **AND** Students Meeting Expectations <30%
0 (Unsatisfactory)	95% Confident VAM score below 0

In cases where three years of data are available, the average of the points received toward student growth for each of those three years will be calculated. Where two years of data are available, the average for those two years will be calculated. In both cases, the most recent year will be weighted by counting those points twice.

The overall points received for student growth will be determined by comparing the average points to a range. Teachers whose average is within the range of 2.5 – 3, will be rated as Highly Effective and receive 3 points toward the student growth portion of the final performance rating; an average within the range of 1.5 – 2.49 will result in a rating of Effective and 2 points for student growth; an average within the range of 0.51 – 1.49 will result in a rating of Needs Improvement or Developing and 1 point for student growth; and an average within 0 – 0.50 will result in a rating of Unsatisfactory. Additionally, teachers whose scores, prior to being averaged, were Unsatisfactory in the current year and also Unsatisfactory in any prior year will receive a rating of Unsatisfactory.

Points for instructional practice will be assigned by counting the evaluation rubric ratings determined through final performance evaluation(s). Teachers will receive five ratings in each of the four domains. The system is weighted so that Domain 3, Instruction, has twice the value of the other domains. For a standard evaluation, this results a total of 25 ratings. The score assigned is based on a count of each type of rating received. The number of ratings required to receive a particular score varies for beginning teachers, defined as having 0-3 years of teaching experience, and experienced teachers, defined as having 4 or more years of experience. (I.3.b) (II.5.e) The scores and rating requirements are shown in Table 2.

Table 2: Assigning Points for Instructional Practice

Score (0-3)	**Beginning Teachers: *Years 1, 2 and 3***
3 (Highly Effective)	At least 16 Exemplary ratings No ratings of Requires Action or Needs Improvement
2 (Effective)	At least 14 Exemplary or Accomplished ratings No ratings of Unsatisfactory
1 (Needs Improvement Developing)	No more than 2 ratings of Unsatisfactory
0 (Unsatisfactory)	3 or more ratings of Unsatisfactory
Score (0-3)	**Experienced Teachers (including newly hired): *Years 4 and on***
3 (Highly Effective)	At least 19 ratings at Highly Effective and no ratings of Needs Improvement/Developing or Unsatisfactory
2 (Effective)	At least 16 ratings at Highly Effective or Effective and no ratings of Needs Improvement/Developing or Unsatisfactory
1 (Needs Improvement Developing)	No more than 2 rating of Unsatisfactory
0 (Unsatisfactory)	3 or more ratings of Unsatisfactory

The points earned for the student growth measurement are added to the points earned for instructional practice and the final performance rating is assigned based on a range. The range is the same for all teachers. A total score of 2 results in a final performance rating of Developing/Needs Improvement; 3-4 results in Effective; and 5-6 is Highly Effective. Teachers that receive 0 points in either the instructional practice or the student growth portions of the evaluation will receive a final performance rating of Unsatisfactory.

The final performance rating is assigned by Human Resources. Supervisors enter the results of the final performance evaluation into the employee's record electronically. The district will apply local calculations to student growth data. The results of the calculations will be imported into the performance management system. The performance management system will calculate the points earned for instructional practice and add those to the points earned for the student growth measure in order to assign a final rating. (I.3.c) Information from the evaluation system will be returned to the

teacher as feedback for individual continuous improvement both electronically and through the teacher's supervisor. (III.10.a) The evaluation rubric and scoring system used to define and assign an employee's final evaluation rating can be found in Appendix D and Appendix H. (I.3.b) (II.5.e)

THE OBSERVATION AND EVALUATION PROCESS

The district has developed a system of observation and evaluation that ensures teachers receive ongoing and consistent feedback from their supervisor throughout the school year. The supervisor, for evaluation purposes, is determined by the school principal or departmental director. The principal or director may take on the role of evaluator or may designate another school or departmental administrator as supervisor for evaluation purposes. (III.17) Input into evaluation by trained personnel other than the designated supervisor will be incorporated as part of the multi-metric evaluation process, as described in the below, corresponding section. (III.18)

Annual Evaluation of Teachers

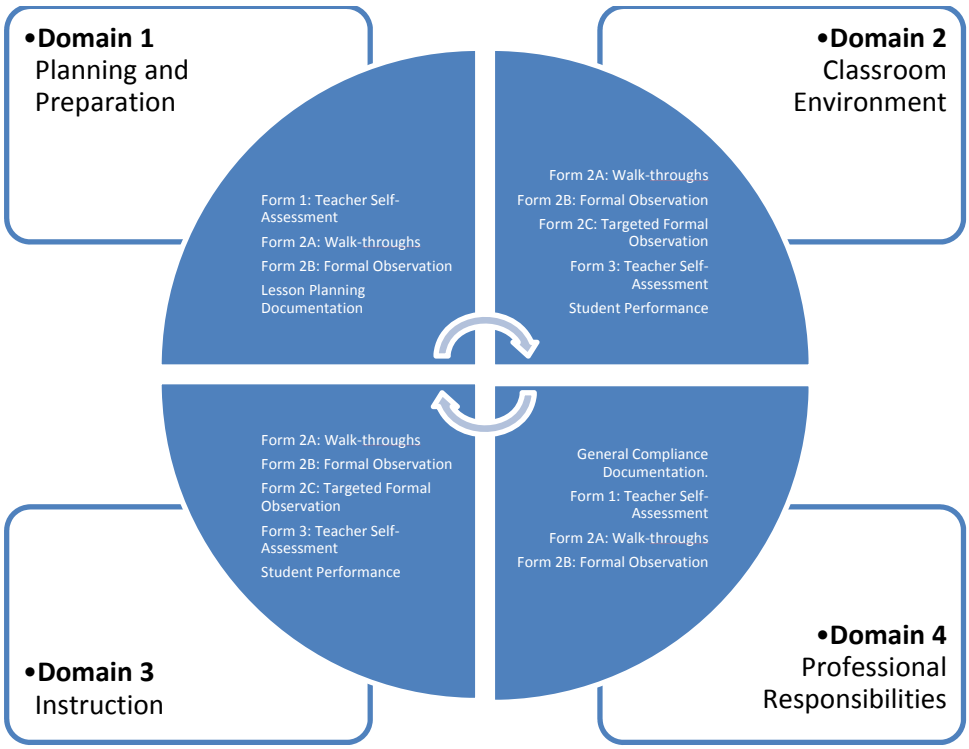
Teachers will receive annual evaluations supported by systematic observation. (III.8) The evaluation process begins in August and follows the timeline shown in Table 3. For newly hired teachers, the timeline includes two evaluations during their first year. Parents have the opportunity for input during conferences and meetings with administration. (III.14.a) All formal observations will be reduced to writing and discussed with the teacher within ten days of the observation. No later than five days following the discussion, the teacher will receive a copy of the formal observation report after signing to indicate that the report has been discussed with the teacher. If deficiencies are noted during the observation, the supervisor will provide the teacher with written recommendations for improvement and provide assistance in helping to correct such deficiencies. Evaluation results will be directly linked to professional development opportunities by FY14, as outlined in Appendix F (III.10.b & c). Formal observations will be supported by regular classroom walk-through observations where the supervisor collects data and provides feedback to the teacher.

Table 3. Evaluation System Timeline

August	Evaluation system overview is provided by supervisors (within first 60 days) Supervisors set general goals and expectations
September	First planning conference with teacher (set specific goals and expectations)
October	Complete initial observations Establish follow-up conference/communications First year teachers receive their first full formal observation and evaluation, including experienced teachers that are newly hired Other teachers receive a targeted formal observation
January-February	Mid-Year review to determine progress on goals/expectations Continue conference/communications feedback loop
February-April	First year teachers receive their second full formal observation, including experienced teachers that are newly hired Other teachers receive their second targeted formal observation
April-May	Final performance evaluations are completed for all teachers Follow-up conference/communications

The methods for data collection are designed around the four domains of the evaluation rubric. As outlined in Table 4, methods include the use of district created forms for teacher self-assessment (Forms 1 and 3) and observation instruments (Forms 2A, 2B, and 2C) with indicators of effective practices (I.1.b). Instruments include detailed connections between the indictors and the FEAPs (I.1.c). The design of and process for the use of these forms was informed by the research of both Charlotte Danielson and Robert Marzano.

Table 4. Evaluation System Data Collection Elements.



Form 1: Teacher Pre-Observation Tool: Lesson Planning and Professionalism

Prior to a formal classroom observation, the teacher completes the pre-observation lesson planning form by filling out the comments for domain one and four. The teacher sends the lesson planning form to the observer at least two days prior to the observation. The observer reads the plan, provides feedback to the teacher and asks any clarifying questions as necessary, as well as any other questions that would provide helpful information prior to the observation.

Form 2A: Observer Classroom Walk-Through Tool

Prior to the completion of a classroom walk-through, the observer selects a domain or domain category for focus from domains one through four. The walk-through observation is conducted using the appropriate domain category observation form. The observer will complete observation forms within two days of the walk-through. The completed

observation form will be available for review by the teacher within two days of the walk-through. It is the intent of the walk-through observation to provide frequent and ongoing feedback to the teacher regarding performance. Post-observation conferences will be scheduled when appropriate. For first year classroom teachers, observers will complete a minimum of 4 walk-throughs per teacher during the first semester and a minimum of 2 walk-throughs per teacher during the second semester, for a total of at least 6 per teacher per year. All other classroom teachers will receive a minimum of 4 walkthroughs per year, 3 first semester and 2 second semester.

Form 2B: Observer Formal Observation Tool

During the pre-observation conference, teacher and observer discuss the upcoming lesson and identify the focus of the observation by reviewing and discussing Form 1. Together, the teacher and the observer identify the lesson elements that will be of most importance for this observation. Additionally, both teacher and observer review the specific descriptors within Form 2B regarding teacher and student evidence in determining the focus of the observation. The observer will seek evidence to assess proficiency on the targeted lesson elements. Observer may also observe other issues and address them in the post-observation conference. Observations are recorded using Form 2B.

Form 2C: Targeted Formal Observation

Based on evaluation system data, the district will select 2 domain categories for targeted formal observations each year. The targeted formal observation is conducted using the appropriate category observation form. The observer will complete observation forms within two days of the targeted formal observation. The completed observation form will be available for review by the teacher within two days of the targeted formal observation. It is the intent of the targeted formal observation to provide frequent and ongoing feedback to the teacher regarding performance. Post-observation conferences will be scheduled when appropriate. Observers will complete 2 targeted formal observations during the school year. Targeted formal observations are required for all teachers, except first year classroom teachers who will receive two (2) full formal observations.

Form 3: Teacher Post-Observation Self Assessment Tool

The teacher conducts a post-observation self-assessment of the targeted elements using Form 3 and shares it with the observer electronically prior to the post-observation conference. During the post-observation conference, the teacher and observer meet to discuss the lesson. The observer also shares the ratings based on the evidence observed during the observation. The observer and teacher share insights into the events that occurred during the observation and work toward agreement regarding teacher's rating for the elements observed. Specific sections of the observation instrument may be discussed.

The self-assessment forms and observation instruments can be found in Appendix E. (I.1.b) (I.1.c)

Annual Evaluation of First Year Teachers

The process for evaluating teachers in their first year of the teaching profession includes all the elements described in the previous section of this document and aligns with the statutory requirement that a newly hired teacher must be observed and evaluated at least twice in his or her first year of teaching, as shown in Table 3. (II.5) Ongoing feedback and support from the supervisor is provided through professional conversations, classroom walk-through observations, formal observations, and a final performance assessment. The observation tools and evaluation rubric used are not altered for beginning teachers; however, the instructional practice scoring is modified as shown in Table 2.

Beginning teachers are provided with additional support through the Accomplished Professional Practices for the Lee Educational System (APPLES) program, as shown in Table 5. This program was designed to assist first year teachers and, upon supervisor request, newly hired teachers with previous teaching experience. Within the first month of employment, a peer teacher is assigned. Throughout the first year, a minimum of three formative observations are conducted by the peer teacher. Each of these observations includes pre and post-observation conferences between the teacher and the peer teacher. The peer teacher has regular meetings with the teacher and reviews student data gathered from formative and summative assessments to assist the teacher in guiding instruction based on data analysis. At the end of the year, the supervisor either verifies that the teacher successfully completed the program or requests that additional assistance continue to be provided in the following year.

Table 5. Summary of Additional Assistance Provided to First Year Teachers

Action	Timeframe
Peer teacher is assigned to teachers through the APPLES program	August
Beginning teacher completes self-assessment to determine level of ability with FEAPs	August
First formative observation is completed by peer teacher	September – October
Individual Professional Development Plan is completed with supervisor	November
Second formative observation is completed by peer teacher	December – January
Third formative observation is completed by peer teacher	February – April
APPLES program completion is verified or continuance is requested by supervisor	May

Annual Evaluation of Teachers Prior to a Milestone Event

The district has identified a more experienced level of teacher, classified as a teacher leader. The year after the initial transition to teacher leader has been identified as a milestone career event (II.7.a).

The annual evaluation for teacher leaders in the year prior to the milestone event takes all the elements of a regular annual evaluation and adds an additional metric. (II.6.a-b) This additional metric takes the form of deliberate practice. (III.16.a-d) The additional metric was implemented in the 2013-14 school year and the process for the additional metric is described below (II.6.d). The additional metric accounts for 5% of the final performance rating.

Table 6. Evaluation Timeline for Deliberate Practice Metric

September - October	First planning conference with teacher
January - February	Mid-Year review to determine progress on goals/expectations Continue conference/communications feedback loop
March - April	Final performance evaluations are completed Follow-up conference/communications

Teaching Fields that Require Special Procedures or Criteria

Administrators from the departments of Curriculum and Staff Development, Exceptional Student Education, Human Resources, and Accountability, Research and Continuous Improvement formed an Assessment and Evaluation Committee. One of the tasks of the committee was to review the proposed evaluation system, Race to the Top requirements, and statute in order to identify teaching fields that need special procedures or criteria (III.11.a). Two areas of special procedures were identified: (1) cases where the classroom teacher rubric did not align well with the work of the individual; and (2) cases were the VAM measures available at the time this system was initially submitted were not as well-aligned with the work of the individual as they could be. The fields and impacted personnel identified are listed in Table 7. (III.11.b) To better meet the needs of those teachers, the District has implemented 3 different evaluation rubrics and mapped those rubrics to the teachers based on job function (details of the additional rubrics can be found in the District's Non-Classroom Instructional Evaluation System document). The District continues to incorporate additional student assessments to more closely align the student growth measures with the work of the teacher, as shown in Appendix C.

Table 7. Fields Requiring Special Procedures or Criteria

Personnel Impacted	Fields Identified
School Based Non-Classroom Instructional Personnel	Teachers on Assignment Guidance Counselors Media Specialists Academic Area Coaches (*e.g.* Reading Coaches) Instructional Technology Specialists ESOL and ESE Resource Teachers Athletic Directors Occupational Specialists IB Coordinators Behavior Specialists Psychologists
District Based Non-Classroom Instructional Personnel	Teachers on Assignment Professional Development Resource Teachers Curriculum Master Teachers Academic Area Coaches (*e.g.* Reading Coaches) Hospital Homebound Teachers Migrant Teachers Virtual School Teachers Staffing Specialists Speech Language Pathologists

	Social Workers Behavior Specialists Psychologists School Nurses
Classroom Teachers	Pre-Kindergarten Buckingham/Royal Palm Teachers DJJ Teachers ALC Teachers High Tech Teachers Other fields where performance-based assessment would be more appropriate (*e.g.* Band, Orchestra, Art, American Sign Language)

Amending Final Performance Ratings

The district will put procedures in place for amending evaluations based on receipt of additional assessment data within 90 days after the close of the school year. (III.19) The district will identify teachers impacted by the additional data and amend the student growth portion of the evaluation accordingly. Notification of the amendment will be provided to the impacted teachers and their supervisors. If the amendment changes the rating received, a meeting between the supervisor and teacher will be required. The District will inform teachers of the possible implications of failing to meet the performance evaluation ratings and their continued employment status with the District in the language of the teacher's contract between the District and the teacher. In addition, if the employee is a classroom teacher, the parent of any student who is assigned to that teacher will be notified accordingly and pursuant to the requirements of law.

IMPLEMENTATION AND SYSTEM EVALUATION

Within the first sixty days of the teacher's contract year and prior to preparing the formal written report of a required teacher evaluation, each teacher will be informed of the criteria and the procedures to be used in his or her formal observations and evaluation. Supervisors will be responsible for providing this information to each teacher in their school or department location. (III.13)

The District will ensure that the same core of effective practices is used by all who are conducting evaluations through (a) district-wide implementation of the evaluation system; (b) district-wide use of the forms and tools developed in alignment with the evaluation rubric and the Florida Educator Accomplished Practices; and (c)through the training and monitoring systems described below. (I.1.e)

Initial Evaluator Training

Persons assigned to observe and/or evaluate instructional personnel will be required to complete a comprehensive training on the District's Teacher Evaluation System. New administrators are examples of persons typically involved in initial evaluator training. Participants in this training will become proficient in the District's Teacher Evaluation System to include the use of all data collection forms, and observation and evaluation instruments described in this document. By

FY15 all participants will be required to complete and receive a passing score on an assessment of their skills in using the system prior to being allowed to conduct formal observations and evaluations. This assessment is designed to ensure inter-rater reliability and consistency of evaluation/observation practices and procedures district-wide. (III.12.a)

Ongoing Evaluator Training

All personnel required to observe and/or evaluate instructional personnel will be required to complete refresher training on the District's Teacher Evaluation System on an annual basis. This refresher is designed to maintain inter-rater reliability and to keep staff updated regarding any changes or revisions to the system and/or evaluation/observation practices and procedures. (III.12.b)

Annual System Review and Monitoring Evaluator Performance

The District previously conducted an analysis of the correlation between the current evaluation instrument and student achievement and found that little to no correlation exists. The already developed process for analysis will be used to evaluate the effectiveness of the new Teacher Evaluation System in supporting improvements in instruction and student learning. The goal is to align student achievement results with the evaluation instrument, making the evaluation instrument an accurate predictor of performance. (III.15.b)

Following the completion of the annual evaluation (typically in May) for all instructional personnel, the outcomes will be analyzed by staff from Human Resources and Accountability, Research and Continuous Improvement (May/June). This analysis will show evaluation and observation trends and may also be used to identify opportunities for improvement within the evaluation system or the procedures involved in its implementation, including revisions to the rubric and/or indicators. Special emphasis will be placed on district-wide consistency and inter-rater reliability. Results from this analysis will be shared with the Teacher Evaluation Task Force, an ongoing committee comprised of teacher, union representatives, and school and district-based administrators. This committee, convened three years ago, is charged with making recommendations and revisions to the Teacher Evaluation System, which would occur on an annual basis at a minimum. These recommendations and revisions would be implemented for the following school year (August), thereby ensuring a cycle of continuous improvement (II.4.b) (III.15.a)

In addition, the District continues to regularly meet with parent groups for the purposes of gathering input regarding the teacher evaluation system. For example, District Staff met with the District Advisory Committee, the Quality and Continuous Improvement Advisory Committee, the Curriculum Committee composed of parents, community members, district teachers and administrators with this expressed purpose in mind. This ongoing process will provide parent and community input into the evaluation system on a continual basis. (III.14.a)

The annual review of evaluation results for consistency and inter-rater reliability will also be part of the process used to monitor evaluator performance. The District will use the data to identify evaluators in need of further training and/or

calibration. (III.12.c) Additionally, the District will review observation records to ensure that evaluators are using the system in the manner outlined in this document.

System Integration

The Teacher Evaluation System allows administrators to evaluate observation and evaluation results on a school-wide or district-wide basis. This monitoring will allow for the identification of trends which will help drive decisions around professional development and related training. Any areas of deficiency or in need of improvement identified in this manner would be targeted by a school in the School Improvement Plan. The school would then focus strategies for improvement to include Professional Development opportunities to meet these identified needs. Similarly, the District would identify district-wide trends for incorporation in the District's Strategic Plan and would implement district-wide initiatives to meet these identified needs. (III.9.a)

The process for this level of integration would involve school staff reviewing evaluation and observation results on an annual basis. This event would occur directly following the completion of the annual performance assessment for all staff. School-wide trends would be identified for possible incorporation into the School Improvement Plan. The principal would share data collected from this process with the School Advisory Committee (SAC) and work with the SAC to incorporate goals and strategies to meet the areas identified by the data analysis of the Teacher Evaluation System results. A similar process would also occur at the District level. The Board and the District Advisory Committee comprised of parents and community members would be involved in the decision-making process regarding how to incorporate the evaluation results into goals and strategies of the Strategic Plan. (III.9.b)

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APPENDIX A: MOU

Memorandum of Understanding, signed by the superintendent and local bargaining unit representative, verifying that the evaluation rubric submitted has been agreed to (pending review by the DOE) in accordance with the district's collective bargaining process. (II.4.c)

THE SCHOOL DISTRICT OF LEE COUNTY
2855 COLONIAL BLVD. ♦ FORT MYERS, FLORIDA 33966-1012 ♦ (239) 334-1102 ♦ WWW.LEESCHOOLS.NET

THOMAS SCOTT
CHAIRMAN, DISTRICT 5
MARY FISCHER, M.A.
VICE CHAIRMAN, DISTRICT 1
JEANNE S. DOZIER
DISTRICT 2
JANE E. KUCKEL, PH.D.
DISTRICT 3
DON H. ARMSTRONG
DISTRICT 4
LAWRENCE D. TIHEN, PH.D.
INTERIM SUPERINTENDENT
KEITH B. MARTIN, ESQ.
BOARD ATTORNEY

Memorandum of Understanding

Please be advised that The School District of Lee County and The Teachers Association of Lee County (TALC) have been actively engaged in collective bargaining negotiations and/or teacher evaluation system development consistent with the precepts contained in SB 736 and the Race to the Top grant. It remains our intent to continue good faith negotiations in accordance with Chapter 447.

This letter and accompanying documents combine the Review and Approval Checklist for Race To The Top (RTTT) Teacher Evaluation Systems for each component of the evaluation system required for developing and conducting teacher and principal evaluation systems with those required in the recently amended section 1012.34, Florida Statutes, and Rules 6B-4.010 and 6A.5.065, F.A.C.

The checklist and the activities of negotiations included with this letter will chronicle what we have accomplished, the process that we are using, the challenges that we now or will soon confront and the work yet to be developed and negotiated. It is also our intent that this document will assist the Florida Department of Education (FLDOE) in ensuring that we have met the requirements in each area for the RTTT grant and SB 736, while also satisfying requirements for State Board Rule.

Agreed to on this 31st day of May, 2011:

Donna M. Mutzenard, Service Unit Director
Island Coast, FEA

Lawrence D. Tihen, Ph.D., Interim Superintendent

Mark J. Castellano, President
The Teachers Association of Lee County

Gregory K. Adkins, Ed.D. Chief Negotiator

APPENDIX C: 2011-12, 2012-13 & 2013-14 STUDENT ASSESSMENTS

The list of student assessments for each subject and grade level for use in 2011-12, 2012-13, and 2013-14. (I.2.a)

Student Assessments for Use in 2011-12

Elementary: Non-Departmentalized	
Teaching Assignment	***Assessment for Evaluation Purposes***
Kindergarten (K)	FAIR/SAT-10 Reading
First Grade (1)	SAT-10 Reading
Second Grade (2)	SAT-10 Reading
Third Grade (3)	SAT-10 Reading/FCAT Reading
Fourth Grade (4)	FCAT Reading
Fifth Grade (5)	FCAT Reading
Other (K-5), *incl. non-classroom instructional*	FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide
Elementary: Departmentalized	
Teaching Assignment	***Assessment for Evaluation Purposes***
Kindergarten (K)	FAIR/SAT-10 Reading
First Grade (1)	SAT-10 Reading
Second Grade (2)	SAT-10 Reading
Third Grade (3)	SAT-10 Reading/FCAT Reading or FCAT Math
Fourth Grade (4)	FCAT Reading or Math
Fifth Grade (5)	FCAT Reading, Math, or Science
Other (K-5), *incl. non-classroom instructional*	FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide
Middle School	
Teaching Assignment	***Assessment for Evaluation Purposes***
Math Courses (6-8)	FCAT Math
Science Courses (8)	FCAT Science
Reading Courses (6-8)	FCAT Reading
Other (6-8), *incl. non-classroom instructional*	FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide
High School	
Teaching Assignment	***Assessment for Evaluation Purposes***
Reading Courses (9-10)	FCAT Reading
Algebra 1 (1200310); Algebra 1 Honors (1200320); Algebra 1B (1200380); Pre-AICE Mathematics 1 (1209810); IB Middle Years Program – Algebra 1 Honors (1200390)	State EOC
Other (9-12), *incl. non-classroom instructional*	FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide
District Level Non-Classroom Instructional Personnel	
Non-Classroom Instructional Personnel	School-Wide **OR** District-Wide FCAT Reading, Math, or Science

Student Assessments for Use in 2012-13

Elementary: Non-Departmentalized	
Teaching Assignment	***Assessment for Evaluation Purposes***
Kindergarten (K)	STAR Early Literacy
First Grade (1)	STAR Early Literacy
Second Grade (2)	STAR Reading
Third Grade (3)	STAR Reading/FCAT Reading
Fourth Grade (4)	FCAT Reading
Fifth Grade (5)	FCAT Reading
Other (K-5), *incl. non-classroom instructional*	FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide
Elementary: Departmentalized	
Teaching Assignment	***Assessment for Evaluation Purposes***
Kindergarten (K)	STAR Early Literacy
First Grade (1)	STAR Early Literacy
Second Grade (2)	STAR Reading
Third Grade (3)	STAR Reading/FCAT Reading or FCAT Math
Fourth Grade (4)	FCAT Reading or Math
Fifth Grade (5)	FCAT Reading, Math, or Gr5 Sci CCE*/FCAT Science
Other (K-5), *incl. non-classroom instructional*	FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide
Middle School	
Teaching Assignment	***Assessment for Evaluation Purposes***
Math Courses (6-8)	FCAT Math
Science Courses (8)	Comp Sci 3 CCE/FCAT Science
Reading and Language Arts Courses (6-8)	FCAT Reading
Other (6-8), *incl. non-classroom instructional*	FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide
High School	
Teaching Assignment	***Assessment for Evaluation Purposes***
Reading Courses (9-10)	FCAT Reading
Algebra 1 (1200310); Algebra 1 Honors (1200320); Algebra 1B (1200380); Pre-AICE Mathematics 1 (1209810); IB Middle Years Program – Algebra 1 Honors (1200390)	State EOC
Geometry (1206310); Geometry Honors (1206320) ; IB Middle Years Program Geometry Honors (1206810); Pre-AICE Mathematics 2 (120982	State EOC
Biology 1 (2000310); Biology 1 Honors (2000320); Pre-AICE Biology (2000322); Biology Technology (2000430); Biology 1 PreIB (2000800); IB Middle Years Program Biology Honors (2000850); Integrated Science 3 (2002440); Integrated Science 3 Honors (2002450)	State EOC
Algebra 2 (1200330)	Algebra 2 CCE*
Algebra 2 Honors (1200340)	Algebra 2 Honors CCE*
Anatomy & Physiology Honors (2000360)	Anatomy & Physiology Honors CCE*
Chemistry 1 (2003340)	Chemistry 1 CCE*

Chemistry 1 Honors (2003350), Chemistry Pre-IB (2003800)	Chemistry 1 Honors CCE*
Environmental Science 1 (2001340)	Environmental Science 1 CCE*
Integrated Science 1 (2002400)	Integrated Science 1 CCE*
Other (9-12), *incl. non-classroom instructional*	FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide
District Level Non-Classroom Instructional Personnel	
Non-Classroom Instructional Personnel	School-Wide **OR** District-Wide FCAT Reading, Math, or Science

*Pending test validation by outside agency.

Student Assessments for Use in 2013-14

Elementary: Non-Departmentalized	
Teaching Assignment	***Assessment for Evaluation Purposes***
Kindergarten (K)	STAR Early Literacy
First Grade (1)	STAR Early Literacy
Second Grade (2)	STAR Reading
Third Grade (3)	STAR Reading/FCAT Reading
Fourth Grade (4)	FCAT Reading
Fifth Grade (5)	FCAT Reading
Other (K-5), *incl. non-classroom instructional*	FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide
Elementary: Departmentalized	
Teaching Assignment	***Assessment for Evaluation Purposes***
Kindergarten (K)	STAR Early Literacy
First Grade (1)	STAR Early Literacy
Second Grade (2)	STAR Reading
Third Grade (3)	STAR Reading/FCAT Reading or FCAT Math
Fourth Grade (4)	FCAT Reading or Math
Fifth Grade (5)	FCAT Reading, Math, or Gr5 Sci CCE/FCAT Science
ESE Teachers (LS, FS, SE, SF)	FCAT/LAA/FAA
Resource Teachers	FCAT/LAA/FAA
Other (K-5), *incl. non-classroom instructional*	FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide
Middle School	
Teaching Assignment	***Assessment for Evaluation Purposes***
Math Courses (6-8)	FCAT Math
Reading and Language Arts Courses (6-8)	FCAT Reading
MJ Comprehensive Science 1 (Grade 6- 2002040)	MJ Comprehensive Science 1 CCE*
MJ Comprehensive Science 1 Advanced (Grade 6- 2002050)	MJ Comprehensive Science 1 Adv CCE*
MJ Comprehensive Science 2 (Grade 7 - 2002070)	MJ Comprehensive Science 2 CCE*
MJ Comprehensive Science 2 Advanced (Grade 7 - 2002080)	MJ Comprehensive Science 2 Adv CCE*
MJ Comprehensive Science 3 (Grade 8 – 2002100)	MJ Comp Science 3 CCE/FCAT Science
MJ Comprehensive Science 3 Advanced (Grade 8 – 2002110)	MJ Comp Science 3 Adv CCE/FCAT Science
MJ US History (Social Studies - 2100010)	MJ US History CCE*
MJ US History (Social Studies - 2100020)	MJ US History Advanced CCE*
MJ World History (Social Studies - 2109010)	MJ World History CCE*
Other (6-8), *incl. non-classroom instructional*	FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide
High School	
Teaching Assignment	***Assessment for Evaluation Purposes***
Reading Courses/English Courses (9-10)	FCAT Reading
Algebra 1 (1200310); Algebra 1 Honors (1200320); Algebra 1B (1200380); Pre-AICE Mathematics 1 (1209810); IB Middle Years Program – Algebra 1 Honors (1200390)	State Algebra 1 EOC

Geometry (1206310); Geometry Honors (1206320) ; IB Middle Years Program Geometry Honors (1206810); Pre-AICE Mathematics 2 (120982	State EOC – pending State model approval
Biology 1 (2000310); Biology 1 Honors (2000320); Pre-AICE Biology (2000322); Biology Technology (2000430); Biology 1 PreIB (2000800); IB Middle Years Program Biology Honors (2000850); Integrated Science 3 (2002440); Integrated Science 3 Honors (2002450)	State EOC – pending State model approval
Advanced Placement Courses	FCAT Reading or EOC/AP Exam –pending validation of model by consulting agency
International Baccalaureate Courses	FCAT Reading or EOC/IB Exam –pending validation of model by consulting agency
Cambridge Program Courses (AICE)	FCAT Reading or EOC/AICE Exam –pending validation of model by consulting agency
Algebra 2 (1200330)	Algebra 1 EOC/Algebra 2 CCE
Algebra 2 Honors (1200340)	Algebra 1 EOC/Algebra 2 Honors CCE
Anatomy & Physiology Honors (2000360)	FCAT Reading or EOC/Anatomy & Physiology Honors CCE
Chemistry 1 (2003340)	FCAT Reading or EOC/Chemistry 1 CCE
Chemistry 1 Honors (2003350), Chemistry Pre-IB (2003800)	FCAT Reading or EOC/Chemistry 1 Honors CCE
Environmental Science 1 (2001340)	FCAT Reading or EOC/Environmental Science 1 CCE
Integrated Science 1 (2002400)	FCAT Reading or EOC/Integrated Science 1 CCE
Anatomy & Physiology (2000350)	FCAT Reading or EOC/Anatomy & Physiology CCE*
Physics Honors (2003390)	FCAT Reading or EOC/Physics HON CCE*
Marine Science Honors (2002510)	FCAT Reading or EOC/Marine Science HON CCE*
English III (1001370)	FCAT Reading or CCE/English III CCE*
English III Honors (1001380)	FCAT Reading or CCE/English III HON CCE*
World History (2109310)	FCAT Reading, EOC, or CCE/World History CCE*
World History Honors (2109320)	FCAT Reading, EOC, or CCE/World History HON CCE*
JROTC Lead 1 (1801300)	FCAT Reading or CCE/Lead 1 CCE*
JROTC Lead 2 (1801310)	FCAT Reading or CCE/Lead 2 CCE*
JROTC Lead 3 (1801320)	FCAT Reading or CCE/Lead 3 CCE*
Other (9-12), *incl. non-classroom instructional*	FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide
District Level Non-Classroom Instructional Personnel	
Non-Classroom Instructional Personnel	School-Wide **OR** District-Wide FCAT Reading, Math, or Science

*District Common Course Exams (CCEs) pending validation by consulting agency.

Note, assessments listed with a "/" indicate pre-test/post-test.

Student Assessments for Use in 2014-2015

ELEMENTARY: NON-DEPARTMENTALIZED		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
Prekindergarten (PK)	VPK Assessment AP 1	VPK Assessment AP3
Kindergarten (K)	Baseline STAR Early Literacy	Final STAR Early Literacy
First Grade (1)	Gr K Final STAR Early Literacy and Gr K Final Math CCE	Final STAR Reading and Final Math CCE
Second Grade (2)	Gr 1 Final STAR Early Literacy Reading and Gr 1 Final Math CCE	Final STAR Reading and Final Math CCE
Third Grade (3)	Gr 2 Final STAR Reading and Final Gr 2 Math CCE	Gr3 FSA Language Arts and Math
Fourth Grade (4)	Gr3 FCAT Reading and Math	Gr4 FSA Language Arts and Math
Fifth Grade (5)	Gr4 FCAT Reading and Math	Gr5 FSA Language Arts, Math, and FCAT Science
Art (Gr 5)	Prior Year FCAT Reading	Final Art HTM CCE (Gr 5)
Physical Education (Gr 5)	Prior Year FCAT Reading	Final Physical Education HTM CCE (Gr K-5)
Music (Gr 5)	Prior Year FCAT Reading	Final Music HTM CCE (Gr 5)
Other (K-5), *incl. non-classroom instructional*	Baseline STAR Early Literacy (Gr K) and Prior Year STAR Early Literacy (Gr 1-2) and Prior Year STAR Reading (Gr 3) and Prior Year FCAT Reading (Gr 4-5) based on Assigned Students **OR** Grade-Level **OR** School-Wide	Final STAR Early Literacy (Gr K) and Final STAR Reading (Gr 1-2) and Current Year FSA Language Arts (Gr 3-5) based on Assigned Students **OR** Grade-Level **OR** School-Wide
ELEMENTARY: DEPARTMENTALIZED		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
Prekindergarten (PK)	VPK Assessment AP 1	VPK Assessment AP 3
Kindergarten (K)	Baseline STAR Early Literacy	Final STAR Early Literacy
First Grade (1)	Gr K Final STAR Early Literacy and Gr K Final Math CCE	Final STAR Reading and Final Math CCE
Second Grade (2)	Gr 1 Final STAR Early Literacy Reading and Gr 1 Final Math CCE	Final STAR Reading and Final Math CCE
Third Grade (3)	Gr 2 Final STAR Reading/Gr 2 Final Math CCE	Gr 3 FSA Language Arts/Math
Fourth Grade (4)	Gr 3 FCAT Reading/Math	Gr 4 FSA Language Arts/Math
Fifth Grade (5)	Gr 4 FCAT Reading/Math	Gr 5 FSA Language Arts, Math or FCAT Science
ESE Teachers (LS, FS, SE, SF)	Prior Year STAR/FCAT/LAA/FAA	Current Year STAR/FSA/LAA/FAA
Resource Teachers	Prior Year STAR/FCAT/LAA/FAA	Current Year STAR/FSA/LAA/FAA
Art (Gr 5)	Prior Year FCAT Reading	Final Art HTM CCE (Gr 5)
Physical Education (Gr 5)	Prior Year FCAT Reading	Final Physical Education HTM CCE (Gr 5)
Music (Gr 5)	Prior Year FCAT Reading	Final Music HTM CCE (Gr 5)
Other (K-5), *incl. non-classroom instructional*	Baseline STAR Early Literacy (Gr K) and Prior Year STAR Early Literacy (Gr 1-2) and Prior Year	Final STAR Early Literacy (Gr K) and Final STAR Reading (Gr 1-2) and Current Year FSA

	STAR Reading (Gr 3) and Prior Year FCAT Reading (Gr 4-5) based on Assigned Students **OR** Grade-Level **OR** School-Wide	Language Arts (Gr 3-5) based on Assigned Students **OR** Grade-Level **OR** School-Wide
MIDDLE SCHOOL: MATHEMATICS		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
Math Courses (Gr 6-8)	Prior Year FCAT Math	Current Year FSA Math
Algebra 1 (1200310) Algebra 1 Honors (1200320) IB MYP – Algebra 1 Honors (1200390)	Prior Year FCAT Math	State Algebra 1 EOC
MIDDLE SCHOOL: READING AND LANGUAGE ARTS		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
Reading and Lang Arts (Gr 6-8)	Prior Year FCAT Reading	Current Year FSA Lang Arts
MIDDLE SCHOOL: SCIENCE		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
MJ Comprehensive Sci 1 (2002040) MJ Comprehensive Sci 1 Adv (2002050)	Prior Year FCAT Science (Gr 5)	Final MJ Comprehensive Science 1 CCE
MJ Comprehensive Sci 2 (2002070) MJ Comprehensive Sci 2 Adv (2002080)	Prior Year Final MJ Comprehensive Sci 1 CCE	Final MJ Comprehensive Science 2 CCE
MJ Comprehensive Sci 3 (2002100) MJ Comprehensive Sci 3 Adv(2002110)	Prior Year Final MJ Comprehensive Sci 2 CCE	FCAT Science
MIDDLE SCHOOL: SOCIAL STUDIES		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
MJ World History (2109010) MJ World History Advanced (2109020)	Prior Year FCAT Reading	Final MJ World History CCE
MJ Civics (2106010) MJ Civics Advanced (2106020)	Prior Final MJ World History CCE or Prior Year FCAT Reading	State Civics EOC
MJ US History (2100010) MJ US History Advanced (2100020)	Prior Year State Civics EOC or Prior Year FCAT Reading	Final MJ US History CCE
MIDDLE SCHOOL: ELECTIVES		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
MJ Physical Education (1508600, 1508700, 1508000, 1508500)	Prior Year FCAT Reading	Final HTM CCE Physical Education*
MJ Band 1 (1302000)	Prior Year FCAT Reading	Final HTM CCE MJ Band 1
MJ Chorus 1 (1303000)	Prior Year FCAT Reading	Final HTM CCE MJ Chorus 1
MJ Theatre 1 (0400000)	Prior Year FCAT Reading	Final HTM CCE MJ Theatre 1
Dance Tech 1 (0300000)	Prior Year FCAT Reading	Final HTM CCE Dance Tech 1
Computer Applications in Business 1 (8200220)	Prior Year FCAT Reading	Final Computer Applications in Business 1 CCE*
Culinary Careers (8809300)	Prior Year FCAT Reading	Final Culinary Careers CCE*
Spanish 1A (0708000)	Prior Year FCAT Reading	Final Spanish 1A CCE
Spanish 1B (0708010)	Prior Year Final Spanish 1A CCE or Prior Year FCAT Reading	Final Spanish 1B CCE
Critical Thinking (1700370)	Prior Year FCAT Reading	Current Year FSA Lang Arts
Other (6-8), *incl. non-classroom instructional*	Prior Year FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide	Current Year FSA Language Arts based on Assigned Students **OR** Grade-Level **OR** School-Wide

HIGH SCHOOL: ENGLISH AND READING		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
Reading/English Courses (9-11)	Prior Year FCAT Reading	Current Year FSA Lang Arts
English IV (1001400) English IV Honors (1001410)	Prior Year Final Eng III CCE or FCAT Reading	Final English IV CCE
English IV College Prep (1001405)	Prior Year Final Eng III CCE or FCAT Reading	PERT
HIGH SCHOOL: MATHEMATICS		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
Algebra 1 (1200310) Algebra 1 Honors (1200320) Pre-AICE Mathematics 1 (1209810) IB MYP – Algebra 1 Honors (1200390)	Prior Year FCAT Math	State Algebra 1 EOC
Intensive Math (1200400)	Prior Year FCAT Math	State Algebra EOC
Algebra 1A (1200370)	Prior Year FCAT Math	Final Algebra 1A CCE
Algebra 1B (1200380)	Prior Year FCAT Math	State Algebra 1 EOC
Geometry (1206310) Geometry Honors (1206320) IB MYP Geometry Honors (1206810) Pre-AICE Mathematics 2 (120982)	State Algebra 1 EOC	State Geometry EOC
Algebra 2 (1200330) Algebra 2 Honors (1200340)	State Algebra 1 EOC or State Geometry EOC	State Algebra 2 EOC
Informal Geometry (1206300)	State Algebra 1 EOC	Final Informal Geometry CCE
Liberal Arts Math (1207300)	State Algebra 1 EOC	Final Liberal Arts Math CCE
Math for College Readiness (1200700)	State Algebra 1 EOC or State Geometry EOC	PERT
Pre-Calculus Honors (1202340)	State Algebra 1 EOC or State Geometry EOC	Final Pre-Calculus Honors CCE
Adv Algebra w/Financial App (1200500-course is being deleted by DOE in FY16)	State Algebra 1 EOC	Final CFAC CCE Adv Algebra w/Financial App
HIGH SCHOOL: SCIENCE		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
Biology 1 (2000310) Biology 1 Honors (2000320) Pre-AICE Biology (2000322) Biology Technology (2000430) Biology 1 Pre IB (2000800) IB MYP Biology Honors (2000850)	Gr 8 FCAT Science	State Biology EOC
Integrated Sci 3 (2002440) Integrated Sci 3 Honors (2002450)	State Biology EOC	State Biology EOC
Anatomy & Physiology (2000350) Anatomy & Physiology Honors (2000360)	Prior Year FCAT Reading	Final Anatomy & Physiology CCE
Physical Science (2003310)	Prior Year FCAT Reading	Final CFAC CCE Physical Sci
Chemistry 1 (2003340) Chemistry 1 Honors (2003350) Chemistry Pre-IB (2003800) Pre-AICE Chemistry (2003372)	Prior Year FCAT Reading	Final Chemistry 1 CCE
Environmental Science 1 (2001340)	Prior Year FCAT Reading	Final Environmental Sci 1 CCE
Integrated Science 1 (2002400)	Gr 8 FCAT Science	Final Integrated Science 1 CCE

Marine Science (2002500) Marine Science Honors (2002510)	Prior Year FCAT Reading	Final Marine Science CCE
Physics (2003380) Physics Honors (2003390)	Prior Year FCAT Reading	Final Physics CCE
HIGH SCHOOL: SOCIAL STUDIES		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
US History (2100310) US History Honors (2100320)	Prior Year FCAT Reading	State US History EOC
Economics w/Fin Lit (2102335) Economics Honors w/Fin Lit (2102345)	Prior Year FCAT Reading	Final Economics CCE*
US Government (2106310) US Government Honors (2106320)	Prior Year FCAT Reading	Final US Government CCE*
World Cult Geography (2103300)	Prior Year FCAT Reading	Final CFAC CCE World Cult Geography
Psychology 1 (2107300)	Prior Year FCAT Reading	Final Psychology 1 CCE*
World History (2109310) World History Honors (2109320)	Prior Year FCAT Reading	Final World History CCE
HIGH SCHOOL: WORLD LANGUAGES		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
Spanish 1 (708340)	Prior Year FCAT Reading	Final Spanish 1 CCE
Spanish 2 (708350)	Prior Year Final Spanish 1 CCE	Final Spanish 2 CCE
French 1 (0701320)	Prior Year FCAT Reading	DOE HTM CCE French 1
French 2 (0701330)	Prior Year FCAT Reading	DOE HTM CCE French 2
HIGH SCHOOL: JROTC		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
JROTC Lead 1 (1801300)	Prior Year FCAT Reading	Final Lead 1 CCE
JROTC Lead 2 (1801310)	Prior Year FCAT Reading or Final Lead 1 CCE	Final Lead 2 CCE
JROTC Lead 3 (1801320)	Prior Year FCAT Reading or Final Lead 2 CCE	Final Lead 3 CCE
JROTC Lead 4 (1801330)	Prior Year FCAT Reading or Final Lead 3 CCE	Final Lead 4 CCE
HIGH SCHOOL: ELECTIVES AND CAREER ACADEMIES		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
HOPE (1506320, 3026010)	Prior Year FCAT Reading	Final HTM CCE HOPE
Weight Training 1 (1501340)	Prior Year FCAT Reading	Final HTM CCE Weight Training 1*
Team Sports 1 (1503350)	Prior Year FCAT Reading	Final HTM CCE Team Sports 1*
Dr Education (1900310)	Prior Year FCAT Reading	Final Dr Education CCE*
Draw 1 (0104340)	Prior Year FCAT Reading	Final HTM CCE Draw 1
Theater 1 (0400310)	Prior Year FCAT Reading	Final HTM CCE Theater 1
Chorus 1 (1303300)	Prior Year FCAT Reading	Final HTM CCE Chorus 1
Ceramics/Pottery 1 (0102300)	Prior Year FCAT Reading	Final HTM CCE Ceramics/Pottery 1
Building and Construction (8720310)	Prior Year FCAT Reading	Final Building and Construction CCE
Computer App Business 1 (8200520)	Prior Year FCAT Reading	Final CFAC CCE Computer App Business 1*

Computer App Business 2 (8200210)	Prior Year FCAT Reading	Final CFAC CCE Computer App Business 2*
Computing for College and Careers (8209020)	Prior Year FCAT Reading	Final Computing for College and Careers CCE
Digital Design 1 (8209520)	Prior Year FCAT Reading	Final Digital Design 1 CCE
Drafting 1 (8725010)	Prior Year FCAT Reading	Final Drafting 1 CCE
EKG Aide 3 (8417161)	Prior Year FCAT Reading	Final EKG Aide 3 CCE*
Eng Technology 1 (8600570)	Prior Year FCAT Reading	Final Eng Technology 1 CCE
Game and Sim Design (8208110)	Prior Year FCAT Reading	Final Game and Sim Design CCE
Health Science I (8417100)	Prior Year FCAT Reading	Final Health Science 1 CCE
Health Science 2 (8417110)	Prior Year FCAT Reading or Final Health Science 1 CCE	Final Health Science 2 CCE
Intro to Info Tech (8207310)	Prior Year FCAT Reading	Final Intro to Info Tech CCE
Nursing Assistant 3 (8417211)	Prior Year FCAT Reading	Final Nursing Assistant 3 CCE
TV Production 1 (8772110)	Prior Year FCAT Reading	Final TV Production 1 CCE
Web Design 1 (8207110)	Prior Year FCAT Reading	Final Web Design 1 CCE
Other (9-12), *incl. non-classroom instructional*	Prior Year FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide	Current Year FSA Language Arts based on Assigned Students **OR** Grade-Level **OR** School-Wide
HIGH SCHOOL: ADVANCED PLACEMENT COURSES		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
AP US History (2100330)	Prior Year FCAT Reading	AP Exam
AP Art History (0100300)	Prior Year FCAT Reading	AP Exam
AP Biology (2000340)	Prior Year FCAT Reading	AP Exam
AP Comparative Gov't and Politics (2106430)	Prior Year FCAT Reading	AP Exam
AP English Lang and Comp (1001420)	Prior Year FCAT Reading	AP Exam
AP English Lit and Comp (1001430)	Prior Year FCAT Reading	AP Exam
AP Environmental Science (2001380)	Prior Year FCAT Reading	AP Exam
AP French Language (0701380)	Prior Year FCAT Reading	AP Exam
AP German (0702380)	Prior Year FCAT Reading	AP Exam
AP Human Geography (2103400)	Prior Year FCAT Reading	AP Exam
AP Macroeconomics (2102370)	Prior Year FCAT Reading	AP Exam
AP Psychology (21073500)	Prior Year FCAT Reading	AP Exam
AP US Gov't and Politics (2106420)	Prior Year FCAT Reading	AP Exam
AP World History (2109420)	Prior Year FCAT Reading	AP Exam
All other AP courses	Prior Year FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide **OR** District-Wide	Current Year FSA Language Arts based on Assigned Students **OR** Grade-Level **OR** School-Wide **OR** District-Wide **OR** AP Exam
HIGH SCHOOL: INTERNATIONAL BACCALAUREATE COURSES		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
IB Biology 3 (2000820)	Prior Year FCAT Reading	IB Exam

IB English 4 (1001830)	Most Recent FCAT Reading	IB Exam
IB History of the Americas (2100800), IB Contemporary History (2109800)	Prior Year FCAT Reading	IB Exam
IB Info Tech Global Soc 2 (0200900)	Prior Year FCAT Reading	IB Exam
IB Math Studies (1209800)	State Algebra EOC	IB Exam
IB Spanish 4 Lang B (0708830), IB Spanish 5 (0708840)	Prior Year FCAT Reading	IB Exam
All other IB courses	Prior Year FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide **OR** District-Wide	Current Year FSA Language Arts based on Assigned Students **OR** Grade-Level **OR** School-Wide **OR** District-Wide **OR** IB Exam
HIGH SCHOOL: CAMBRIDGE PROGRAM COURSES (AICE)		
Teaching Assignment	***Prior Performance Indicator***	***Post-Test***
AICE Art and Design Ceramics (0102330)	Prior Year FCAT Reading	AICE Exam
AICE Art and Design Painting (0104420)	Prior Year FCAT Reading	AICE Exam
AICE Art and Design Photography (0108360)	Prior Year FCAT Reading	AICE Exam
AICE English Lang 1 (1001550)	Prior Year FCAT Reading	AICE Exam
AICE English Lang 2 (1001551)	Prior Year FCAT Reading	AICE Exam
AICE General Paper (1009360)	Prior Year FCAT Reading	AICE Exam
AICE Marine Science (2002515)	Prior Year FCAT Reading	AICE Exam
AICE Psychology 1 (2107360)	Prior Year FCAT Reading	AICE Exam
Pre-AICE Sociology (2108310)	Prior Year FCAT Reading	AICE Exam
AICE Thinking Skills 1 (1700372)	Prior Year FCAT Reading	AICE Exam
AICE Thinking Skills 2 (1700374)	Prior Year FCAT Reading	AICE Exam
AICE US History (2100500)	Prior Year FCAT Reading	AICE Exam
AICE International History (2100490)	Prior Year FCAT Reading	AICE Exam
All other AICE courses	Prior Year FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide **OR** District-Wide	Current Year FSA Language Arts based on Assigned Students **OR** Grade-Level **OR** School-Wide **OR** District-Wide or AICE Exam
DISTRICT LEVEL NON-CLASSROOM INSTRUCTIONAL PERSONNEL		
Non-Classroom Instructional Personnel	Prior Year FCAT Reading based on Assigned Students **OR** Grade-Level **OR** School-Wide **OR** District-Wide	Current Year FSA Language Arts based on Assigned Students **OR** Grade-Level **OR** School-Wide **OR** District-Wide

APPENDIX D: CLASSROOM TEACHER EVALUATION RUBRIC

The evaluation rubric and scoring system used to define and assign an employee's final evaluation rating. (I.3.b) (II.5.e)

School District of Lee County	*Performance Rating*			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Domain 1: Planning and Preparation				
1a. Demonstrating Knowledge of Content and Pedagogy				
1b. Designing Student Assessment				
1c. Setting Instructional Outcomes				

School District of Lee County	***Performance Rating***			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
1d. Demonstrating Knowledge of Resources and Technology				
1e. Designing Coherent Instruction that Demonstrates Knowledge of Students				

School District of Lee County	*Performance Rating*			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Domain 2: The Classroom Environment				
2a. Creating an Environment of Respect				
2b. Establishes a Culture for Learning				
2c. Establishes and Manages Classroom Procedures				
2d. Stops Misconduct by Using Effective, Appropriate Techniques				

School District of Lee County	*Performance Rating*			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
2e. Organizing Physical Space				
Domain 3: Instruction				
3a. Communicating with Students				
3b. Using Questioning and Discussion Techniques				

School District of Lee County	***Performance Rating***			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3c. Engaging Students in Learning				
3d. Using Assessment in Instruction				

School District of Lee County	*Performance Rating*			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3e. Demonstrating Flexibility and Responsiveness				
Domain 4: Professional Responsibilities				
4a. Showing Professionalism				

School District of Lee County	***Performance Rating***			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
4b. Maintaining Accurate Records				
4c. Communicating with Families				
4d. Participating in a Professional Community				
4e. Growing and Developing Professionally				

School District of Lee County	*Final Performance Rating Summary (Beginning Teacher)*			
	Rating Count Summary for Instructional Practice *****Domain 3 ratings counted twice to account for weighting.*			
	Unsatisfactory (Level 0)	Developing (Level 1)	Effective (Level 2)	Highly Effective (Level 3)
Domain 1: Planning and Preparation				
Domain 2: The Classroom Environment				
Domain 3: Instruction*				
Domain 4: Professional Responsibilities				
Total				

Final Performance Rating Determinants			
Rating	**Instructional Practice (X)** *(Domain 3 ratings counted twice to account for weighting. Total ratings = 25)*	**Student Growth (Y)**	**Final Performance Score Range (X+Y)**
Highly effective (3)	At least 16 ratings at Level 3 No ratings at Level 1 or 0	2.5 – 3.0	5 - 6
Effective (2)	At least 14 ratings at Level 2 or 3 No ratings at Level 0	1.5 – 2.49	3 - 4
Developing (1)	No more than 2 ratings at Level 0	0.51 – 1.49	2
Unsatisfactory (0)	3 or more ratings at Level 0	0 – 0.50	Unsatisfactory in Instructional Practice **OR** Student Growth

Final Performance Calculation	
Instructional Practice Score	X
Student Growth Score	Y
Final Performance Rating :	**(X +Y)**

SUPERVISOR COMMENTS AND/OR SUGGESTIONS:

Signature of Supervisor: _____ Date:_____

Signature of Teacher: _____ Date:_____

(My signature does not necessarily imply agreement with the assessment, but acknowledges that I have discussed it with the assessor.)

School District of Lee County	*Final Performance Rating Summary (Experienced Teacher)*			
	Rating Count Summary for Instructional Practice **Domain 3 ratings counted twice to account for weighting.*			
	Unsatisfactory (Level 0)	Needs Improvement (Level 1)	Effective (Level 2)	Highly Effective (Level 3)
Domain 1: Planning and Preparation				
Domain 2: The Classroom Environment				
Domain 3: Instruction*				
Domain 4: Professional Responsibilities				
Total				

Final Performance Rating Determinants			
Rating	**Instructional Practice (X)** *(Domain 3 ratings counted twice to account for weighting. Total ratings = 25)*	**Student Growth (Y)**	**Final Performance Score Range (X+Y)**
Highly effective (3)	At least 19 ratings at Level 3 No ratings at Level 1 or 0	2.5 – 3.0	5 - 6
Effective (2)	At least 16 ratings at Level 2 or 3 No ratings at Level 0	1.5 – 2.49	3 - 4
Needs Improvement (1)	No more than 2 rating at Level 0	0.51 – 1.49	2
Unsatisfactory (0)	3 or more ratings at Level 0	0 – 0.50	Unsatisfactory in Instructional Practice **OR** Student Growth

Final Performance Calculation	
Instructional Practice Score	X
Student Growth Score	Y
Final Performance Rating :	**(X +Y)**

SUPERVISOR COMMENTS AND/OR SUGGESTIONS:

Signature of Supervisor: _____ Date:_____

Signature of Teacher: _____ Date:_____

(My signature does not necessarily imply agreement with the assessment, but acknowledges that I have discussed it with the assessor.)

APPENDIX E: SELF ASSESSMENT AND OBSERVATION FORMS

Forms for teacher self-assessment and observation instruments with indicators of effective practices (I.1.b) including connection between observation instruments and the FEAPs (I.1.c).

Teacher Pre-Observation Tool: Lesson Planning and Professionalism (Form 1)
The School District of Lee County

Teacher:		**Observer:**		**School:**	
Pre-Observation Conference Date:		**Date of Observation:**		**Post-Observation Conference Date:**	

Instructions:

1. Prior to a formal classroom observation, the teacher completes the pre-observation lesson planning form by filling out the comments for each of the domain categories.
2. The teacher sends the lesson planning form to the evaluator at least two days prior to the observation.
3. The evaluator reads the plan, provides feedback to the teacher and asks any clarifying questions as necessary, as well as any other questions that will provide helpful information prior to the observation.

4. During the post-observation conference, teacher and observer meet to discuss the lesson. Observer also shares the ratings based on the evidence observed during the observation. Observer and teacher share insights into the events that occurred during the observation and work toward agreement regarding teacher's rating for the elements observed. Specific sections of the observation instrument may be discussed.

DOMAIN 1: Planning and Preparation	**DOMAIN 4: Professional Responsibilities**
1a. Demonstrating Knowledge of Content and Pedagogy 1b. Designing Student Assessment 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources and Technology 1e. Designing Coherent Instruction that Demonstrates Knowledge of Students	4a. Showing Professionalism 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally

Strategies and Behaviors Rating Scale:
The generic rating scale described below may be used to determine the appropriate rating for each of the elements.

Unsatisfactory (UN)	**Need Improvement/Developing (NI/D)**	**Effective (E)**	**Highly Effective (HE)**
Strategy was called for but not observed or was used incorrectly or with parts missing.	This is a teacher who is attempting to implement effective teaching strategies.	This is a teacher who has mastered and consistently uses effective teaching strategies.	This is an expert teacher who could model and/or teach others effective teaching strategies.

Teacher Pre-Observation Tool: Lesson Planning and Professionalism (Form 1)

The School District of Lee County

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Domain 1: Planning and Preparation				
1a. Demonstrating Knowledge of Content and Pedagogy	[redacted]	[redacted]	[redacted]	[redacted]
Teacher Comments: *e.g.* What is the content to be taught? What prerequisite learning is required?				
1b. Designing Student Assessment	[redacted]	[redacted]	[redacted]	[redacted]

Teacher Pre-Observation Tool: Lesson Planning and Professionalism (Form 1)

The School District of Lee County

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Teacher Comments: *e.g*. How will you measure the goals articulated in 1c? What does success look like?				
1c. Setting Instructional Outcomes	[redacted]	[redacted]	[redacted]	[redacted]
Teacher Comments: *e.g.* What do you want students to learn during this lesson?				
1d. Demonstrating Knowledge of Resources and Technology	[redacted]	[redacted]	[redacted]	[redacted]

Teacher Pre-Observation Tool: Lesson Planning and Professionalism (Form 1)

The School District of Lee County

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Teacher Comments: *e.g.* What resources were considered for this lesson and rejected? Why? What resources will be used? Why?				
1e. Designing Coherent Instruction that Demonstrates Knowledge of Students	[redacted]	[redacted]	[redacted]	[redacted]

Teacher Pre-Observation Tool: Lesson Planning and Professionalism (Form 1)

The School District of Lee County

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Teacher Comments: *e.g.* List very briefly the steps of the lesson.				

Teacher Pre-Observation Tool: Lesson Planning and Professionalism (Form 1)

The School District of Lee County

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Domain 4: Professional Responsibilities				
4a. Showing Professionalism	[redacted]	[redacted]	[redacted]	[redacted]
Teacher Comments: *List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.*				
4b. Maintaining Accurate Records	[redacted]	[redacted]	[redacted]	[redacted]
Teacher Comments: *List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.*				

Teacher Pre-Observation Tool: Lesson Planning and Professionalism (Form 1)

The School District of Lee County

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
4c. Communicating with Families	[redacted]	[redacted]	[redacted]	[redacted]
Teacher Comments: *List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.*				
4d. Participating in a Professional Community	[redacted]	[redacted]	[redacted]	[redacted]
Teacher Comments: *List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.*				
4e. Growing and Developing Professionally	[redacted]	[redacted]	[redacted]	[redacted]
Teacher Comments: *List any evidence for Domain 4 that relates to the lesson being taught; evidence is not required for all Domain 4 components.*				

Observer Classroom Walk-through Tool (Form 2A)

The School District of Lee County

Teacher:		Observer:		Date of Observation:	

Instructions:

1. Prior to the completion of a walk-through the observer selects a domain or domain category for focus.
2. Walk-through observation is conducted using the appropriate domain category observation form.
3. Observer will complete observation forms within two days of the walk-through.
4. Observation form will be available for review by the teacher within two days of the walk-through.
5. It is the intent of the walk-through observation to provide frequent and ongoing feedback to the teacher regarding performance. Post-observation conferences will be scheduled when appropriate.

DOMAIN 1: Planning and Preparation	**DOMAIN 4: Professional Responsibilities**
☐ 1a. Demonstrating Knowledge of Content and Pedagogy	☐ 4a. Showing Professionalism
☐ 1b. Designing Student Assessment	☐ 4b. Maintaining Accurate Records
☐ 1c. Setting Instructional Outcomes	☐ 4c. Communicating with Families
☐ 1d. Demonstrating Knowledge of Resources and Technology	☐ 4d. Participating in a Professional Community
☐ 1e. Designing Coherent Instruction that Demonstrates Knowledge of Students	☐ 4e. Growing and Developing Professionally
DOMAIN 2: The Classroom Environment	**DOMAIN 3: Instruction**
☐ 2a. Creating an Environment of Respect	☐ 3a. Communicating with Students
☐ 2b. Establishes a Culture for Learning	☐ 3b. Using Questioning and Discussion Techniques
☐ 2c. Establishes and Manages Classroom Procedures	☐ 3c. Engaging Students in Learning
☐ 2d. Stops Misconduct	☐ 3d. Using Assessment in Instruction
☐ 2e. Organizes Physical Space	☐ 3e. Demonstrating Flexibility and Responsiveness

Strategies and Behaviors Rating Scale:

The generic rating scale described below may be used to determine the appropriate rating for each of the elements observed during the walk-through.

Observed (O)	Not Observed (N)	Focus Area (F)
The strategy or behavior was observed. If not marked as a focus area, this would be an example of either Effective or Highly Effective performance	The strategy or behavior was not observed. If not marked as a focus area, this simply means the strategy was not seen by the observer during the time of the walkthrough and the observer did not expect to see the strategy.	Strategy was either called for but *not observed* or was *observed* but used with parts missing or incorrectly.
Note: Look-fors in plain text are examples of *Effective* behaviors or strategies. ***Looks-fors in bold, italicized text are examples of Highly Effective behaviors or strategies.***		

Domain 1: Planning and Preparation

1a. Demonstrating Knowledge of Pedagogy

FEAP Foundational Principle 2

Lesson plans:	O	N	F	Comments
[redacted]				

1b. Designing Student Assessment

FEAP (a)1.d.; (a)4.a.; (a)4.b.; (a)4.d.

Assessments:	O	N	F	Comments
[redacted]				

1c. Setting Instructional Outcomes

FEAP (a)1.a.

The teacher:	O	N	F	Comments
[redacted]				

1d. Demonstrating Knowledge of Resources and Technology

FEAP (a)2.g.; (a)2.i

The teacher:	O	N	F	Comments
[redacted]				

1e. Designing Coherent Instruction				*FEAP (a)1.b.; (a)1.c.; (a)1e; (a)1.f; (a)3.e.; (a)3.h.*
The teacher:	**O**	**N**	**F**	**Comments**
[redacted]				
[redacted]				
[redacted]				
[redacted]				
Lessons:				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				

Domain 2: The Classroom Environment

2a. Creating an Environment of Respect				*FEAP (a)2.d.; (a)2.f.*
The teacher:	**O**	**N**	**F**	**Comments**
[redacted]				
[redacted]				
[redacted]	**O**	**N**	**F**	
[redacted]				
[redacted]				

2b. Establishes a Culture for Learning				*FEAP (a)2.c.; (a)2.f.; Foundational Principle 1*
The teacher:	**O**	**N**	**F**	**Comments**
[redacted]				
The students:	**O**	**N**	**F**	
[redacted]				

2c. Establishes and Manages Classroom Procedures				*FEAP (a)2.a.*
The teacher:	**O**	**N**	**F**	**Comments**
[redacted]				

2d. Stops Misconduct by Using Effective, Appropriate Techniques				*FEAP (a)2.b.*
The teacher:	**O**	**N**	**F**	**Comments**
[redacted]				

2e. Organizes Physical Space				*FEAP (a)2.a.; (a)2.h.*
The teacher:	**O**	**N**	**F**	**Comments**
[redacted]				

Domain 3: Instruction

3a. Communicating with Students — *FEAP (a)2.e.*

Lesson objectives are:	O	N	F	Comments
[redacted]				
[redacted]				
[redacted]				
[redacted]				
The teacher:	**O**	**N**	**F**	
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				

3b. Using Questioning and Discussion Techniques — *FEAP (a)3.f*

The teacher:	O	N	F	Comments
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				

3c. Engaging Students in Learning				*FEAP (a)3.a.; (a)3.b.; (a)3.g.*
Group of students:	**O**	**N**	**F**	**Comments**
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
Lessons:	**O**	**N**	**F**	
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
Technology is:	**O**	**N**	**F**	
[redacted]				
[redacted]				
[redacted]				
The teacher:	**O**	**N**	**F**	
[redacted]				
[redacted]				

3d. Using Assessment in Instruction				*FEAP (a)3.c.; (a)3.i.; (a)3.j.; (a)4.c.; (a)4.d.; (a)4.e.*
Formative assessments are:	**O**	**N**	**F**	**Comments**
[redacted]				
[redacted]				
Progress is monitored by:	**O**	**N**	**F**	
[redacted]				
[redacted]				
Feedback to students:	**O**	**N**	**F**	
[redacted]				
[redacted]				
[redacted]				
[redacted]				

3e. Demonstrating Flexibility and Responsiveness				*FEAP (a)2.h.; (a)3.d.; (a)3.j.*
The teacher:	**O**	**N**	**F**	**Comments**
[redacted]				
Students:	**O**	**N**	**F**	
[redacted]				

Domain 4: Professional Responsibilities

4a. Showing Professionalism				*FEAP (b)2; Foundational Principle 3*
The teacher:	**O**	**N**	**F**	**Comments**
[redacted]				

4b. Maintaining Accurate Records				*FEAP (a)4.f*
The teacher:	**O**	**N**	**F**	**Comments**
[redacted]				

4c. Communicating with Families				*FEAP (a)4.e.; (b)1.c.*
The teacher:	**O**	**N**	**F**	**Comments**
[redacted]				
[redacted]				
[redacted]				

4d. Participating in a Professional Community				*FEAP (a)1.e.; (b)1.c.*
The teacher:	**O**	**N**	**F**	**Comments**
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				

4e. Growing and Developing Professionally				*FEAP (b)1.a.; (b)1.b.; (b)1.d.; (b)1.e.*
The teacher:	**O**	**N**	**F**	**Comments**
[redacted]				
[redacted]				
[redacted]				
[redacted]				

Observer Formal Observation Tool (Form 2B)
The School District of Lee County

Teacher:		Observer:		Date of Observation:	

Instructions:

1. During the pre-observation conference, teacher and observer discuss the upcoming lesson and identify the focus of the observation by reviewing and discussing Form 1. Together, the teacher and the observer identify the lesson elements that will be of most importance for this observation.
2. Additionally, both teacher and observer review the specific descriptors regarding teacher and student evidence in determining the focus of the observation. Observer will seek evidence to assess proficiency on the targeted lesson elements. Observer may also observe other issues and address them in the post-observation conference. Observations are recorded using Form 2B.
3. Teacher conducts a post-observation self-assessment of the elements that were targeted using Form 3 and shares it with the observer electronically prior to the post-observation conference.
4. During the post-observation conference, teacher and observer meet to discuss the lesson. Observer also shares the ratings based on the evidence observed during the observation. Observer and teacher share insights into the events that occurred during the observation and work toward agreement regarding teacher's rating for the elements observed. Specific sections of the observation instrument may be discussed.

DOMAIN 1: Planning and Preparation	**DOMAIN 4: Professional Responsibilities**
☐ 1a. Demonstrating Knowledge of Content and Pedagogy ☐ 1b. Designing Student Assessment ☐ 1c. Setting Instructional Outcomes ☐ 1d. Demonstrating Knowledge of Resources and Technology ☐ 1e. Designing Coherent Instruction that Demonstrates Knowledge of Students	☐ 4a. Showing Professionalism ☐ 4b. Maintaining Accurate Records ☐ 4c. Communicating with Families ☐ 4d. Participating in a Professional Community ☐ 4e. Growing and Developing Professionally
DOMAIN 2: The Classroom Environment	**DOMAIN 3: Instruction**
☐ 2a. Creating an Environment of Respect ☐ 2b. Establishes a Culture for Learning ☐ 2c. Establishes and Manages Classroom Procedures ☐ 2d. Stops Misconduct ☐ 2e. Organizes Physical Space	☐ 3a. Communicating with Students ☐ 3b. Using Questioning and Discussion Techniques ☐ 3c. Engaging Students in Learning ☐ 3d. Using Assessment in Instruction ☐ 3e. Demonstrating Flexibility and Responsiveness

Strategies and Behaviors Rating Scale:

The generic rating scale described below may be used to determine the appropriate rating for each of the elements observed during the formal observation.

Unsatisfactory (UN)	Needs Improvement/ Developing (NI/D)	Effective (E)	Highly Effective (HE)	Observed (O)	Not Observed (N)	Focus Area (F)
Strategy was called for but not observed or was used incorrectly or with parts missing.	This is a teacher who is attempting to implement effective teaching strategies.	This is a teacher who has mastered and consistently uses effective teaching strategies.	This is an expert teacher who could model and/or teach others effective teaching strategies.	The strategy was observed. If not marked as a focus area, this would be an example of either Effective or Highly Effective performance.	The strategy or behavior was not observed. If not marked as a focus area, this simply means the strategy was not seen by the observer during the time of the walkthrough and the observer did not expect to see the strategy.	Strategy was either called for but *not observed* or was *observed* but used with parts missing or incorrectly.
Note: Look-fors in plain text are examples of *Effective* behaviors or strategies. ***Looks-fors in bold, italicized text are examples of Highly Effective behaviors or strategies.***						

Domain 1: Planning and Preparation

1a. Demonstrating Knowledge of Pedagogy

FEAP Foundational Principle 2

Lesson plans:	O	N	F	Comments
[redacted]				
Overall Rating for Indicator 1A — **U N / NI D / E / HE**				

1b. Designing Student Assessment

FEAP (a)1.d.; (a)4.a.; (a)4.b.; (a)4.d.

Assessments:	O	N	F	Comments
[redacted]				
Overall Rating for Indicator 1B — **U N / NI D / E / HE**				

1c. Setting Instructional Outcomes

FEAP (a)1.a.

The teacher:	O	N	F	Comments
[redacted]				
Overall Rating for Indicator 1C — **U N / NI D / E / HE**				

1d. Demonstrating Knowledge of Resources and Technology					***FEAP (a)2.g.; (a)2.i***
The teacher:	**O**	**N**	**F**	**Comments**	
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
Overall Rating for Indicator 1D	**UN**	**NI D**	**E**	**HE**	

1e. Designing Coherent Instruction					***FEAP (a)1.b.; (a)1.c.; (a)1.e; (a)1.f; (a)3.e.; (a)3.h.***
The teacher:	**O**	**N**	**F**	**Comments**	
[redacted]					
[redacted]					
[redacted]					
[redacted]					
Lessons:					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
Overall Rating for Indicator 1E	**UN**	**NI D**	**E**	**HE**	

Domain 2: The Classroom Environment

2a. Creating an Environment of Respect

FEAP (a)2.d.; (a)2.f.

The teacher:	O	N	F	Comments
[redacted]				
[redacted]				
The students:	**O**	**N**	**F**	
[redacted]				
Overall Rating for Indicator 2A **UN**	**NI D**	**E**	**HE**	

2b. Establishes a Culture for Learning

FEAP (a)2.c.; (a)2.f.; Foundational Principle 1

The teacher:	O	N	F	Comments
[redacted]				
[redacted]				
The students:	**O**	**N**	**F**	
[redacted]				
Overall Rating for Indicator 2B **UN**	**NI D**	**E**	**HE**	

2c. Establishes and Manages Classroom Procedures

FEAP (a)2.a.

The teacher:	O	N	F	Comments
[redacted]				
[redacted]				
Overall Rating for Indicator 2C **UN**	**NI D**	**E**	**HE**	

2d. Stops Misconduct by Using Effective, Appropriate Techniques						***FEAP (a)2.b.***
The teacher:		**O**	**N**	**F**	**Comments**	
[redacted]						
Overall Rating for Indicator 2D	**UN**	**NI D**	**E**	**HE**		

2e. Organizes Physical Space						***FEAP (a)2.a.; (a)2.h.***
The teacher:		**O**	**N**	**F**	**Comments**	
[redacted]						
Overall Rating for Indicator 2E	**UN**	**NI D**	**E**	**HE**		

Domain 3: Instruction

3a. Communicating with Students — *FEAP (a)2.e.*

Lesson objectives are:	O	N	F	Comments
[redacted]				
[redacted]				
[redacted]				
[redacted]				
The teacher:	**O**	**N**	**F**	
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
Overall Rating for Indicator 3A	**UN**	**NID**	**E**	**HE**

3b. Using Questioning and Discussion Techniques — *FEAP (a)3.f*

The teacher:	O	N	F	Comments
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
Overall Rating for Indicator 3B	**UN**	**NID**	**E**	**HE**

3c. Engaging Students in Learning					***FEAP (a)3.a.; (a)3.b.; (a)3.g.***
Group of students:		**O**	**N**	**F**	**Comments**
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
Lessons:		**O**	**N**	**F**	
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
Technology is:		**O**	**N**	**F**	
[redacted]					
[redacted]					
[redacted]					
The teacher:		**O**	**N**	**F**	
[redacted]					
[redacted]					
Overall Rating for Indicator 3C	**UN**	**NI D**	**E**	**HE**	

3d. Using Assessment in Instruction					***FEAP (a)3.c.; (a)3.i.; (a)3.j.; (a)4.c.; (a)4.d.; (a)4.e.***
Formative assessments are:	**O**	**N**	**F**	**Comments**	
[redacted]					
[redacted]					
Progress is monitored by:	**O**	**N**	**F**		
[redacted]					
[redacted]					
Feedback to students:	**O**	**N**	**F**		
[redacted]					
[redacted]					
[redacted]					
[redacted]					
Overall Rating for Indicator 3D	**UN**	**NI D**	**E**	**HE**	

3e. Demonstrating Flexibility and Responsiveness					***FEAP (a)2.h.; (a)3.d.; (a)3.j.***
The teacher:	**O**	**N**	**F**	**Comments**	
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
Students:	**O**	**N**	**F**		
[redacted]					
[redacted]					
[redacted]					
[redacted]					
Overall Rating for Indicator 3E	**UN**	**NI D**	**E**	**HE**	

Domain 4: Professional Responsibilities

4a. Showing Professionalism

FEAP (b)2; Foundational Principle 3

The teacher:	O	N	F	Comments
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
Overall Rating for Indicator 4A **UN**	**NI D**	**E**	**HE**	

4b. Maintaining Accurate Records

FEAP (a)4.f

The teacher:	O	N	F	Comments
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
[redacted]				
Overall Rating for Indicator 4B **UN**	**NI D**	**E**	**HE**	

4c. Communicating with Families

FEAP (a)4.e.; (b)1.c.

The teacher:	O	N	F	Comments
[redacted]				
[redacted]				
[redacted]				
Overall Rating for Indicator 4C **UN**	**NI D**	**E**	**HE**	

4d. Participating in a Professional Community					*FEAP (a)1.e.; (b)1.c.*
The teacher:	**O**	**N**	**F**	**Comments**	
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
[redacted]					
Overall Rating for Indicator 4D **UN**	**NI D**	**E**	**HE**		

4e. Growing and Developing Professionally					*FEAP (b)1.a.; (b)1.b.; (b)1.d.; (b)1.e.*
The teacher:	**O**	**N**	**F**	**Comments**	
[redacted]					
[redacted]					
[redacted]					
[redacted]					
Overall Rating for Indicator 4E **UN**	**NI D**	**E**	**HE**		

Teacher Post-Observation Self-Assessment Tool (Form 3)
The School District of Lee County

Teacher:		**Observer:**		**School:**	
Pre-Observation Conference Date:		**Date of Observation:**		**Post-Observation Conference Date:**	

Instructions:

1. After a formal classroom observation, the teacher conducts a self-assessment (Form 3) of the lesson by highlighting the appropriate components/levels of performance. Comments may also be entered.
2. The teacher sends the self-assessment to the evaluator within two days of the observation.
3. The evaluator studies the teacher self-assessment, and marks on the evaluator rubric the components of agreement, that is, those components where the teacher's self-assessment of the lesson matches with the evaluator's assessment of that component. The evaluator does not mark the components where the teacher's thinking and the evaluator's thinking do not match. These will be discussed in step 4.
4. During the post-observation conference, teacher and observer meet to discuss the lesson. Observer also shares the ratings based on the evidence observed during the observation. Observer and teacher share insights into the events that occurred during the observation and work toward agreement regarding teacher's rating for the elements observed. Specific sections of the observation instrument may be discussed.

DOMAIN 2: The Classroom Environment	**DOMAIN 3: Instruction**
2a. Creating an Environment of Respect 2b. Establishes a Culture for Learning 2c. Establishes and Manages Classroom Procedures 2d. Stops Misconduct by Using Effective, Appropriate Techniques 2e. Organizes Physical Space	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness

Classroom Strategies and Behaviors Rating Scale:
The generic rating scale described below may be used to determine the appropriate rating for each of the elements during the observed lesson.

Unsatisfactory (UN)	**Needs Improvement/Developing (UN/D)**	**Effective (E)**	**Highly Effective (HE)**
Strategy was called for but not observed or was used incorrectly or with parts missing.	This is a teacher who is attempting to implement effective teaching strategies.	This is a teacher who has mastered and consistently uses effective teaching strategies.	This is an expert teacher who could model and/or teach others effective teaching strategies.

Teacher Post-Observation Self-Assessment Tool (Form 3)
The School District of Lee County

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Domain 2: The Classroom Environment				
2a. Creating an Environment of Respect	[redacted]	[redacted]	[redacted]	[redacted]
Teacher Reflection:				
2b. Establishes a Culture for Learning	[redacted]	[redacted]	[redacted]	[redacted]
Teacher Reflection:				
2c. Establishes and Manages Classroom Procedures	[redacted]	[redacted]	[redacted]	[redacted]
Teacher Reflection:				

Teacher Post-Observation Self-Assessment Tool (Form 3)
The School District of Lee County

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
2d. Stops Misconduct by Using Effective, Appropriate Techniques	[redacted]	[redacted]	[redacted]	[redacted]
Teacher Reflection:				
2e. Organizing Physical Space	[redacted]	[redacted]	[redacted]	[redacted]
Teacher Reflection:				

Teacher Post-Observation Self-Assessment Tool (Form 3)
The School District of Lee County

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Domain 3: Instruction				
3a. Communicating with Students				
Teacher Reflection:				
3b. Using Questioning and Discussion Techniques				
Teacher Reflection:				

Teacher Post-Observation Self-Assessment Tool (Form 3)
The School District of Lee County

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3c. Engaging Students in Learning				
Teacher Reflection:				
3d. Using Assessment in Instruction				
Teacher Reflection:				

Teacher Post-Observation Self-Assessment Tool (Form 3)
The School District of Lee County

	Performance Rating			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
3e. Demonstrating Flexibility and Responsiveness	[redacted]	[redacted]	[redacted]	[redacted]
Teacher Reflection:				

APPENDIX F: TIMELINE FOR LINKING EVALUATION TO PROFESSIONAL DEVELOPMENT

Timeline for using evaluation results to inform individual professional development (III.10.b & c)

Timeline for Using Evaluation to Inform Individual Professional Development (PD)

The LEA will revise its professional development system to include the elements described in the Race to the Top grant, will utilize data from teachers' and principals' evaluations to plan and evaluate professional development, and will evaluate the effectiveness of professional development based on changes in practice and student outcomes.

A timetable for implementing the new elements into the professional development system for teachers and principals in the district.	
Deliverable	**Timeline**
Meet with Academic Services Division Team to identify elements needed for tracking and evaluating professional development	Quarter 3
Review existing Enterprise Learning Management (ELM) system for existing fields and functionality as they relate to professional development	Quarter 3
Create Customer Care Ticket detailing additional fields, screens, and functionality modifications needed for tracking and evaluating professional development	Quarter 4
Enterprise Resource Planning (ERP) Team develops screen and fields for ELM	Quarter 4
Academic Services Team and Curriculum Master Teachers identify initial trainings to target for evaluating professional development impact	Quarter 4
Identify instruments/rubrics (multiple measures) for determining the level of implementation of professional development	Year 2
Enter level of implementation into ELM system for targeted trainings	Year 2
Align and connect teachers fully implementing selected trainings with class schedules and specific students in database system	Year 2
Extract and compile district and state assessment data for targeted teachers and students as specified above	Year 2
Identify key training activities that correlate to increased student learning gains	Year 3
Review and update above processes each year	

A timetable for implementing the evaluation of professional development in the district.	
Deliverable	**Timeline**
Establish tentative timeline	Quarter 4
Research methods and approaches to evaluation of professional development	Quarter 4
Discuss and evaluate research	Quarter 4
Identify possible levels of implementation	Quarter 4
Identify possible measurement tools	Quarter 4
Seek input from other parties involved: teachers, administrators, and district staff as to methods of PD evaluation, measurement tools, etc.	Year 2
Decide on best methods for evaluation	Year 2
Collaborate with other departments in developing measurement instruments	Year 2
Circulate proposed evaluation tools for review	Year 2
Make necessary revisions	Year 2
Pilot the PD evaluation system	Year 3
Obtain feedback on evaluation system from all participants – teachers, administrators and district staff	Year 3
Review pilot results for correlation between PD levels of implementation, teacher feedback on PD and improved levels of student performance on learnings targeted by the PD	Year 3
Make necessary adjustments to evaluation system as necessary to achieve desired result of measuring the effectiveness of specific PD	Year 3
Implement PD evaluation system district-wide	Year 3
Review and update above processes each year	