For Teachers
2015-2016

Gulf Instructional Evaluation System

Gulf District Schools

Superintendent Jim Norton

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Introduction

The Gulf District Instructional Evaluation System has eight core components:

- Component 1: Training
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- Component 5: Informal Observations & Walkthroughs
- Component 6: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form
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- Component 8: Annual Review by District

1. Performance of Students

The Gulf District Instructional Evaluation System is divided into two parts: Performance and Student Growth & Achievement.   It is based on 450 possible points. One-third, or 150 points, is derived from Student Growth and Achievement. The remaining two-thirds, or 300 points, is derived from the Performance portion which is divided into the following four domains:

- Domain 1: Planning/Preparation (20% - up to 60 points)
- Domain 2: Classroom Management (25% - up to 75 points)
- Domain 3: Direct Instruction (35% - up to 105 points)
- Domain 4: Professional Responsibilities (20% or up to 60 points)

Each domain contains specific indicators which are aligned to the Florida Educator Accomplished Practices (FEAP). A crosswalk from the district's evaluation framework to the FEAP demonstrating the district's evaluation system contains indicators based upon each of the practices is found in Table 2.

Domain 1 (Planning/Preparation) contains five indicators; each to be scored as Highly Effective (HE), Effective (E), Needs Improvement (NI), or Unsatisfactory (U). If three or more are rated HE and none are less than E, the teacher is awarded 100% of the points available (60 points) for Domain 1. If three or more of the indicators are rated E or higher and none are less than NI, the teacher is awarded 80% of the points available (48 points) for the domain. Teachers receive 50% of the points available (30 points) is the criteria for E are not met and no more than one indicator is rated unsatisfactory. Twenty percent of the points available (12 points) are awarded if two or more indicators are rated U. A similar scoring system has been established for the remaining domains.

Domain 2 (Classroom Management) contains three indicators. If two or more are rated HE and none are less than E, the teacher is awarded 100% of the points available (75 points) for Domain 2. If two or more of the indicators are rated E or higher and none are less than NI, the teacher is awarded 80% of the points available (60 points) for the domain. Teachers receive 50% of the points available (15 points) is the criteria for E are not met and no more than one

indicator is rated unsatisfactory. Twenty percent of the points available (15 points) are awarded if two or more indicators are rated U.

Domain 3 (Direct Instruction) contains six indicators. If four or more are rated HE and none are less than E, the teacher is awarded 100% of the points available (105 points) for Domain 3. If four or more of the indicators are rated E or higher and none are less than NI, the teacher is awarded 80% of the points available (84 points) for the domain. Teachers receive 50% of the points available (54 points) is the criteria for E are not met and no more than one indicator is rated unsatisfactory. Twenty percent of the points available (21 points) are awarded if two or more indicators are rated U.

Domain 4 (Professional Responsibilities) also contains five indicators. If three or more are rated HE and none are less than E, the teacher is awarded 100% of the points available (60 points) for Domain 1. If three or more of the indicators are rated E or higher and none are less than NI, the teacher is awarded 80% of the points available (48 points) for the domain. Teachers receive 50% of the points available (30 points) is the criteria for E are not met and no more than one indicator is rated unsatisfactory. Twenty percent of the points available (12 points) are awarded if two or more indicators are rated U.

The Instructional Appraisal Score/Cover Sheet located in Part 4 delineates the scoring process, and provides a place for the calculations to be completed. The scores from all four domains are added together to obtain the Performance Total.   This total is then added to the Student Growth and Achievement total to complete the evaluation.

When determining Student Growth and Achievement, student performance data for at least three years, including the current year and the two immediately preceding the current year, will be used if available. If less than the three most recent years of data are available, those years for which data are available will be used.

For those classroom teachers who teach English Language Arts in grades 4-10, mathematics in grades 4-8, or Algebra I, the student growth and achievement score is based on the state-provided VAM. The scale below will be used.

- State VAM Scale:
    - Highly Effective 4.0 = 150 points
    - Effective 3.0 = 134 points
    - Needs Improvement 2.0 = 119 points
    - Unsatisfactory 1.0 = 100 points

For classroom teachers of students for courses not assessed by statewide, standardized assessments and for instructional personnel who are not classroom teachers, district-determined student performance measures will be used.

Table 1 indicates the student performance measures to be used for each grade level or subject. For those grade levels and/or subjects which do not receive a state-determined VAM score, raw data (i.e. the NPR on the Iowa for students in K-2) is converted to a 150 point scale. The sole

purpose of the scale is to facilitate ease in calculation by converting student growth and achievement data to a 150 point basis commensurate with the student growth and achievement scores given teachers receiving state-determined VAM (see Appendix B).

Teachers newly hired to the district must have two evaluations which include a student growth and achievement metric completed each year. Because standardized test data is not available mid-year, the assessments used for progress monitoring throughout the year will be used. This will include chapter and unit tests from the adopted curricula, writing tests developed using FSA supplied materials, FAIR, and software programs. Where applicable teachers will use the Proficiency Rate (percentage of students scoring 70 or above) on semester exams converted to 150 point scale per district chart. Semester exams will be teacher-developed, standards-based, and principal approved and count 20% of a student's grade.

Table I

Grade Level or Subject	Assessment
Pre-K	**VPK Assessment** Percent of 4 year old students qualifying as "Kindergarten Ready" converted to 150 point scale per district chart
K – 3rd • K-3: Extended ELA & Math • 1-2: Science	**Iowa or FSA** K-2: National Percentile Rank converted to 150 point scale per district chart 3rd grade: Proficiency Rate Level 3 or above converted to 150 point scale per district chart
For the following subjects: • Algebra 2 • Geometry • Biology • Civics • U.S. History • 5, 8: Science	**EOC or FCAT** Proficiency Rate (percentage of students scoring Level 3 or above) converted to 150 point scale per district chart
4th - 10th • 4-10 ELA • 4-8 Math • Algebra 1	**FSA or EOC** State VAM Scale: 4.0=150 pts., 3.0=134 pts., 2.0=119 pts., 1=100 pts.
For the following subjects: • MCR • English IV	**PERT** Proficiency Rate (English IV): 95 or above on average of Reading & Writing subtests converted to 150 point scale per district chart Proficiency Rate (MCR): 104 or above converted to 150 point scale per district chart
For all other subjects without standardized assessments	**Semester Exams*** Proficiency Rate (percentage of students scoring 70 or above on semester exams) converted to 150 point scale per district chart *Semester exams will be teacher-developed, standards-based, and principal approved and count 20% of a student's grade.
Following Positions:	State provided school VAM for ELA (pro-rated by service to schools)

• Media Specialist • Reading Coach • Speech Pathologist	

Following Positions:
    • School Psychologist
    • Guidance Counselor
    • ESE Resource Teacher
    • ESE Staffing Specialist
    • Technology Coach
    • Curriculum Coordinator
    • Behavior Specialist
    • Social Worker
    • Parent Liaison
    • Truant Officer
	State provided school VAM for ELA & Math (pro-rated by service to schools)

Adult School Instructor	Percentage of students passing state-mandated EOCs converted to 150 point scale per district chart

NOTE 1: If a teacher has 3 or more periods assessed by a standardized test, that teacher may opt to use the student test data for those classes only or may opt to combine the data for all subjects taught (proportionate to the periods taught). For example: If a teacher has 3 periods of U. S. History and 2 periods of World Geography, the teacher has 2 options:

- Option 1: Use only the proficiency rate for U. S. History as provided by the state; or
- Option 2: Use a combination of both the proficiency rate for U. S. History as provided by the state and the percentage of students scoring 70% or above on the semester exams for World Geography. (If a teacher has < 3 periods assessed by a standardized test, this option must be used.)

NOTE 2: Teachers newly hired to the district must have two evaluations which include a student growth and achievement metric completed each year.

All student proficiency scores will be based on students assigned to the teacher based on roster verification.

2. Instructional Practice

The Gulf District Schools Teacher Evaluation Process is designed to assess the teacher's performance based on Danielson's model and the Florida Accomplished Educators Standards (see link below). Danielson's model is based on research and its practices are strongly linked to increased student achievement. An additional outcome goal of the system is for the educator to use the evaluation to assist in determining specific professional development needs. The principal (or supervisor) will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration. The results of the evaluations, along with student achievement data, will be used as the basis for the School Improvement Plan.

http://www.fldoe.org/core/fileparse.php/7503/urlt/0071813-alignment-feap-danielson.pdf

All teachers will be evaluated based upon the same core of effective strategies.

The evaluation criteria (Florida Statute 1012.34) must include:

1. Performance of students
2. Instructional practice based on the Florida Educator Accomplished Practices
3. Professional and job responsibilities

Table 2 below is a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating the district's evaluation system contains indicators based upon each of the practices. This crosswalk is specific to the evaluation designed for traditional classroom teachers, but because the evaluations for non-classroom instructional personal were patterned after that of classroom teachers there continues to be a correlation to the FEAP.

Table 2

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1.1, 3.2
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1.2, 1.3, 3.6
c. Designs instruction for students to achieve mastery;	3.2
d. Selects appropriate formative assessments to monitor learning;	3.3
e. Uses diagnostic student data to plan lessons; and,	1.5
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1.3, 3.5, 3.6
2. The Learning Environment To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	2.2, 2.3, 3.5
b. Manages individual and class behaviors through a well-planned management system;	2.1, 2.3
c. Conveys high expectations to all students;	2.2, 2.3, 3.2
d. Respects students' cultural linguistic and family background;	4.1
e. Models clear, acceptable oral and written communication skills;	4.3
f. Maintains a climate of openness, inquiry, fairness and support;	4.1
g. Integrates current information and communication technologies;	4.5
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	3.4
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	4.5
3. Instructional Delivery and Facilitation The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	4.1
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3.1
c. Identify gaps in students' subject matter knowledge;	1.3
d. Modify instruction to respond to preconceptions or misconceptions;	3.3, 3.6
e. Relate and integrate the subject matter with other disciplines and life experiences;	1.2, 1.3, 1.4, 3.1, 3.6

f. Employ higher-order questioning techniques;	3.6
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3.5
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	3.4
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	3.4
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3.3
4. Assessment The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	4.4
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1.1, 1.2, 1.3, 1.4, 3.2, 3.3
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	1.5
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	3.3, 3.4
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	4.3
f. Applies technology to organize and integrate assessment information.	1.5, 3.3, 3.5
5. Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	1.4
b. Examines and uses data-informed research to improve instruction and student achievement;	1.4
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	4.3
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4.2
e. Engages in targeted professional growth opportunities and reflective practices; and,	4.2
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	4.1

The Gulf District Instructional Evaluation System is divided into two parts: Performance and Student Growth & Achievement. It is based on 450 possible points. One-third, or 150 points, is derived from Student Growth and Achievement. The remaining two-thirds, or 300 points, is derived from the Performance portion which is divided into the following four domains:

- Domain 1: Planning/Preparation (20% - up to 60 points)
- Domain 2: Classroom Management (25% - up to 75 points)
- Domain 3: Direct Instruction (35% - up to 105 points)
- Domain 4: Professional Responsibilities (20% or up to 60 points)

Domain 1 (Planning/Preparation) contains five indicators; each to be scored as Highly Effective (HE), Effective (E), Needs Improvement (NI), or Unsatisfactory (U). If three or more are rated HE and none are less than E, the teacher is awarded 100% of the points available (60 points) for Domain 1. If three or more of the indicators are rated E or higher and none are less than NI, the teacher is awarded 80% of the points available (48 points) for the domain. Teachers receive 50% of the points available (30 points) is the criteria for E are not met and no more than one indicator is rated unsatisfactory. Twenty percent of the points available (12 points) are

awarded if two or more indicators are rated U. A similar scoring system has been established for the remaining domains.

Domain 2 (Classroom Management) contains three indicators. If two or more are rated HE and none are less than E, the teacher is awarded 100% of the points available (75 points) for Domain 2. If two or more of the indicators are rated E or higher and none are less than NI, the teacher is awarded 80% of the points available (60 points) for the domain. Teachers receive 50% of the points available (15 points) is the criteria for E are not met and no more than one indicator is rated unsatisfactory. Twenty percent of the points available (15 points) are awarded if two or more indicators are rated U.

Domain 3 (Direct Instruction) contains six indicators. If four or more are rated HE and none are less than E, the teacher is awarded 100% of the points available (105 points) for Domain 3. If four or more of the indicators are rated E or higher and none are less than NI, the teacher is awarded 80% of the points available (84 points) for the domain. Teachers receive 50% of the points available (54 points) is the criteria for E are not met and no more than one indicator is rated unsatisfactory. Twenty percent of the points available (21 points) are awarded if two or more indicators are rated U.

Domain 4 (Professional Responsibilities) also contains five indicators. If three or more are rated HE and none are less than E, the teacher is awarded 100% of the points available (60 points) for Domain 1. If three or more of the indicators are rated E or higher and none are less than NI, the teacher is awarded 80% of the points available (48 points) for the domain. Teachers receive 50% of the points available (30 points) is the criteria for E are not met and no more than one indicator is rated unsatisfactory. Twenty percent of the points available (12 points) are awarded if two or more indicators are rated U.

The Instructional Appraisal Score/Cover Sheet located in Part 4 delineates the scoring process, and provides a place for the calculations to be completed. The scores from all four domains are added together to obtain the Performance Total.   This total is then added to the Student Growth and Achievement total to complete the evaluation.

Component 1 of the Gulf District Appraisal System focuses on training. All principals, teachers, and other evaluators must complete training on the evaluation process before participating in the process. The principal, deans, and instructional coaches may act as observers in the evaluation process. Any evaluator or observer will be required to participate in training on the process before acting in that capacity, however only the person responsible for supervising the teacher shall complete the evaluation. Initial and follow-up training will be provided by the District Professional Development Coordinator. The union will be invited to attend the training which will be conducted by September 1 of each year (per Instructional Master Contract – 14.2 D).

As part of the orientation component, the principal or supervisor will provide each teacher a copy of the Gulf Instructional Evaluation System which includes:

A. The Teacher Evaluation Rubric
B. The evaluation process policy
C. Copies of forms that can be used in the evaluation process

Copies may be provided in electronic form.

Gulf District Schools will provide training on the evaluation process to each new hire.

The next component in the process in teacher self-assessment. Teachers will use the Self-Assessment to rate his/her own performance at the beginning of the year and to reflect on his/her performance throughout the year. This self-assessment will assist in setting individual goals and in determining professional development needs.

The principal/supervisor will review the Self-Assessment and discuss student growth and achievement expectations with each teacher in individual meetings conducted prior to September 15th (per Instructional Master Contract – 14.1 D).

With the self-assessment and initial conference complete, formal observations (component 4) may begin.

Formal, announced observations will have the following components:
- The formal, announced observation will be at least thirty minutes in length.
- Teachers with 0-3 years' experience will be observed 2-3 times per year.
- Teachers new to the district, regardless of level of experience, will be observed at least 2 times per year.
- Teachers with more than 3 years' experience will be observed 1-2 times per year.
- Principals (or supervisors) may conduct additional observations if needed.
- District office personnel may conduct observations if necessary (per Instructional Master Contract 14.1 E).
- The results of the observation will be used for the Annual Evaluation.
- Written/electronic feedback will be provided to the teacher to:
  - Provide objective, actionable and timely feedback as described in the district procedures
  - Reflect upon, engage in dialogue with observers and to take appropriate actions
- The principal (or supervisor) shall conduct a post-observation conference no later than 10 school days following the formal observation to:
  - Discuss strengths and weaknesses of the teacher's performance during the observed lesson.
  - Support and guide the teacher in planning and preparation
  - Provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula

Informal observations and walkthroughs (component 5) will also be conducted in addition to the formal, announced observations.

Informal observations/walkthroughs will have the following components:

- May be announced or unannounced
- Will be 3-10 minutes in length
- May be used in the annual evaluation

The sixth component is the summary evaluation conference and rating. A performance evaluation shall be conducted for each employee annually. A performance evaluation will be conducted each semester for newly hired teachers. The principal (or supervisor) shall conduct a summary evaluation conference with each teacher prior to the end of the school year (or at the end of the semester for newly hired teachers) which will include a discussion of the Teacher Evaluation, classroom observations, artifacts submitted or collected during the evaluation process and any other evidence.

Instructional personnel shall be given the opportunity to verify rosters to ensure accuracy and to correct errors.

Employees will be given a written copy of the evaluation within ten days of its completion. The employee has the right to initiate a written response to the evaluation which shall become a permanent attachment to the file.

3. Other Indicators of Performance

When completing an evaluation, principals and supervisors may consider input from parents, if appropriate. Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement, while considered, will not carry specific weight in the overall evaluation.

4. Summative Evaluation Score

The performance labels used in Section 1012.34, F.S. for summative performance levels are used in this appraisal system to summarize feedback on domains proficiency areas, and indicators.

The four rating categories used in this system are:

Highly Effective – The teacher consistently and significantly exceeded basic competence on standards of performance. (cut score: 418-450 points)

Effective – The teacher exceeded or demonstrated basic competence on standard(s) of performance most of the time. (cut score: 327-417)

Need Improvement or Developing – The teacher demonstrated adequate growth toward achieving standard(s) of performance, but did not demonstrate competence on all standards of performance. (cut score: 294-326)

Unsatisfactory – The teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (cut score: 0-293)

The four domains are valued at specific percentages and comprise a total of 300 points (2/3 of the total points available).

- Domain 1: Planning/Preparation (20% - up to 60 points)
- Domain 2: Classroom Management (25% - up to 75 points)
- Domain 3: Direct Instruction (35% - up to 105 points)
- Domain 4: Professional Responsibilities (20% or up to 60 points)

Student performance data comprises the remaining third of the total and has 150 possible points. Ratings on indicators (based on the provided rubric – Appendix E) combine to generate a rating for each domain and considers the numbers of indicators in that domain.

The Student Growth & Achievement number is derived from the state-determined VAM for those classroom teachers who teach English Language Arts in grades 4-10, mathematics in grades 4-8, or Algebra I. The scale below will be used.

- State VAM Scale:
    - Highly Effective 4.0 = 150 points
    - Effective 3.0 = 134 points
    - Needs Improvement 2.0 = 119 points
    - Unsatisfactory 1.0 = 100 points

For classroom teachers of students for courses which do receive state-determined VAM or which are not assessed by statewide, standardized assessments and for instructional personnel who are not classroom teachers, district-determined student performance measures will be used. These performance measures vary depending on grade level, subject area and/or assessments used and can be seen in Table 1. The VAM Multi-Measure Tool developed by the Panhandle Area Educational Consortium (PAEC) will be used to ensure accurate calculation. Below are examples of calculations performed by the VAM Multi-Measure Tool.

Column 1 shows the school year. Column 2 shows which assessment instrument was used.

Column 3 shows the actual number of students taking the assessment in Column 2. The figure at the bottom of Column 3 represents the actual number of students tested in the three year period.

Column 4 shows the number of students in Column 3 that met or exceeded expectations.

Column 5 shows the percentage of students that met or exceeded expectations. This percentage is applied to the Gulf District 150 Point Conversion Chart. (The summative portion of the instrument totals 300 points and is valued at 2/3 of the total. The percentage of students that met or exceeded expectations represented in Column 5 is converted to a 150 point scale to create the remaining third and facilitate computation.)   That figure appears in Column 6.

Column 7 shows the percentage of students in the three year total (bottom of Column 3) that the figure in Column 3 represents (the actual number of students tested).

Column 8 shows the points earned based on the number of students in the three year period. It is calculated by determining what percent Column 7 is of Column 6. The total of Column 8 becomes the Student Growth and Achievement Score.

Example 1 (A 3rd Grade Teacher Not Receiving State-Provided VAM)

1	2	3	4	5	6	7	8
Year	Assessment	# Tested	# Meeting Expectations	% Meeting Expectations	Conversion (see chart)	% of students represented in 3 year total	Pts. Earned based on number of student for 3 yr. period
14/15	FSA ELA	15	12	80	139	15.6	8.9
14/15	FSA Math	15	9	60	130	15.6	12.0
15/16	FSA ELA	17	12	71	134	17.7	13.2
15/16	FSA Math	17	11	65	130	17.7	13.6
16/17	FSA ELA	16	14	88	145	16.8	11.5
16/17	FSA Math	16	12	75	134	16.8	12.5
		96 Total # of students tested in 3 yr. period					(71.7 converted to 150 point scale) **134 Student Growth & Achievement Score**

Example 2 (A School Psychologist Splitting Time Equally Between Two Schools)

1	2	3	4	5
Year	Subject	School VAM Score	Classification (Points)	VAM Scale
12/13	School #1	1.794	134/E	3
13/14	School #1	-2.536	119/NI	2
14/15	School #1	3.808	150/HE	4
12/13	School #2	1.075	134/E	3
13/14	School #2	-3.387	110/U	1
14/15	School #2	3.722	150/HE	4
				2.83 Rounded to 3 134 points

The summative evaluation form for an instructional position can be found on the next three pages. This page varies slightly for instructional support personnel as it is tailored to each position's specific job responsibilities.

Gulf District Schools
Summative Evaluation Score/Cover Sheet

Name: _____ Year: _____

20%	Domain 1: Planning /Preparation			Points Earned
HE	3 or more are HE and none are less than E	100% of points	60	
E	3 or more are E or higher, none are less than NI	80% of points	48	
NI	Criteria for E not met and no more than 1 is U	50% of points	30	
U	2 or more are U	20% of points	12	

25%	Domain 2: Classroom Management			Points Earned
HE	2 or more are HE and none are less than E	100% of points	75	
E	2 or more are E or higher, none are less than NI	80% of points	60	
NI	Criteria for E not met and no more than 1 is U	50% of points	39	
U	2 or more are U	20% of points	15	

35%	Domain 3: Direct Instruction			Points Earned
HE	4 or more are HE and none are less than E	100% of points	105	
E	4 or more are E or higher, none are less than NI	80% of points	84	
NI	Criteria for E not met and no more than 2 are U	50% of points	54	
U	2 or more are U	20% of points	21	

20%	Domain 4: Professional Responsibilities			Points Earned
HE	3 or more are HE and none are less than E	100% of points	60	
E	3 or more are E or higher, none are less than NI	80% of points	48	
NI	Criteria for E not met and no more than 1 is U	50% of points	30	
U	2 or more are U	20% of points	12	

Domain 1 points: _____

Domain 2 points: _____

Domain 3 points: _____

Domain 4 points: _____

Part 1: Performance Total: **_____**

Part 2: Student Growth & Achievement Total*: **_____**

Part 1 & 2: Grand TOTAL **_____**

Final Ranking: HE   E   NI   U

Highly Effective   418-450
Effective   327-417
Needs Improvement   294-326
Unsatisfactory   0-293

 * Must include achievement data for 3 years if that data is available.

Signatures indicating review of Part 1 only

Employee: _____

Evaluator:_____

Date: _____

****

Signatures indicating review of final
Employee: _____

Evaluator:_____

Date: _____

Originals should be sent to District Office and a copy provided for Employee and Evaluator.

Gulf District Schools
Summative Evaluation

Name: _____ **Year:** _____

Work Site(s): _____ **Job Assignment:** _____

Observation Date(s)/Time(s): _____

1.0 PLANNING/PREPARATION

HE   E   NI   U   1.1 Create long-range plans based on a review of state content standards, student-needs, and district/school instructional priorities.

HE   E   NI   U   1.2 Learning goals and objectives (essential questions) are defined in lesson plans.

HE   E   NI   U   1.3 Lesson plans reflect knowledge of the content, relationships between important concepts, instructional strategies, and organizes activities in an appropriate sequence.

HE   E   NI   U   1.4 Lesson plans are revised and/or differentiated based on student needs and student goals.

HE   E   NI   U   1.5 Uses data prior to planning instruction.

Notes on Planning /Preparation:
_____
_____
_____
_____
_____

2.0 CLASSROOM MANAGAGEMENT

HE   E   NI   U   2.1 Establish and maintain a student-centered learning environment that is positive, safe, organized, equitable, flexible, inclusive, and collaborative in which students are actively engaged from bell to bell.

HE   E   NI   U   2.2 Maintain academic focus by using a variety of motivational techniques.

HE   E   NI   U   2.3 Maintain instructional momentum with smooth and efficient transitions from one activity to another.

Notes on Classroom Management:
_____
_____
_____
_____
_____

3.0 DIRECT INSTRUCTION

HE   E   NI   U   3.1 Demonstrate knowledge and understanding of curriculum content.

HE   E   NI   U   3.2 The teacher develops learning goals with expected outcomes accompanied by scales, exemplars or rubrics that describe levels of performance relative to the learning goal and communicates high expectations for learning for all students.

HE   E   NI   U   3.3 Monitor learning activities, including the use of formative assessment**,** provide feedback, and adjust instruction to meet student needs.

HE   E   NI   U   3.4 Use a variety of instructional strategies and/or modifications/accommodations for all students.

HE   E   NI   U   3.5 Organize the class and use appropriate strategies to enhance critical and creative thinking or problem solving and complex tasks for all students.

HE   E   NI   U   3.6 Engage students in activities that link prior knowledge to new content, other subject areas, life experiences and/or careers for relevant learning experiences.

Notes on Direct Instruction:
_____
_____
_____
_____
_____

4.0 PROFESSIONAL RESPONSIBILITIES

HE   E   NI   U   4.1 Acts in a professional and ethical manner; confidentiality, collaboration with peers and administrators, compliance with School Board rules and school policies, adheres to test protocols, holds required certifications, communicates effectively, and fulfills required duties in a timely and accurate manner, and adheres to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.

HE   E   NI   U   4.2 Support school and district initiatives by active participation in school and district activities, curriculum development, professional development, MTSS/IEP meetings, parent conferences, other services and/or programs.

HE   E   NI   U   4.3 Communicate effectively with appropriate stakeholders in a timely manner.

HE   E   NI   U   4.4 Collaborate and assist others in acquiring new knowledge and understanding.

HE   E   NI   U   4.5 Attend trainings where new technologies and new uses for technology are explored and implement those into the classroom.

Notes on Professional Responsibilities:
_____
_____
_____
_____
_____

5. <u>Additional Requirements</u>

Student achievement data and/or evaluation results will be used to determine the professional development needs of each teacher and of the schools as a whole to improve performance on specifically identified standards and elements. Principals will closely monitor new teachers and those found to be in need of improvement. Teachers who have been rated "Needs Improvement" "Unsatisfactory" and not recommended for dismissal, demotion, or reassignment will work with the principal (or supervisor) to develop a Directed Growth Plan that identifies the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve proficiency, and a timeline for achieving proficiency within one year.

Once the principal or supervisor has completed the evaluation, teachers are provided with timely feedback to support improvement of professional skills needed for effective job performance. Feedback is used to improve the quality of future actions or depth of understanding on performance expectations.

Parents and students in grades 4-12 are given the opportunity through the climate surveys taken annually to provide feedback which is considered in the completion of the evaluation. When completing an evaluation, principals and supervisors may consider this input, but it will not carry specific weight in the overall evaluation.

The first component of the Gulf District Appraisal System focuses on training. All principals, teachers, and other evaluators must complete training on the evaluation process before participating in the process. The principal, deans, and instructional coaches may act as observers in the evaluation process. Any evaluator or observer will be required to participate in training on the process before acting in that capacity, however only the person responsible for supervising the teacher shall complete the evaluation. Initial and follow-up training will be provided by the District Professional Development Coordinator. The union will be invited to participate in the training which will be conducted by September 1 of each year (per Instructional Master Contract – 14.2 D).

As part of the orientation component, the principal or supervisor will provide each teacher a copy of the Gulf Instructional Evaluation Systems which includes:

     A. The Teacher Evaluation Rubric
     B. The evaluation process policy
     C. Copies of forms that can be used in the evaluation process

Copies may be provided in electronic form.

Gulf District Schools will provide training on the evaluation process to each new hire.

The next step in the process in teacher self-assessment. Teachers will use the Self-Assessment to rate his/her own performance at the beginning of the year and to reflect on his/her

performance throughout the year. This self-assessment will assist in setting individual goals and in determining professional development needs.

The principal/supervisor will review the Self-Assessment and discuss student growth and achievement expectations with each teacher in individual meetings conducted prior to September 15th (per Instructional Master Contract – 14.1 D).

With the self-assessment and initial conference complete, formal observations may begin.

Formal, announced observations will have the following components:
- The formal, announced observation will be at least thirty minutes in length.
- Teachers with 0-3 years' experience will be observed 2-3 times per year.
- Teachers new to the district, regardless of level of experience, will be observed at least 2 times per year.
- Teachers with more than 3 years' experience will be observed 1-2 times per year.
- Principals (or supervisors) may conduct additional observations if needed.
- District office personnel may conduct observations if necessary (per Instructional Master Contract 14.1 E).
- The results of the observation will be used for the Annual Evaluation.
- Written/electronic feedback will be provided to the teacher to:
  - Provide objective, actionable and timely feedback as described in the district procedures
  - Reflect upon, engage in dialogue with observers and to take appropriate actions
- The principal (or supervisor) shall conduct a post-observation conference no later than 10 school days following the formal observation to:
  - Discuss strengths and weaknesses of the teacher's performance during the observed lesson.
  - Support and guide the teacher in planning and preparation
  - Provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula

Informal observations and walkthroughs will also be conducted in addition to the formal, announced observations.

Informal observations/walkthroughs will have the following components:

- May be announced or unannounced
- Will be 3-10 minutes in length
- May be used in the annual evaluation

A performance evaluation shall be conducted for each employee annually. A performance evaluation will be conducted each semester for newly hired teachers. The principal (or supervisor) shall conduct a summary evaluation conference with each teacher prior to the end of the school year (or at the end of the semester for newly hired teachers) which will include a discussion of the Teacher Evaluation, classroom observations, artifacts submitted or collected during the evaluation process and any other evidence.

Instructional personnel shall be given the opportunity to verify rosters to ensure accuracy and to correct errors.

Employees will be given a written copy of the evaluation within ten days of its completion. The employee has the right to initiate a written response to the evaluation which shall become a permanent attachment to the file.

6. District Evaluation Procedures

Employees will be given a written copy of the evaluation within ten days of its completion. At this time the principal (or supervisor) will meet with the employee to discuss the evaluation and the employee will be given the opportunity to provide a written response to the evaluation which shall become a permanent attachment to the file.

Immediately upon completion of all evaluations, principals (or supervisors) will submit a written evaluation report to the Superintendent for the purpose of reviewing the employee's contract. The Superintendent shall annually notify the Department of Education of any instructional personnel who receive two consecutive unsatisfactory evaluations and of any personnel who are given written notice by the district of intent to terminate or not renew their employment.

7. District Self-Monitoring

A formal review of the implementation of the Teacher Evaluation Process shall be conducted annually to determine district compliance with Florida law and district policies. The focus of the review will be on the aspects of the system that support improvements in instruction and student learning. Evaluation data will be used to inform school and district improvement plans.

Evaluation data will also be used to detect possible disparities among those conducting evaluations. This data will inform the required annual training.

The formal annual review will ensure that:
- Principals (or supervisors) have discussed the evaluation report with employees.
- Employees have been provided a written report no later than ten days after the evaluation takes place.
- Employees are provided the opportunity to initiate a written response to the evaluation and have that response become a permanent attachment.
- Principals (or supervisors) have submitted a written report of the evaluation to the Superintendent for the purpose of reviewing the employee's contract.
- The district has provided evidence that its evaluation procedures for notification of satisfactory performance comply with all statutory requirements.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:
- ✓ The percentage of the evaluation that is based on the performance of students criterion.
- ✓ An explanation of the scoring method, including how it is calculated and combined.
- ✓ At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:
- ✓ The student performance measure(s).
- ✓ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:
- ✓ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ✓ If less than the three most recent years of data are available, those years for which data are available must be used.
- ✓ If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:
- ✓ Documented that VAM results comprise at least one-third of the evaluation.
- ✓ For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:
- ✓ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- ✓ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:

- ✓ The percentage of the evaluation system that is based on the instructional practice criterion.
- ✓ At least one-third of the evaluation is based on instructional practice.
- ✓ An explanation of the scoring method, including how it is calculated and combined.
- ✓ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:
- ✓ A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:
- ✓ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:
- ✓ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:
- ✓ Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

- ✓ Described the additional performance indicators, if any.
- ✓ The percentage of the final evaluation that is based upon the additional indicators.
- ✓ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- ✓ Summative evaluation form(s).
- ✓ Scoring method, including how it is calculated and combined.
- ✓ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs

improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

- ✓ Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- ✓ Documented that the evaluator is the individual who is responsible for supervising the employee.
- ✓ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:
- ✓ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ✓ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:
- ✓ Processes for providing timely feedback to the individual being evaluated.
- ✓ Description of how results from the evaluation system will be used for professional development.
- ✓ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ✓ All instructional personnel must be evaluated at least once a year.
- ✓ All classroom teachers must be observed and evaluated at least once a year.
- ✓ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:
- ✓ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ✓ Description of the district's criteria for inclusion of parental input.
- ✓ Description of manner of inclusion of parental input.
- ✓ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- ✓ Description of the district's peer assistance process, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- ✓ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - ➤ That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - ➤ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - ➤ That the evaluator must discuss the written evaluation report with the employee.
  - ➤ That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
  - ✓ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
  - ✓ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

- ✓ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- ✓ Evaluators provide necessary and timely feedback to employees being evaluated.
- ✓ Evaluators follow district policies and procedures in the implementation of evaluation system(s).
- ✓ The use of evaluation data to identify individual professional development.
- ✓ The use of evaluation data to inform school and district improvement plans.

Appendix B – 150 Point Conversion Chart

HIGHLY EFFECTIVE					EFFECTIVE
	95-100	150			
	94	149	49	124	
	93	148	48	123	
	92	147	47	122	
	91	146	46	121	
	86-90	145	45	120	
	85	144	44	119	NEEDS IMPROVEMENT
	84	143	43	118	
	83	142	42	117	
	82	141	41	116	
	81	140	35-40	115	
	80	139	34	114	
	79	138	33	113	
	78	137	32	112	
	77	136	31	111	
	76	135	25-30	110	
EFFECTIVE	70-75	134	24	109	UNSATISFACTORY
	69	133	23	108	
	68	132	22	107	
	67	131	21	106	
	60-66	130	20	105	
	59	129	19	104	
	58	128	18	103	
	57	127	17	102	
	56	126	16	101	
	50-55	125	0-15	100	

Appendix C – Self-Assessment

Gulf District Schools
Self-Assessment

Name: _____ Date: _____

Work Site(s): _____ Job Assignment: _____

1.0 PLANNING/PREPARATION

HE   E   NI   U   1.1 Create long-range plans based on a review of state content standards, student-needs, and district/school instructional priorities.

HE   E   NI   U   1.2 Learning goals and objectives (essential questions) are defined in lesson plans.

HE   E   NI   U   1.3 Lesson plans reflect knowledge of the content, relationships between important concepts, instructional strategies, and organizes activities in an appropriate sequence.

HE   E   NI   U   1.4 Lesson plans are revised and/or differentiated based on student needs and student goals.

HE   E   NI   U   1.5 Uses data prior to planning instruction.

2.0 CLASSROOM MANAGAGEMENT

HE   E   NI   U   2.1 Establish and maintain a student-centered learning environment that is a positive, safe, organized, equitable, flexible, inclusive, and collaborative in which students are actively engaged from bell to bell.

HE   E   NI   U   2.2 Maintain academic focus by using a variety of motivational techniques.

HE   E   NI   U   2.3 Maintain instructional momentum with smooth and efficient transitions from one activity to another.

3.0 DIRECT INSTRUCTION

HE   E   NI   U   3.1 Demonstrate knowledge and understanding of curriculum content.

HE   E   NI   U   3.2 The teacher develops learning goals with expected outcomes accompanied by scales, exemplars or rubrics that describe levels of performance relative to the learning goal and communicates high expectations for learning for all students.

HE   E   NI   U   3.3 Monitor learning activities, including the use of formative assessment**,** provide feedback, and adjust instruction to meet student needs.

HE   E   NI   U   3.4 Use a variety of instructional strategies and/or modifications/accommodations for all students.

HE   E   NI   U   3.5 Organize the class and use appropriate strategies to enhance critical and creative thinking or problem solving and complex tasks for all students.

HE   E   NI   U   3.6 Engage students in activities that link prior knowledge to new content, other subject areas, life experiences and/or careers for relevant learning experiences.

4.0 PROFESSIONAL RESPONSIBILITIES

HE   E   NI   U   4.1 Acts in a professional and ethical manner; confidentiality, collaboration with peers and administrators, compliance with School Board rules and school policies, adheres to test protocols, holds required certifications, communicates effectively, and fulfills required duties in a timely and accurate manner, and adheres to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.

HE   E   NI   U   4.2 Support school and district initiatives by active participation in school and district activities, curriculum development, professional development, MTSS/IEP meetings, parent conferences, other services and/or programs.

HE   E   NI   U   4.3 Communicate effectively with appropriate stakeholders in a timely manner.

HE   E   NI   U   4.4 Collaborate and assist others in acquiring new knowledge and understanding.

HE   E   NI   U   4.5 Attend trainings where new technologies and new uses for technology are explored and implement
those into the classroom.

Notes:

Appendix D – Summative Evaluation Forms

Positions:

- Instructional Position

Gulf District Schools
Instructional Summative Evaluation Score/Cover Sheet

Name: _____ **Year:** _____

20%	Domain 1: Planning /Preparation			Points Earned
HE	3 or more are HE and none are less than E	100% of points	60	
E	3 or more are E or higher, none are less than NI	80% of points	48	
NI	Criteria for E not met and no more than 1 is U	50% of points	30	
U	2 or more are U	20% of points	12	

25%	Domain 2: Classroom Management			Points Earned
HE	2 or more are HE and none are less than E	100% of points	75	
E	2 or more are E or higher, none are less than NI	80% of points	60	
NI	Criteria for E not met and no more than 1 is U	50% of points	39	
U	2 or more are U	20% of points	15	

35%	Domain 3: Direct Instruction			Points Earned
HE	4 or more are HE and none are less than E	100% of points	105	
E	4 or more are E or higher, none are less than NI	80% of points	84	
NI	Criteria for E not met and no more than 2 are U	50% of points	54	
U	2 or more are U	20% of points	21	

20%	Domain 4: Professional Responsibilities			Points Earned
HE	3 or more are HE and none are less than E	100% of points	60	
E	3 or more are E or higher, none are less than NI	80% of points	48	
NI	Criteria for E not met and no more than 1 is U	50% of points	30	
U	2 or more are U	20% of points	12	

Domain 1 points: _____
Domain 2 points: _____
Domain 3 points: _____
Domain 4 points: _____
Part 1: Performance Total: _____

Part 2: Student Growth & Achievement Total*: _____

Part 1 & 2: Grand TOTAL _____

Final Ranking: HE   E   NI   U

Highly Effective   418-450
Effective   327-417
Needs Improvement   294-326
Unsatisfactory   0-293
* Must include achievement data for 3 years if that data is available.

Signatures indicating review of Part 1 only

Employee: _____

Evaluator:_____

Date: _____

****

Signatures indicating review of final

Employee: _____

Evaluator:_____

Date: _____

Originals should be sent to District Office and a copy provided for Employee and Evaluator.

Gulf District Schools
Instructional Summative Evaluation

Name: _____ **Year:** _____

Work Site(s): _____ **Job Assignment:** _____

Observation Date(s)/Time(s): _____

1.0 PLANNING/PREPARATION

HE   E   NI   U   1.1 Create long-range plans based on a review of state content standards, student-needs, and district/school instructional priorities.

HE   E   NI   U   1.2 Learning goals and objectives (essential questions) are defined in lesson plans.

HE   E   NI   U   1.3 Lesson plans reflect knowledge of the content, relationships between important concepts, instructional strategies, and organizes activities in an appropriate sequence.

HE   E   NI   U   1.4 Lesson plans are revised and/or differentiated based on student needs and student goals.

HE   E   NI   U   1.5 Uses data prior to planning instruction.

Notes on Planning /Preparation:

_____
_____
_____
_____

2.0 CLASSROOM MANAGAGEMENT

HE   E   NI   U   2.1 Establish and maintain a student-centered learning environment that is positive, safe, organized, equitable, flexible, inclusive, and collaborative in which students are actively engaged from bell to bell.

HE   E   NI   U   2.2 Maintain academic focus by using a variety of motivational techniques.

HE   E   NI   U   2.3 Maintain instructional momentum with smooth and efficient transitions from one activity to another.

Notes on Classroom Management:

_____
_____
_____
_____

1.0 DIRECT INSTRUCTION

HE   E   NI   U   3.1 Demonstrate knowledge and understanding of curriculum content.

HE   E   NI   U   3.2 Develops learning goals with expected outcomes accompanied by scales, exemplars or rubrics that describe levels of performance relative to the learning goal and communicates high expectations for learning for all students.

HE   E   NI   U   3.3 Monitor learning activities, including the use of formative assessment**,** provide feedback, and adjust instruction to meet student needs.

HE   E   NI   U   3.4 Use a variety of instructional strategies and/or modifications/accommodations for all students.

HE   E   NI   U   3.5 Organize the class and use appropriate strategies to enhance critical and creative thinking or problem solving and complex tasks for all students.

HE   E   NI   U   3.6 Engage students in activities that link prior knowledge to new content, other subject areas, life experiences and/or careers for relevant learning experiences.

Notes on Direct Instruction:

_____
_____
_____
_____

4.0 PROFESSIONAL RESPONSIBILITIES

HE   E   NI   U   4.1 Acts in a professional and ethical manner; confidentiality, collaboration with peers and administrators, compliance with School Board rules and school policies, adheres to test protocols, holds required certifications, communicates effectively, and fulfills required duties in a timely and accurate manner, and adheres to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.

HE   E   NI   U   4.2 Support school and district initiatives by active participation in school and district activities, curriculum development, professional development, MTSS/IEP meetings, parent conferences, other services and/or programs.

HE   E   NI   U   4.3 Communicate effectively with appropriate stakeholders in a timely manner.

HE   E   NI   U   4.4 Collaborate and assist others in acquiring new knowledge and understanding.

HE   E   NI   U   4.5 Attend trainings where new technologies and new uses for technology are explored and implement those into the classroom.

Notes on Professional Responsibilities:

_____
_____
_____
_____

Appendix E – Rubrics

Rubric:

1.1 Create long-range plans based on a review of state content standards, student-needs, and district/school instructional priorities.
1.2 Learning goals and objectives (essential questions) are defined in lesson plans.
1.3 Lesson plans demonstrate knowledge of the content, relationships between important concepts, instructional strategies, and organizes activities in an appropriate sequence.
1.4 Lesson plans are revised and/or differentiated based on students' needs and student goals.
1.5 Uses data prior to planning instruction.

2.1 Establish and maintain a student-centered learning environment that is positive, safe, organized, equitable, flexible, inclusive, and collaborative in which students are actively engaged from bell to bell.
2.2 Maintain academic focus by using a variety of motivational techniques.
2.3 Maintain instructional momentum with smooth and efficient transitions from one activity to another.

3.1 Demonstrate knowledge and understanding of curriculum content.
3.2 Develops learning goals with expected outcomes accompanied by scales, exemplars, or rubrics that describe levels of performance relative to the learning goal and communicates high expectations of learning for all students.
3.3 Monitor learning activities, including the use of formative assessment, provide feedback, and adjust instruction to meet student needs.
3.4 Use a variety of instructional strategies and/or modifications/accommodations for all students.
3.5 Organize the class and use appropriate strategies to enhance critical and creative thinking or problem solving and complex tasks for all students.
3.6 Engage students in activities that link prior knowledge to new content, other subject areas, life experiences and/or careers for relevant learning experiences.

4.1 Acts in a professional and ethical manner; confidentiality, collaboration with peers and administrators, compliance with School Board rules and school policies, adheres to test protocols, holds required certifications, communicates effectively, and fulfills required duties in a timely and accurate manner, and adheres to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
4.2 Support school and district initiatives by active participation in school and district activities, curriculum development, professional development, MTSS/IEP meetings, parent conferences, other services and/or programs.
4.3 Communicate effectively, orally and in writing, with students, parents, and community.
4.4 Collaborate and assist others in acquiring new knowledge and understanding.
4.5 Attend trainings where new technologies and new uses for technology are explored and implement those into the classroom.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
1.1 Create long-range plans based on a review of state content standards, student-needs, and district/school instructional priorities.				
Design	-Analyzes student needs to develop long range plans. -Monitors and adjusts lesson plans throughout the semester/year based on data and progress monitoring. -Shares findings and conclusions with colleagues.	-Utilizes state standards consistently throughout the year. -Collaborate with colleagues on strategies that are effective.	-Has some understanding of the district priorities and state content standards and sometimes addresses them lesson plans. -Lesson plans address state standards.	-District priorities and State content standards are not a part of the long range or daily planning process. -Lesson plans are incongruent with the state standards.
1.2 Learning goals and objectives (essential questions) are defined in lesson plans.				
Pedagogy	-Goals and objectives (essential questions) are based on content standards and needs of students. -Rubrics are utilized in lesson planning.	-Goals and objectives (essential questions) are aligned with the state curriculum standards. -Learning outcomes are clearly stated in lesson plans.	-Works with colleagues to plan lessons that align with district and state content standards. -Goals and objectives (essential questions) are not clearly defined. -Learning outcomes are sometimes included in lesson plans.	-Relies solely on textbook to plan and prepare for the lesson. -Goals and objectives (essential questions) are not stated.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
1.3 Lesson plans demonstrate knowledge of the content, relationships between important concepts, instructional strategies, and organizes activities in an appropriate sequence.				
Planning	-Sequences a variety of strategies and activities to create lessons that are rigorous, relevant, and meets the needs of diverse learners. -Students use essential questions and outcomes to direct their individual learning goals. -Lesson plans make connections to prior learning, student interests, real world situations or other content areas.	-Lesson plans consistently have rigor and content relevance. -Lesson plans link instruction to lesson outcomes. -Lesson plans include connections to prior learning.	-Lesson plans lack: • strategies to engage students • relationships between concepts • appropriate sequencing	-Lesson objectives, outcomes, nor strategies are stated in lesson plans.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
1.4 Lesson plans are revised and/or differentiated based on students' needs and student goals.				
Student Needs	-Lesson plans meet the needs of diverse learners. -Adapts materials and resources to meet the objectives and learning needs of all students. -Reviews and analyzes a variety of data to adjust instruction for the class and individual students. -Asks students to set attainable individual goals and an action plan to monitor their plans so they are knowledgeable about their progress.	-Lesson plans are differentiated based on student needs. -Adapts materials and resources to meet the objectives and learning needs of most students. -Reviews available data including item analysis to adjust instruction for the class. -Creates opportunities for learners to monitor and analyze their own progress.	-Lesson plans lack strategies of differentiation for student needs. -Adapts materials and resources to meet the objectives and learning needs of some students. -Goals are not consistently established by learners.	-Lesson plans are written and followed with little attention to student needs or outcomes. -Does not adapt and/or modify materials or resources to meet the objectives and learning needs of students. -Does not assist students in goal setting.
1.5 Uses data prior to planning instruction.				
Assessments	-Confers with colleagues to gather data on individual student needs and progress and plans accordingly. -Revises lesson plans based on data for individual student needs.	-Uses data from ongoing formative and summative assessments to align lesson plans for the needs of students.	-Utilizes summative assessment data in lesson planning.	-Does not check for prior understanding before creating lesson plans.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
2.1 Establish and maintain a student-centered learning environment that is positive, safe, organized, equitable, flexible, inclusive, and collaborative in which students are actively engaged from bell to bell.				
Learning Environment	-Facilitate students to collaborate and maintain a positive, respectful and non-threatening student-centered learning environment bell to bell. -A wide variety of effective behavior management techniques have been established and utilized. -Maximizes instructional time and minimizes interruptions by instilling classroom routines that are followed effortlessly by all students. -Students assist with managing, distributing, and collecting materials and equipment	-Maintains a positive, respectful and non-threatening student-centered learning environment where students are engaged from bell to bell. -Effective behavior management techniques have been established and utilized. -Establishes and posts routines but students require prompting to follow them. -Teacher manages the distribution and collection of materials and equipment without student assistance.	-Factors necessary for a student- centered learning environment are not consistently implemented. -Students often not engaged from bell to bell. -Behavior management techniques are not consistently applied, resulting in behavior problems. -Establishes routines but they are not followed by all students or maintained by the teacher, resulting in the loss of instructional time. -Developing routines and procedures for managing, distributing, and collecting materials and equipment.	-Interactions are often disrespectful, uncaring and negative. -Students not engaged from bell to bell. -Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students. -Has not established routines and instructional time is lost for routine tasks and interruptions. -Has not established procedures for managing, distributing, and collecting materials and equipment.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
2.2 Maintain academic focus by using a variety of motivational techniques.				
Techniques	-Maintains academic focus through a variety of motivational techniques. -Students take responsibility for their learning.	-Maintains academic focus through a motivational technique.	-Does not consistently maintain academic focus. -Not all students are engaged in the learning process.	-Lacks academic focus. -Students are frequently off-task and not engaged in the learning process.
2.3 Maintain instructional momentum with smooth and efficient transitions from one activity to another.				
Transitions	-Transitions are smooth with students assuming responsibility; no instructional time is lost.	-Transitions are smooth; little instructional time is lost.	-Smooth transitions do not always occur, resulting in a loss of instructional time.	-Transitions result in lost instructional time and behavior problems.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.1 Demonstrate knowledge and understanding of curriculum content.				
Knowledge of Content	-Displays extensive content knowledge with evidence of current information in the content area. -Fully explains concepts and connects content to other areas, student experiences and interests or to current events. -Sparks student excitement and interest in the content.	-Demonstrates content knowledge and delivers content that is factually correct. -Content is clear and well-organized and key points or main ideas are emphasized. -Connects the content to other disciplines.	- Makes content errors with correction. -Content is factually correct but explanations lack clarity and content is not well organized. -Does not make connections to other disciplines.	- Consistently makes content errors without correction. - Explanations are unclear and fail to build student understanding of key concepts. -Does not emphasize key points or make connections to other areas or disciplines. -Students are confused but instruction continues as planned.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.2 Develops learning goals with expected outcomes accompanied by scales, exemplars, or rubrics that describe levels of performance relative to the learning goal and communicates high expectations of learning for all students.				
Goal Focus	-Learning goals, objectives, essential questions, or outcomes are stated, displayed and discussed. -Clearly evident that rubrics, anchor charts or exemplars are being utilized. - Outcomes are correlated with state standards to deepen and enrich students' understanding, verbalization of thought and application of the subject matter. -Students value academic success as evidenced by the quality and pride in their work.	-Learning goals, objectives, essential questions, or outcomes are stated and displayed and are correlated with state standards. -Consistently demonstrates high expectations for learning and achievement for all students by clear communications.	-Stated or displayed learning objectives of each lesson are not always correlated with state standards.	-Does not state or display learning goals, objectives, outcomes, or essential questions.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.3 Monitor learning activities, including the use of formative assessment, provide feedback, and adjust instruction to meet student needs.				
Monitoring and Feedback	-Utilizes and/or administers two or more formative assessments to assess student understanding and mastery of content. -Feedback is consistently provided in a timely manner and is of high quality. -Makes ongoing adjustments and reteaches as needed.	-Provides learners timely and consistent high quality feedback. -Monitors classroom performance using formative assessment and adjusts teaching strategies. -Corrects and provides specific academic praise.	-Inconsistently provides feedback in a timely manner.	-Does not monitor student learning. -Fails to provide feedback.
3.4 Use a variety of instructional strategies and/or modifications/accommodations for all students.				
Individual Student Needs	- Meets the learning needs of students by differentiating and scaffolding so they can be engaged in the content.	-Differentiates and scaffolds instruction to meet most students' learning needs.	-Misses opportunities to differentiate instruction.	-Fails to provide differentiated instruction for students with special needs and diverse backgrounds. -Displays little knowledge of student needs.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.5 Organize the class and use appropriate strategies to enhance critical and creative thinking or problem solving and complex tasks for all students.				
Instructional Strategies	-Implements multiple teaching strategies, materials and groupings to involve and motivate all students. -Incorporates activities designed to foster higher level thinking and problem solving. -All students are involved in relevant work in which they are active learners and problem solvers. -Technology use enhances student learning.	-Implements three or more teaching strategies, materials and classroom groupings to foster student learning. -Incorporates activities (which may include teacher or student use of appropriate technology) designed to foster higher level thinking or problem solving. -Most students are involved in relevant work in which they are active learners and problem solvers.	-Uses one or two teaching strategies, materials and groupings. -Lessons do not actively involve all students in learning activities or incorporate higher level thinking.	-Teaching strategies or types of materials fail to reach most students. -Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.
3.6 Engage students in activities that link prior knowledge to new content, other subject areas, life experiences and/or careers for relevant learning experiences.				
Prior Knowledge	-Fully explains concepts and connects prior knowledge to other subject areas, careers, disciplines, and life experiences.	-Connects prior knowledge to other subject areas, careers, life experiences or disciplines.	-Attempts to make some connections to other content areas, careers, disciplines, life experiences or prior knowledge	-Does not make connections to other content areas, careers, disciplines, life experiences or prior knowledge.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
4.1 Acts in a professional and ethical manner; confidentiality, collaboration with peers and administrators, compliance with School Board rules and school policies, adheres to test protocols, holds required certifications, communicates effectively, and fulfills required duties in a timely and accurate manner, and adheres to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.				
Ethical Behavior	-Always observes appropriate boundaries and respects confidentially. -Carries out all assignments. Keeps records accurately. -Is never late for duties or assignments. -Confident and competent in assigned content area/s and continues to seek ways to expand knowledge level. -School rules, administrative regulations, and Board policies are followed and enforced on a daily basis. -Talks with students about the importance of outcomes of assessments and motivates them to do well.	-Is punctual and reliable with paperwork, duties and assignments. -Keeps accurate records, including timely and consistent input of data into FOCUS. -Completes assignments promptly and meets deadlines. -Maintains appropriate boundaries and student confidentially. -Licensed or certified in assigned content area. - Administrative regulations, school rules, and Board policies are followed and enforced. -Fully adheres to all testing protocols.	-Sometimes uses questionable judgment. -Is late, misses deadlines, duties, or meetings and makes errors in records (attendance, grades, etc.). -Sometimes violates boundaries and occasionally discloses student information. Is taking course work to become certified or licensed. -Administrative regulations, school rules, and Board policies are not consistently followed or enforced. -Sometimes adheres to testing protocol.	-Does not adhere to The Code of Ethics and the Principles of Professional Conduct. -Acts in an unethical or ethically questionable manner and uses poor judgment. -Fails to complete assignments or keep records in a timely fashion as required. -Violates appropriate boundaries and discloses student information. -Has little knowledge of subject area and is not working toward certification or licensure. -School and district rules and policies are not followed or enforced. -Does not adhere to testing protocol.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
4.2 Support school and district initiatives by active participation in school and district activities, curriculum development, professional development, MTSS/IEP meetings, parent conferences, other services and/or programs.				
Contributions	-Provides leadership and professional development (mentoring, grade level chair, department chair, SIT Chair, PLC, etc. …) -Represents the faculty at meetings and/or training sessions and disseminates information to the faculty.	-Positively participates in the sharing of ideas and resources during meetings. -Works with colleagues to plan and present professional learning.	-Rarely serves on committees or attends school activities. -Rarely contributes ideas to improve the school or support its mission. -Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so. -Attends but does not participate in meetings and planning sessions. -Attends professional development activities as required on individual professional development plan but does not implement strategies (follow-up, best practices).	-Declines invitations to serve on committees or attend school activities. -Never contributes ideas to improve the school or support its mission. -Actions are inconsistent with the School Improvement Plan or school mission. -Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance. -Is absent often during meetings and planning sessions. -Does not attend professional development meetings as required.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
4.3 Communicate effectively, orally and in writing, with students, parents, and community.				
Students and Families	-Deals immediately and successfully with parent concerns. -Written communications are exemplary. -Initiates and maintains a positive relationship with all stakeholders. -Clearly articulates academic progress to individual students, parents, and appropriate colleagues. -Communicates with stakeholders on a regular and timely basis and in a variety of formats.	-Communicates in a timely, positive, and consistent manner with parents for the benefit of students. -Returns parent phone calls and emails promptly. -Articulates academic progress to individual students, their parents, and appropriate colleagues. -Attends parent conferences with student data and exemplars.	-Communications to parents are sporadic and inconsistent. -Written and oral communications contain occasional errors. -Is slow to respond to parent concerns. -Only provides academic data to students. -Meets with colleagues as required by administration, but does not consistently inform colleagues of student progress. -Fails to review portfolios of student work with students.	-Written and oral communications frequently contain errors and is inconsistent. -Does not respond to parent concerns. -Does not inform parents when students are failing.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
4.4 Collaborate and assist others in acquiring new knowledge and understanding.				
Collaboration	-Meets with colleagues frequently to review student work, design lessons or share curriculum information. -Regularly meets, and often leads colleagues in the review of data for planning purposes. -Often leads and shares pertinent information at Professional Learning Community meetings. -Models effective techniques and strategies for colleagues.	-Meets with colleagues to review data, lesson plans, and student work. -Actively participates at Professional Learning Community meetings as evidenced by artifacts. -Implements professional learning and evaluates effectiveness of learning strategies. -Attends PD aligned to personal development goals for assigned area and applies new learning to instruction.	-Attends collaborative meetings as required. -Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.	-Attends collaborative meetings but rarely contributes. -Sees little value in professional learning and collaboration/PLC's.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
4.5 Attend trainings where new technologies and new uses for technology are explored and implement those into the classroom.				
Technology	-Seeks out new technologies and shares information with stakeholders.	-Attends trainings where new technologies and new uses for technology are explored. -Often tries new ideas in the classroom.	-Understands the need to learn more about technology and its use in the school setting and will cooperate when asked. -Does not implement technology strategies learned in training.	-Does not attend technology training.