School District of Brevard County

Instructional Personnel Evaluation System

Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective November 2023.

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

Table of Contents

Part I: Evaluation System Overview

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

Brevard Public Schools Instructional Evaluation (IPPAS) consists of two parts. The Professional Practices portion of the evaluation system accounts for 67% of the annual evaluation which consists of 5 observable dimensions that algin to Florida's Educator Accomplished Practices as well as opportunities for instructional staff to collaborate with one another throughout the year to improve student performance indicators. Our district rubric for teacher evaluation consists of five dimensions that are directly correlated to the FEAPS; Dimension 1 – Instructional Design and Lesson Planning, Dimension 2 – The Learning Environment, Dimension 3 – Instructional Delivery and Facilitation, Dimension 4 – Assessment, Dimension 5 – Professional Responsibilities and Ethical Conduct. This framework is based on a hybrid model of both Danielson and Marzano. The second portion of IPPAS consists of student performance indicators which account for the remaining 33% of the annual evaluation.

67% Professional Practices	**Professional Practices Based on Florida's Educator Accomplished Practices** 63 points – Professional Practices 4 points – Deliberative Practice Plan	67%

33% Student Performance	**Individual Accountability for Student Academic Performance Based on Identified Assessments** 33 points – Individual accountability for student academic performance / value added growth measures	33%

The teacher's student performance piece of their evaluation will be determined by either a teacher's state VAM score or a local generated student performance measure. The 33-point student performance portion of the teacher's evaluation will be merged with the 67% professional practices. Student achievement will count for 33% of the Brevard teacher's evaluation system. This 33% of the performance evaluation will be based upon data and indicators of student academic performance, assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments (see appendix for list) as provided in s.1008.22(6).

Part II: Evaluation System Requirements

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

System Framework

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

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

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

Training

☒ The district provides training programs and has processes that ensure

➢ Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
➢ Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data and Reporting

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

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

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

District Procedures

☒ The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.

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

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

☒ The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.

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

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

➢ The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
➢ The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
➢ The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
➢ The evaluator must discuss the written evaluation report with the employee.
➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
➢ The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
➢ The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

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

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

☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional learning programs, pursuant to section 1012.98(11), F.S.

Notifications

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

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

➢ Receive two consecutive unsatisfactory evaluation ratings; or

> ➢ Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

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

> ➢ Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
> ➢ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
> ➢ Evaluators provide necessary and timely feedback to employees being evaluated;
> ➢ Evaluators follow district policies and procedures in the implementation of evaluation system(s);
> ➢ Use of evaluation data to identify individual professional learning; and,
> ➢ Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

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

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Pre-Planning	Each year, all instructional personnel shall be fully apprised of the School Board of Brevard County's formal Instructional Personnel Performance Appraisal procedures. The orientation video is scheduled during pre-planning and completion is documented on the district's professional learning management system. During the initial orientation, all instructional personnel will be given directions to the assessment instrument, data collection forms, and supporting procedures on the district website.
Newly Hired Classroom Teachers	Pre-Planning	Each year, all instructional personnel shall be fully apprised of the School Board of Brevard County's formal Instructional Personnel Performance Appraisal procedures. The orientation video is scheduled during pre-planning and completion is documented on the district's professional learning management system. During the initial orientation, all instructional personnel will be given directions to the assessment instrument, data collection forms, and supporting procedures on the district website.
Late Hires	At school sites shortly after start date of new teacher as well as during New Teacher Academy	Teachers employed after the pre-planning period shall be similarly scheduled for an orientation session as previously described prior to the implementation of such procedures. BPS also hosts New Teacher Academy throughout the school year with a session to orient new teachers to our evaluation system as well as other pertinent district policies and procedures.

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year or returning teachers	At least 2 per year	An informal observation takes place during 1st semester and then a formal observation takes place no later than 2nd semester. A formal observation consists of a pre-observation conference as well as a post-observation conference. Observations focus on dimensions 2 and 3.	Informal feedback must be presented to teachers no later than 5 days after the observation and formal observation feedback to later than 10 days after observation. Teachers can view written feedback on our online evaluation system.
Hired after the beginning of the school year	At least 2 per year if teaching a minimum of two consecutive nine-week grading periods	An informal observation takes place during 1st semester and then a formal observation takes place no later than 2nd semester. A formal observation consists of a pre-observation conference as well as a post-observation conference. Observations focus on dimensions 2 and 3.	Informal feedback must be presented to teachers no later than 5 days after the observation and formal observation feedback to later than 10 days after observation. Teachers can view written feedback on our online evaluation system.
Highly Effective Classroom and Non-Classroom Teachers (Years 3+)	1	For two (2) years, these teachers who have an overall score of Highly Effective shall be evaluated using the BPS-Educators Accomplished Practices. At the end of two years, teachers will have one year with an informal and formal.	Observations follow the timeline above. Should an administrator identify an area of concern in the teacher's performance at any time in the three-year cycle, the previous evaluation procedure shall be followed.

Newly Hired Classroom Teachers			
Hired before the beginning of the school year	At least 4 per year	An informal observation and formal observation take place during 1st semester. An informal observation and formal observation take place during 2nd semester. A formal observation consists of a pre-observation conference as well as a post-observation conference. Observations focus on dimensions 2 and 3.	Informal feedback must be presented to teachers no later than 5 days after the observation and formal observation feedback to later than 10 days after observation. Teachers can view written feedback on our online evaluation system.
Hired after the beginning of the school year	At least 2 per year if teaching a minimum of two consecutive nine-week grading periods	An informal observation and formal observation take place during 1st semester. An informal observation and formal observation take place during 2nd semester. A formal observation consists of a pre-observation conference as well as a post-observation conference. Observations focus on dimensions 2 and 3.	Informal feedback must be presented to teachers no later than 5 days after the observation and formal observation feedback to later than 10 days after observation. Teachers can view written feedback on our online evaluation system.
Hired after the start of 2nd semester and would not be teaching more than two consecutive nine-week grading periods	At least one time	Teachers on a short-term contract, teaching for a semester or less will receive a modified form that provides an overall rating with feedback from the administrator.	Prior to the end of the short-term contract the teacher meets with the evaluating administrator to go over the feedback.

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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year or returning teachers	1	Overall evaluation is divided into two parts: Professional Practices (Summative I Evaluation) and Student Performance (Summative II Evaluation.) Teachers receive Summative I by the end of each school year's evaluation cycle and receive Summative II ratings the following year when VAM scores are released by the state.	Professional practices summative evaluation results are shared with teachers by the end of each school year's evaluation cycle and receive Summative II ratings the following year when VAM scores are released by the state. The Summative II rating is the teacher's final evaluation that consists of all elements within our evaluation system and is what is used to calculate Pay for Performance incentives. All evaluation ratings can be accessed by utilizing our online evaluation system.
Hired after the beginning of the school year	1	Same as above	Same as above
Highly Effective Classroom and Non-Classroom Teachers (Years 3+)	1	For two (2) years, these teachers who have an overall score of Highly Effective shall be evaluated using the BPS-Educators Accomplished Practices. At the end of two years, they will receive a full evaluation for one year.	Evaluations are shared with teachers by the end of each school year's evaluation cycle.

Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	A mid-year evaluation occurs at the end of the 1st semester which consists of at least one informal and one formal observation, as well as student growth measures. New teachers then receive a Summative I rating at the end of 2nd semester which also consists of at least one informal and one formal observation. The final Summative II evaluation will include end of year student performance data after it has been released from the state.	New teachers receive feedback on their mid-year evaluation, Summative I evaluation, and Summative II evaluation following the district timeline due dates. The mid-year evaluation will consist of student growth measures that the administrator and teacher collaborate to identify and analyze.
Hired after the beginning of the school year	2	Same as above	Same as above
Hired after the start of 2nd semester and would not be teaching more than two consecutive nine-week grading periods	At least one time	Teachers on a short-term contract, teaching for a semester or less will receive a short form that provides an overall rating with feedback from the administrator.	Prior to the end of the short-term contract the teacher meets with the evaluating administrator to go over the feedback.

Part IV: Evaluation Criteria

A. Instructional Practice

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

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Brevard County, instructional practice accounts for 63% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

The scoring method for the Professional Practices section for instructional personnel is as follows:

5 Domains – Formative Evaluation Observation Component
      Domain 1 Instructional Design & Lesson Planning 13 points
      Domain 2 Learning Environment 13 points
      Domain 3 Instructional Delivery & Facilitation 13 points
      Domain 4 Assessment 12 points
      Domain 5 Professional Responsibility & Ethical Conduct 12 points

(Only evaluator points are attributed to this total) TOTAL 63 points

Evaluation of Professional Practices		
Score	Begin Range	End Range
Highly Effective	53	63
Effective	38	52
Needs Improvement	16	37
Unsatisfactory	5	15

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Brevard County, other indicators of performance account for 4% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Teachers develop a Deliberative Practice Plan (DPP) to reflect and refine their instructional practice to address school-based goals based on achievement gaps within student subgroups, input survey data, School Improvement Plans, and other content specific goals. Within the first quarter of the school year, the teacher meets with his/her evaluator to articulate a strategy for growth based on performance outcomes, which may include plans to work with peers on student achievement. Implementation of the teacher goal will be captured within Dimension 5, Element 1 of the IPPAS rubric.

The following details the scoring process of the teacher goal setting:

4 points	0 points
Teacher goal addresses teacher actions that would contribute to addressing school-based goals	Teacher goal does not align with current needs of students

- Teacher and evaluator meet by the end of the first quarter to discuss teacher goal
- Teacher captures their goal within the District Evaluation System
- Evaluator scores the teacher's goal utilizing the scoring rubric by
- Both the teacher and evaluator click Accept in District Evaluation System, for the points to be transferred over to the Summative I total

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Brevard County, performance of students accounts for 33% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Student achievement will count for 33% of the Brevard teacher's evaluation system. This 33% of the performance evaluation will be based upon data and indicators of student academic performance, assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments (see appendix for list) as provided in s.1008.22(6). Brevard Public school will use the formula adopted pursuant to paragraph (7)(a) in s. 1012.34 for measuring student academic performance in all course associated with statewide assessments and will select an equally appropriate formula measuring student academic performance for all other grades and subjects except as otherwise provided in subsection (7).

BPS will measure student academic performance using the formula provided by the commissioner under s.1008.22 for courses associated with statewide-standardized assessments (FSA). BPS will implement the additional student academic performance measures selected by the commissioner for the remainder of the statewide assessments included in s.1008.22 as they become available.

Teachers associated with FSA ELA or math courses will be assigned a 33-point score based on their state calculated VAM score. These teachers will also receive a rating of HE, E, N, or U based on the state supplied teacher VAM categories. Teachers within this FSA ELA or Math VAM category will receive the highest possible score associated with the state reported category as follows:

Highly Effective	31 to 33 Points
Effective	27 to 30 Points
Needs Improvement or Developing	26 Points
Unsatisfactory	0 to 25 Points

These point categories are derived from prior year data and will be updated once current year state reports are available.

IF G4-10 ELA, G4-8 Math, or G8-9 Algebra 1 VAM scores are not provided by FLDOE, teachers in this category will be evaluated as 'NON-FSA VAM' teachers (see description below).

For grades and subjects not assessed by statewide assessments but otherwise assessed as required under s.1008.22(6), BPS will measure students' academic performance using an equally appropriate formula. All teachers in this 'NON-FSA VAM' group will be percentile ranked against their grade level, subject specific peers, and assigned a 33-point score and effectiveness rating.

For new teachers in their first year with the district, administrators and teachers will determine what student growth measures to utilize for the mid-year evaluation. This student growth measure will account for 1/3 of the mid-year evaluation for each first-year teacher.

Using the percentile distribution established by the results of the state provided Teacher Aggregated VAM, categorical cut scores will be established for HE, E, N, or U according to the following table:

Lower Percentile Rank	Upper Percentile Rank	IPPAS Score
93.31%	100.00%	33
86.62%	93.30%	32
79.93%	86.61%	31
63.87%	79.92%	30
47.81%	63.86%	29
31.75%	47.80%	28
15.69%	31.74%	27
5.92%	15.68%	26
0.00%	5.91%	25

For courses not measured by a statewide assessment, the district may use a student achievement measure rather than a student academic performance measure where this may be a more appropriate measure of the classroom teacher's performance. The district may also use a combination of student academic performance and achievement to assess the performance of classroom teachers. In some cases, it may be appropriate for the performance evaluation for the classroom teacher assigned to a course not included in statewide assessments to include the academic performance of his or her students on FSA Reading, FSA math or 8th/9th grade Algebra 1 EOC results. The performance evaluation will give greater weight to student academic performance on the district assessment.

Elementary School		
Grade Level	**Assessment**	**Measure**
PK	FAST Star Early Literacy PK Gold	Growth
K-2	FAST Star Assessment iReady	Growth
3-6	FAST Assessment iReady	Growth
5 (Science)	FSSSA Science	District Regression
Non-Classroom Staff	School Wide Score	Weighted Aggregate
Middle School or G7-8 Combo School		
7-8	FAST ELA/Math	Growth/Regression
7-8 (Algebra 1)	BEST Algebra 1 EOC	District Regression/Growth
7-8 (Geometry)	BEST Geometry EOC	District Regression/Growth
7 (Civics)	Civics EOC	District Regression
8 (Science)	FSSSA Science	District Regression
Non Classroom Staff	School Wide Score	Weighted Aggregate
High School or G9-12 Combo School		
9-10	FAST ELA	
9-12 (Algebra 1)	BEST Algebra 1 EOC FSA Algebra 1 EOC	District Regression
9-12 (Geometry)	BEST Geometry EOC	District Regression
9-12 (US History)	US History EOC	District Regression
9-12 (Biology)	Biology EOC	District Regression
11-12	SAT/ACT	District Regression
Non-Classroom Staff	School Wide Score	Weighted Aggregate
District Level		
Non-Classroom Staff	District Wide Score	Weighed Aggregate

A teacher's final score will be based on the weighted aggregate score of all relevant student measures associated with that teacher. Teachers who receive whole school scores are responsible for all the students at that school within the teacher's subject/grade certification area.

Student Performance/Growth Measures

Each of these categories will be weighted and aggregated in the final determination of a teacher's 33-point summative score to include every student associated with them.

Teacher's FINAL Student Performance Score

Teachers assigned to Students:

The individual teacher IPPAS Scores for each grade and measure will be multiplied by the number of students associated with that IPPAS score. All weighted "Grade" scores will be added. A final score will be divided by the total number of students associated to the teacher across all grades and measures. See example below (Note: All measures are not represented in this example):

$$\frac{(KG)(N_{KG})+(G1)(N_{G1})+(G2)(N_{G2})+(G3)(N_{G3})+(NFTAV_{G4\text{-}10})(N_{G4\text{-}10})+(TAV_{G4\text{-}10})(N_{G4\text{-}10})+(G11)(N_{G11})+(G12)(N_{G12})}{N_{Total}}$$

Teachers will receive an aggregated 33-point scale score based on all appropriate subject/grade VAM and NON-FSA VAM measures. Teachers will also receive an aggregated performance rating of HE, E, N, or U based on the Teacher Aggregated VAM defined performance rating categories as stated above.

Teachers not assigned to Students or are assigned to fewer than 10 students:

According to state policy, these are the only teachers that are authorized to receive a School Aggregated VAM.

Teachers assigned to the District:

According to state policy, these are the only teachers authorized to receive a District Aggregated VAM.

- Includes Resource Teachers, Student Service Providers (like Occupational Therapists, Physical Therapists, Psychologists…)

D. Summative Rating Calculation

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

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

The following is a breakdown of our point values for each piece of our evaluation system:

Professional Practices	TOTAL	63 points
Collaboration and Mutual Accountability	TOTAL	4 points
SUMMATIVE I EVALUATION	TOTAL	67 POINTS
STUDENT PERFORMANCE	TOTAL	33 POINTS
OVERALL SUMMATIVE II	TOTAL	100 POINTS

Scoring Ranges

Evaluation of Professional Practices		
Score	Begin Range	End Range
Highly Effective	53	63
Effective	38	52
Needs Improvement	16	37
Unsatisfactory	5	15

Collaboration & Mutual Accountability		
Score		End Range
Highly Effective		4
Unsatisfactory		0

Summative Part 1*		
Score	Begin Range	End Range
Highly Effective	55.5	67
Effective	39.5	55.4
Needs Improvement	18.5	39.4
Unsatisfactory	0	18.4

Summative Part 2*		
Score	Begin Range	End Range
Highly Effective	85.5	100
Effective	68.5	85.4
Needs Improvement	45.5	68.4
Unsatisfactory	0	45.4

* = ROUNDING WILL OCCUR FOR SUMMATIVES 1 AND 2

Examples of 2nd Grade Teacher and 9th Grade ELA Teacher Summative Scores

Highly Effective 2nd Grade Example		Unsatisfactory 2nd Grade Example	
Professional Practices	55	Professional Practices	15
DPP Score	4	DPP Score	0
VAM	28	VAM	25
Overall Summative II	87	Overall Summative II	40
Overall Rating	Highly Effective	Overall Rating	Unsatisfactory

The 2nd grade teacher would receive a VAM score based on our district ELA diagnostic test that is a standards-based assessment to monitor student growth.

Highly Effective 9th Grade Example		Unsatisfactory 9th Grade Example	
Professional Practices	55	Professional Practices	15
DPP Score	4	DPP Score	0
VAM	28	VAM	25
Overall Summative II	87	Overall Summative II	40
Overall Rating	Highly Effective	Overall Rating	Unsatisfactory

The 9th grade teacher would receive a VAM score based on the FAST ELA data.

Appendix A – Evaluation Framework Standards

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

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.	
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.	
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
3. The effective educator exemplifies the standards of the profession.	
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
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 taking into consideration varying aspects of rigor and complexity;	Dimension 1 Elements 1, 3, 4
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Dimension 1 Elements 1, 2
c. Designs instruction for students to achieve mastery;	Dimension 1 Elements 1, 4
d. Selects appropriate formative assessments to monitor learning;	Dimension 1 Elements 3, 2
e. Uses diagnostic student data to plan lessons;	Dimension 1 Element 3
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	Dimension 1 Element 4
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	Dimension 1 Element 1, 3, 4
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;	Dimension 2 Element 3
b. Manages individual and class behaviors through a well-planned management system;	Dimension 2 Elements 2, 4
c. Conveys high expectations to all students;	Dimension 2 Element 2
d. Respects students' cultural linguistic and family background;	Dimension 2 Elements 4, 5
e. Models clear, acceptable oral and written communication skills;	Dimension 2 Element 6
f. Maintains a climate of openness, inquiry, fairness and support;	Dimension 2 Elements 7, 2, 5

g. Integrates current information and communication technologies;	Dimension 2 Element 7
h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	Dimension 2 Elements 4, 5
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	Dimension 2 Elements 2, 5
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	Dimension 2 Element 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;	Dimension 3 Element 4
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Dimension 3 Element 3
c. Identify gaps in students' subject matter knowledge;	Dimension 3 Element 1
d. Modify instruction to respond to preconceptions or misconceptions;	Dimension 3 Element 1
e. Relate and integrate the subject matter with other disciplines and life experiences;	Dimension 3 Element 5
f. Employ questioning that promotes critical thinking;	Dimension 3 Element 2
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Dimension 3 Element 3
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Dimension 3 Element 5
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	Dimension 3 Element 6
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Dimension 3 Element 6

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;	Dimension 4 Element 1
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Dimension 4 Element 2
c. Uses a variety of assessment tools to monitor student progress, achievement, and learning gains;	Dimension 4 Element 3
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Dimension 4 Element 2
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Dimension 4 Element 3
f. Applies technology to organize and integrate assessment information.	Dimension 4 Element 3

5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Dimension 5 Element 3
b. Examines and uses data-informed research to improve instruction and student achievement;	Dimension 5 Element 3
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;	Dimension 5 Elements 3, 4
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Dimension 5 Elements 4, 5
e. Engages in targeted professional growth opportunities and reflective practices; and,	Dimension 5 Element 3. CMA
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Dimension 5 Element 3, CMA
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:	
a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	Dimension 5 Element 2
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	Dimension 5 Element 2
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	Dimension 5 Element 2

Appendix B – Observation Instruments for Classroom Teachers

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

Effect Sizes are updated yearly based on Visible Learning research. John Hattie has identified more than 320 factors that influence student achievement. He then set about calculating a score or "effect size" for each, according to its bearing on student achievement. The average effect size of these 320 factors was 0.4, a marker that can be shown to represent an (average) year's growth per year of schooling for a student. Any factor that has an effect size above 0.4 has an even greater positive effect on student learning. https://www.visiblelearningmetax.com

Dimension 1: Instructional Design and Lesson Planning

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Sets instructional outcomes and aligns instruction with state-adopted standards **MASTERY LEARNING .67**	1. Learning goals and objectives are consistently clear, focus on student learning and achievement of standards and the end result is complete and coherent; directions, tasks and content reflect the full intent of the grade level content standard(s). 2. Instruction is age and developmentally appropriate as outlined in s.1001.42(8)(c)3., F.S.	1. Lesson plans are aligned to the district adopted curriculum maps, district/state assessments and grade level content standard(s). 2. Instruction is age and developmentally appropriate as outlined in s.1001.42(8)(c)3., F.S.	1. Lesson plans are not consistently aligned to the district adopted curriculum maps district/state assessments grade level content Standard(s).	1. Lesson plans, pacing guides, when available, do not align with the district adopted curriculum maps and/or district/state assessments or grade level content standard(s).
II. Designs instruction using student prior knowledge and diagnostic student data to build differentiated unit designs and lessons **PRIOR ACHIEVEMENT .73**	1. Regularly accesses and systematically uses data at the item level to find strengths and challenges both for disaggregated groups and for individual students to monitor progress toward learning goals. 2. Uses these data to accurately refine and modify instruction for whole group, small groups, and for specific individuals.	1. Makes accurate use of student achievement data and uses prior student knowledge when making instructional decisions.	1. Accesses data to view class achievement and examines data but shows little application to make instructional decisions linked to analysis of data.	1. Relies on someone else to access student achievement data. 2. Does not consider data to make changes in instruction.
III. Designs ways to monitor learning and student acquisition of the standards **SUCCESS CRITERIA .64**	1. High quality classroom performance tasks, questions, and/or assessments are designed to accurately measure student learning of the lesson objectives or unit goals and that reflect the rigor and complexity of the grade level content standard(s).	1. Performance tasks, questions, and/or assessments are planned in detail around clearly defined lesson or unit objectives and grade level content standard(s).	1. Lesson plans or units are based on activities or resources rather than focused on grade level content standards.	1. There is little evidence of monitored learning or use of appropriate instructional resources to support student learning and mastery of the standards.
IV. Requires students to understand and demonstrate skills and competencies **APPROPRIATELY CHALLENGING GOALS .60**	1. Unit objectives and tasks are aligned to the full intent of the grade level content standard(s). They are embedded within the unit and/or require a performance component for students to demonstrate what they know and are able to do.	1. Unit objectives and tasks are aligned with state-adopted standard(s) and are written in student-friendly language and students understand what they are expected to know and be able to do by the end of the unit.	1. Although students are aware of the posted unit objective, they rely on teacher direction to focus them on what they are expected to know and be able to do.	1. Unit objectives are not known to students and students do not know what they are expected to know and be able to do.

Dimension 2: Learning Environment

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Creates and maintains a safe and organized learning environment **TEACHER CREDIBILITY 1.09**	1. Ensures student safety needs are consistently met. 2. Establishes and maintains a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning.	1. Implements and routinely reinforce school behavioral rules and regulations and established procedures to ensure student safety needs are met.	1. Does not consistently reinforce school behavioral rules and regulations.	1. Is non-compliant and/or negligent with regard to supervision of students inside and outside the classroom setting. 2. Teachers are not clear about established procedures in emergency situations.
II. Promotes a flexible, collaborative, and student-centered learning environment **STRONG CLASSROOM COHESION .66**	1. Facilitate creating an environment where students assume responsibility for protecting instructional time and hold themselves accountable for learning.	1. Assumes responsibility for student learning.	1. In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work.	1. Fails to use procedures for independent and/or cooperative group work.
III. Allocates and manages time, space, and resources **SELF-REGULATION STRATEGIES .51**	1. Individual needs of students are met as both the teacher and students highly organize time, space, and resources to maximize learning.	1. Learning experiences, activities and physical spaces are organized and facilitated by the teacher in such a way that students have adequate time for learning.	1. Failure to utilize and maintain learning experiences, activities and facilities/equipment, which result in a loss of learning opportunities.	1. Poor use of physical resources, time and space is evident and/or learning is not accessible to some students resulting in considerable down-time.
IV. Manages student conduct **CLASSROOM MANAGEMENT .43**	1. Students contribute to designing the classroom rules and standards of conduct upheld by all members of the classroom. 2. The focus of proactive discipline is to maximize student learning time, and students show a respect for the rights of other students to learn.	1. Teacher is alert to student behavior at all times and manages student conduct. 2. Consequences for inappropriate behavior are reasonable, clear, and consistently applied.	1. Teacher is generally aware but misses the activities of some students. 2. Rules and consequences for inappropriate behavior are inconsistently applied.	1. Teacher's response to student behavior is negative and counterproductive or nonexistent.
V. Creates a Positive Environment of Respect and Rapport **TEACHER - STUDENT RELATIONSHIPS .62**	1. Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students, while ensuring that the learning environment is consistent with s.1000.071, F.S. 2. Students demonstrate caring for one another in the classroom setting. 3. Creates a classroom where students are able to demonstrate resiliency.	1. Teacher-student interactions are friendly and demonstrate general respect and caring. 2. Creates a classroom where students are able to demonstrate resiliency.	1. Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies or favoritism	1. Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age of the students. 2. Students exhibit disrespect for the teacher. 3. Student interactions are characterized with conflict, sarcasm, or put-downs.

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
VI. Models and teaches clear, acceptable communication skills **TEACHER CLARITY** **.85**	1. Directions, procedures, and feedback are clear to students and anticipate possible misunderstanding. 2. Teacher's spoken and written language conform to standard English and contain well-chosen vocabulary that enriches the lesson. 3. Teacher finds opportunities to extend student vocabulary.	1. Directions, procedures, and feedback are clear to students. 2. Teacher's spoken and written language conform to standard English. 3. Teacher uses academic language and content vocabulary accurately.	1. Directions, procedures, and feedback are clarified to students after initial student confusion. 2. Limited use of academic language and content vocabulary.	1. Directions, procedures, and feedback are confusing to students. 2. Teacher's spoken or written language contains errors in spelling, grammar, or syntax.
VII. Maintains a climate of inquiry **INQUIRY-BASED TEACHING** **.53** **CLASSROOM DISCUSSIONS** **.82**	1. Engages all students in problem solving inquiry-based activities through the use of high level questioning techniques, discovery learning, shared inquiry/Socratic discussions that generate real world applications. 2. Ideally teachers can take a back seat and discussions can be student-led.	1. Engages all students in problem solving inquiry-based activities through the use of high level questioning.	1. Includes some problem solving and inquiry-based activities.	1. Instruction does not include problem solving or inquiry-based activities.

Dimension 3: Instructional Delivery & Facilitation

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Utilizes knowledge of the subject to enrich students' understanding, identifies gaps in students' learning, modifies instruction to respond to student misconceptions **FORMATIVE EVALUATION .40**	1. Instruction is based on rich content knowledge that is accurate, current and consistent with sound practices of the discipline and reflects the full intent of the grade level content standard(s). 2. Checks for understanding throughout the lesson, identifies learning gaps and adjusts instruction throughout the lesson. 3. Anticipates problems and uses multiple intervention strategies to assist student understanding and performance.	1. Instruction is based on content knowledge that is accurate and current reflects the full intent of the grade level content standard(s). 2. Recognizes problems and makes adjustments during the lesson in response to student understanding and performance.	1. Instruction is based on a general understanding of content knowledge that is accurate but fails to reflect the most current knowledge of the discipline. 2. Teacher does not recognize gaps in learning during the lesson.	1. Instruction references inaccurate, outdated content knowledge. 2. Teacher does not use checks for understanding during the lesson.
II. Employs higher order questions **QUESTIONING .49**	1. Strategic teacher questioning requires students to think critically, problem solve, and defend or justify their answers. 2. Much of the questioning involves analysis and synthesis.	1. Most teacher questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words.	1. Few teacher questioning strategies invite quality responses. 2. Teacher is quick to provide the correct answers and students are not given the opportunity to think things through.	1. Questioning is knowledge level and is solely teacher-driven.
III. Applies varied instructional strategies and resources, including technology as appropriate, to support student learning **EXPLICIT TEACHING STRATEGIES .63**	1. Uses a variety of instructional strategies and resources that engage and challenge all students and support instructional outcomes. 2. Use of technology by students to create new products or develop new knowledge and/or skill.	1. Uses some instructional strategies to engage students and support instructional outcomes for all students. 2. Students use technology as a learning tool.	1. Makes use of instructional strategies to support student understanding but with limited student engagement and/or application of the content. 2. Use of technology is limited to delivery of curriculum content.	1. Classroom time is often filled with activities that merely consume time and do not contribute to instructional outcomes. 2. Use of technology is not evident, even when readily available.

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
IV. Delivers engaging, challenging, and relevant lessons **DIRECT INSTRUCTION .56**	1. High levels of rigor and relevance consistently challenge students to be intellectually engaged throughout the entire lesson including texts at or above the complexity level expected for the grade level.	1. Lessons (and units) are designed to provide students with intellectually engaging, rigorous curriculum including texts at or above the complexity level expected for the grade level.	1. Lessons (and units) spend the majority of the class time on knowledge level tasks.	1. Lessons (and units) are too easy for the majority of students, and class time is spent on busy work with low intellectual engagement.
V. Differentiates instruction **INTERVENTIONS FOR STUDENTS WITH LEARNING NEEDS .74**	1. Each unit of instruction contains evidence (observed or documented) that the teacher has reviewed information such as student inventories, interest surveys, or performance data to provide varied opportunities for students to process information, develop differing products, or acquire new content.	1. There is evidence of regular review of student differences in making academic decisions for the classroom. Students have some opportunities to vary how they learn information or produce products based on their varied abilities and interests.	1. There is limited evidence of regular review of student differences when planning learning experiences or assessments. The teacher demonstrates limited use of student information to vary how students work.	1. Observations, discussions with the teacher, and/or review of lesson plans fail to demonstrate that the teacher differentiates lessons or assessments to meet the varied needs of his/her students.
VI. Provides immediate and specific feedback to students **TIMELY/IMMEDIATE FEEDBACK .89**	1. Provides timely, specific, and consistent feedback during guided practice, discussion and major activities to all students.	1. Provides timely and consistent feedback.	1. Feedback does not provide specific information for students to make error corrections or is not timely enough to improve performance.	1. Provides limited or no feedback: feedback provided is not provided in a timely manner.

Dimension 4: Assessment

Elements	Highly Effective (12 Points)	Effective (9 Points)	Needs Improvement (5 Points)	Unsatisfactory (1 Point)
I Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress. **EVALUATION & REFLECTION** **.75**	1. Consciously plans and uses pre-assessment, formative and summative assessment data strategically to set learning goals and adjust scaffolding based on student needs. 2. Students and the teacher analyze data results from multiple assessments to make decisions about progress and to develop appropriate interventions relative to the students' needs.	1. Gathers formative and summative data during instruction and uses data to inform instruction.	1. Uses summative assessment data to determine that students have achieved instructional outcomes.	1. Does not incorporate assessment data to monitor and adjust instruction or to differentiate assessment for individuals.
II. Modifies formative and summative assessments to accommodate student differences **TEACHER ESTIMATE OF ACHIEVEMENT** **1.29**	1. Consistently differentiates assessments by content, process and/or product to address the unique learning differences of students who have a wide range of learning styles and abilities.	1. Occasionally differentiates assessments to address the unique learning differences of students who have a wide range of learning styles and abilities.	1. Little evidence is provided that assessments are differentiated to meet the needs of students' learning styles or abilities.	1. Required student accommodations for assessment are not provided.
III. Communicates assessment data to students and parents **BELONGING** **.40** **PARENTAL INVOLVEMENT** **.30**	1. Clearly communicates assessment criteria, due dates, and grading methodology in accordance with district procedures to promote student learning. 2. Proactively creates and maintains frequent and effective two-way communication with students and parents (e.g., student-led conferences, etc.) 3. Uses technology to organize, monitor, and communicate student learning and assessment information to appropriate stakeholders. 4. Provides all parents with information specific to their child, about standards and expectations in a format parents can understand.	1. Completes and regularly updates grades and progress reports in accordance with district procedures to allow students to check their own progress. 2. Uses conferences with parents and students to share assessment data with parents. 3. Uses technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner. 4. Provides parents with information about academic standards and expectations.	1. Does not consistently communicate progress with students and parents in a timely fashion. 2. Struggles to use technology to communicate student learning and assessment information to appropriate stakeholders in a timely manner. 3. Provides limited information to parents about academic standards and expectations.	1. Does not proactively complete grades and progress reports according to the district's schedule. 2. Does not use technology to communicate student learning and assessment information to appropriate stakeholders. 3. Does not provide parents with information about academic standards and expectations.

Dimension 5: Professional Responsibilities & Ethical Conduct

Elements	Highly Effective (12 Points)	Effective (9 Points)	Needs Improvement (5 Points)	Unsatisfactory (1 Point)
I. Demonstrates professional responsibilities, punctuality, attendance, and timely completion of records and reports	1. Complies fully with and consistently with professional responsibilities, school rules, policies and procedures regarding punctuality and attendance. 2. Consistently maintains and reports current information on students, lesson plans, and other required data.	1. Usually complies with professional responsibilities, school rules, policies and procedures. 2. Usually updates and reports information on students, lesson plans, reports and other required data.	1. Inconsistently complies with professional responsibilities, school rules, policies and procedures. 2. Has a system that is rudimentary and only partially effective for maintaining student information, lesson plans, reports, and other data.	1. Does not comply with professional responsibilities, school rules, policies and procedures. 2. Maintenance and reporting of information on students, lesson plans, and other required data is incomplete and/or out of date.
II. Complies with state, district, and school policies, procedures, programs, state statutes, and the Florida Code of Ethics for educators	1. Complies fully with state, district and school policies, rules, procedures, state statutes, and the Florida Code of Ethics for educators. 2. Complies with guidelines for student welfare and student and parental rights.	1. Usually complies with state, district and school policies, rules, procedures, state statutes, and/or the Florida Code of Ethics for educators. 2. Complies with guidelines for student welfare and student and parental rights.	1. Inconsistently complies with state, district and school policies, rules, procedures, state statutes, and/or the Florida Code of Ethics for educators.	1. Does not comply with state, district and school policies, rules, procedures, state statutes, and/or the Florida Code of Ethics for educators.
III. Demonstrates professionalism **COLLECTIVE TEACHER EFFICACY 1.34**	1. Consistently displays conduct based on the highest professional standards. 2. Consistently acts honestly and with integrity when dealing with students, parents, colleagues and/or the community. 3. Demonstrates a pattern of participation in district and/or school initiatives, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate.	1. Deals with students, parents and/or colleagues with honesty and integrity. 2. Frequently participates in and implements school and district initiatives.	1. Uses poor judgment when dealing with students, parents and/or colleagues. 2. Rarely participates in and/or implements school and district initiatives.	1. Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues. 2. Does not participate in or implement school and district initiatives.
IV. Initiates professional communication with appropriate stakeholders	1. Promotes a two-way partnership between school and home. 2. Maintains regular communication between classroom and student's family regarding the instructional program and the child's progress. 3. Connects frequently and successfully to families and communities. (e.g. newsletters, family nights, websites, electronic communication, and phone calls). 4. Students and their families understand what they are expected to know and be able to do.	1. Provides regular information about the instructional program. 2. Is available as needed to respond to parental concerns. 3. Makes efforts to successfully connect families, school, and communities.	1. Participates in school's activities for parent communication but offers limited information regarding the instructional program. 2. Partially address parents' concerns with little or no follow up. 3. Makes minimal attempts to connect families and communities to the instructional program.	1. Provides little or no information about the instructional program. 2. Does not respond or responds inappropriately to parental concerns. 3. Makes no attempt to connect families and communities to the instructional program.
V. Provides information about school and community resources to parents	1. Consistently provides all parents with multiple strategies and opportunities to assist with student learning. 2. Consistently provides parents with information about the school, community events and resources.	1. Provides strategies and opportunities for parents to assist with student learning. 2. Provides parents with information about the school, community events and resources.	1. Provides opportunities for parents to assist with student learning. 2. Provides parents with limited information about community events and resources.	1. Does not provide or promote opportunities for parents to assist with student learning. 2. Does not provide parents with information about community events and resources.

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

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

C – Observation Instruments for Non-Classroom Instructional Personnel

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

Non-Classroom Teachers
Dimension 1: Instruction/Intervention Planning and Design for Non-Classroom Teachers

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.	1. Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan age and developmentally appropriate academic and behavioral interventions aligned to s. 1001.42(8)(c)3.,F.S.	1. Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions interventions aligned to s. 1001.42(8)(c)3.,F.S. .	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Does not work with team to identify, problem solve, and plan academic and behavioral interventions. 2. Ineffectively demonstrates the practice/skill required
II. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	1. Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	1. Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Instruction and interventions are not aligned with school improvement priorities and other mandates
III. Applies evidence-based research and best practices to improve instruction/interventions.	1. Applies evidenced-based best practices when developing and planning instruction and interventions across all levels (individual, targeted group, school, systems).	1. Applies evidence-based and best practices when developing and planning instruction and intervention.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Fails to apply or poorly applies evidence-based and best practices when developing and planning instruction and intervention
IV. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.	1. Collaborates to identify systems- level needs, resources, and infrastructure to access services and supports.	1. Develops a support plan that reflects the goals of student/client systems and supports the goal.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Support plans are ineffectively developed

Dimension 2: Learning Environment for Non-Classroom Teachers

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	1. Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	1. Interacts with school personnel to promote and implement school-wide positive behavior supports.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not interact with school personnel to promote and implement school-wide positive behavior supports. 2. Poorly demonstrates the practice/skill required
II. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience ownership).	1. Examines need and feasibility for systemic intervention to support and increase student engagement.	1. Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not consult with school personnel to support and /or increase student engagement. 2. Ineffectively demonstrates the practice/skill required
III. Integrates relevant issues and contexts that impact family–school partnerships.	1. Creates and promotes understanding and dialogue through training and information dissemination to examine the broader context of issues that impact family–school.	1. Identifies relevant ssues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not or ineffectively demonstrates knowledge of influences on students, teachers, communication styles, techniques, and practices.
IV. Promotes a continuum of crisis intervention services	1. Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	1. Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs.	1. Practice is emerging but requires supervision, support and/or training to be independently effective.	1. Does not effectively demonstrate skills related to intervention services.
V. Allocates and manages time, space, and resources	1. Arranges physical resources to assure accessibility to all stakeholders.	1. Use of physical resources and space contribute to student success.	1. Use of physical space limits accessibility to parents and students.	1. Poor use of physical space and resources.
VI. Models clear, acceptable communication skills	1. Spoken and written language conforms to standard English and contains well-chosen vocabulary.	1. Spoken and written language conforms to standard English.	1. Spoken and written language is not always clear and understood.	1. Poor use of standard English.
VII. Directions, procedures, and feedback are clear to all stakeholders	1. Directions, procedures, and feedback are clear to all stakeholders.	1. Directions, procedures, and feedback are clear to most stakeholders.	1. Directions, procedures, and feedback are clarified to stakeholders after initial confusion	1. Directions and procedures are confusing.

Dimension 3: Instructional Delivery & Facilitation for Non-Classroom Teachers

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Collaborates with school-based and/or district-level teams to develop and maintain a multi-tiered continuum of services to support the academic, social, emotional, and behavioral success and health of all students.	1. Facilitates the development of services at the school/ district level by planning and implementing interventions that address systemic issues/concerns. 2. Facilitates and uses various technology for implementing interventions on regular basis.	1. Facilitates the development of services at the school level by planning and implementing interventions whose intensity matches student, group, or school needs. 2. Uses various technology for implementing interventions periodically.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective. 2. Uses various technology for interventions occasionally.	1. Does not contribute to the development and implementation of services at the school level ineffectively demonstrates the practice/skill required. 2. Does not use various technology for interventions.
II. Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.	1. Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.	1. Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not consult/collaborate 2. Demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
III. Implements evidence-based practices within a multi-tiered framework.	1. Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	1. Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not incorporate. 2. Ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.
IV. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	1. Identifies the systemic barriers to learning and facilitates the development of broader support systems for stakeholders.	1. Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not identify barriers to learning or connect students with resources that support positiveoutcomes/goals. 2. Ineffectively demonstrates the practice/skill required.
V. Promotes student outcomes related to transitional needs.	1. Develops/plans district-level or school-level policies/interventions/supports that address student transitional needs.	1. Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of transitional needs.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.

Dimension 3: Instructional Delivery & Facilitation for Non-Classroom Teachers – continued

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
VI. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	1. Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	1. Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.

Dimension 4: Assessment for Non-Classroom Teachers

Elements	Highly Effective (12 Points)	Effective (9 Points)	Needs Improvement (5 Points)	Unsatisfactory (1 Point)
I. Collects and uses data to develop and implement interventions within a problem-solving framework.	1. Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	1. Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Does not collect or use data to inform interventions within a problem-solving framework 2. Ineffectively demonstrates the practice/skill required
II. Analyzes multiple sources of qualitative and quantitative data to inform decision making to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.	1. Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions. 2. Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	1. Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions. 2. Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Does not analyze, integrate, and interpret data from multiple source or use data to inform decisions 2. Ineffectively demonstrates the practice/skill required 3. Does not monitor student progress or evaluate the effectiveness of 4. Academic and behavioral instruction/intervention 5. Ineffectively demonstrates the practice skill required
III. Shares student performance data in a relevant and understandable way with students, parents, and administrators.	1. Provides feedback on student performance and for effective assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	1. Provides feedback on student performance and/or for effective assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	1. Practice is emerging but requires supervision, support, and/or training to be effective independently.	1. Does not provide feedback on student performance and other assessment data 2. Does not present data in a way that is understandable and relevant 3. Ineffectively demonstrates the practice/skill required

Dimension 5: Professional Responsibilities & Ethical Practice for Non-Classroom Teachers

Elements	Highly Effective (12 Points)	Effective (9 Points)	Needs Improvement (5 Points)	Unsatisfactory (1 Point)
I. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	1. Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	1. Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not develop a personal professional growth plan with goals related to performance evaluation outcomes 2. Shows ineffective effort in this practice/skill.
II. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).	1. Facilitates or actively contributes to professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.	1. Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not participate in professional development opportunities 2. Demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
III. Demonstrates effective recordkeeping and communication skills.	1. Supports record/data management system impact on practice and facilitates active listening among professional learning community members.	1. Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not or ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.
IV. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards	1. Demonstrates a clear understanding of professional practice standards and ethics. 2. Operationalizes standards in day-to-day practice as a model for professional community members.	1. Adheres to professional standards, ethics, and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	1. Practice is emerging but requires supervision, support, and/or training to be independently effective.	1. Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena
V. Reports to stakeholders about student performance and academic progress	1. Consistently interprets and explains individual school or grade-level academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides stakeholders with an ongoing picture of student performance.	1. Interprets and explains district level academic progress (assessment results, accomplishments, and needs for improvement) in a manner that provides stakeholders with an accurate picture of student performance.	1. Limited information shared with stakeholders on student progress at the district or school level. 2. Does not provide an accurate picture of student performance in a timely manner.	1. Does not provide stakeholders with information about students' performance and academic progress.

Resource Teachers, Coaches, and Peer Mentors
<u>Dimension 1</u>: Instructional Design and Planning for Resource Teachers, Coaches, and Peer Mentors

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Sets instructional outcomes and aligns curriculum with state-adopted standards	1. Instructional goals and/or program-related objectives are consistently clear, focus on stakeholder learning and achievement of standards and the result is complete and coherent; directions, procedures, and content are appropriate for and clear to all students.	1. Session plans are aligned to the district adopted curriculum maps, district/state assessments, and/or program-related objectives.	1. Session plans are not consistently aligned to the district adopted curriculum maps, district/state assessments, and/or program related objectives.	1. Session plans, pacing guides, when available, do not align with the district adopted curriculum maps, district/state assessments, and/or program related objectives.
II. Designs learning opportunities using student prior knowledge and diagnostic data to provide differentiated support	1. Regularly accesses and systematically uses data at the item level to find strengths and challenges both for disaggregated groups and for individual schools and stakeholders.	1. Makes accurate use of student achievement data (school or district level) when making instructional or program-related decisions.	1. Accesses data to view school achievement and examines data but shows little application to make instructional decisions linked to analysis of data.	1. Relies on someone else to access student achievement data. 2. When data is accessed, it may not be used to make decisions. 3. Does not consider data to make changes in instruction.
III. Designs ways to support learning and development of standards-based instruction	1. Empowers stakeholders to implement high quality performance tasks, questions, and/or assessments to accurately measure student learning of the lesson objective or unit goals and reflect the depth and rigor of the content standards.	1. Session is planned in detail around clearly defined objectives. Has knowledge of a variety of strategies, models, and/or assessments that build toward full understanding of the content standards or program objectives.	1. Session plans are based on activities or resources rather than focused on objectives. Standards or objective alignment is not a priority.	1. There is little evidence of monitored learning, standards/objective alignment, or use of appropriate instructional resources.
IV. Supports stakeholders in understanding and demonstration of skills and competencies	1. Create opportunities for stakeholders to demonstrate competencies in their field.	1. Session objectives are written in language that will enhance stakeholders' ability to understand what they are expected to know and be able to do by the end of each session.	1. Although stakeholders are aware of the stated objectives, explanation is needed for the stakeholders to make connections between the objectives and the session tasks.	1. Session objectives are not known to stakeholders, leaving them wondering what they are expected to know and be able to do.

Dimension 2: Learning Environment for Resource Teachers, Coaches, and Peer Mentors

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Creates and maintains a safe and organized learning environment	1. Empowers and supports stakeholders in assuming responsibility for regulations and established procedures to ensure safety. 2. Establishes and maintains a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning.	1. Implements and routinely reinforces regulations and established procedures to ensure stakeholder safety needs are consistently met.	1. Does not consistently reinforce regulations and/or is not clear about established procedures in emergency situations.	1. Is non-compliant and/or negligent about policies and procedures required by the district and/or department.
II. Promotes a flexible, collaborative, and student-centered learning environment	1. Fosters and creates, through collaboration among stakeholders, a stimulating and comfortable learning environment; maximizes potential for equal learning opportunities for every individual. 2. Creates an environment where stakeholders assume responsibility and hold themselves accountable for their learning.	1. Fosters a stimulating and comfortable learning environment. 2. Teacher assumes responsibility for stakeholder learning and participation.	1. Does not recognize situations in which differentiation is necessary to support stakeholders. 2. Stakeholders are often confused about expectations during group or independent work activities.	1. Fails to use procedures for independent and/or cooperative group work. 2. Shows little or no effort to provide support to the varied range of learners in a particular session.
III. Allocates and manages time, space, and resources	1. Supports implementation of or arranges physical resources proactively to assure accessibility to all stakeholders, considering individual needs. 2. Learning experiences, activities and physical spaces are highly organized and efficiently facilitated by all stakeholders who each assume responsibility for maximizing time for learning.	1. Learning experiences, activities and physical spaces are organized and facilitated by the teacher in such a way that stakeholders have adequate time for learning.	1. Failure to utilize and maintain facilities/equipment results in loss of learning opportunities.	1. Poor use of physical resources and space is evident and/or learning is not accessible to some stakeholders, resulting in poor morale and inefficiency.

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Creates a Positive Environment of Respect and Rapport

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
IV. Manages student conduct	1. Stakeholders contribute to the ground rules and standards of conduct upheld by all members of the session. 2. The focus of management is to maximize learning time and show a respect for the rights of others to learn.	1. Standards for stakeholder conduct are established and monitored by the teacher leader. 2. Teacher is alert to stakeholder behavior at all times and redirects when stakeholder actions take away from the learning environment.	1. Teacher is generally aware but makes little attempt to redirect off-task stakeholders. 2. Management techniques do not consistently reinforce the responsibility of the stakeholders to be positive participants.	1. Response to stakeholder behavior is inconsistent or negative and counterproductive.
V. Creates a Positive Environment of Respect and Rapport	1. Interactions with stakeholders reflect genuine respect and caring for individuals as well as session groups. 2. Stakeholders are encouraged to demonstrate respect and caring for one another in the instructional setting.	1. Interactions with stakeholders are friendly and demonstrate general respect and caring.	1. Interactions with stakeholders are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for stakeholders' perspective..	1. Interaction with at least some stakeholders is negative, demeaning, sarcastic, or inappropriate. 2. Stakeholders exhibit disrespect for the teacher leader. 3. Stakeholder interactions are characterized by conflict, sarcasm, or put-downs.
VI. Models and teaches clear, acceptable communication skills	1. Directions, procedures, and feedback are clear to stakeholders and possible misunderstandings are anticipated. 2. Spoken and written language conforms to standard English and contains well-chosen vocabulary. 3. Teacher seeks opportunities to extend stakeholder vocabulary.	1. Directions, procedures, and feedback are clear to stakeholders. 2. Teacher's spoken and written language conforms to standard English. 3. Teacher/student interactions serve as a model of respectful rapport.	1. Directions, procedures, and feedback are clarified to stakeholders after initial stakeholder confusion. 2. Teacher's spoken language is audible and when written, is legible. 3. Teacher/student interactions are cordial but may not transfer to positive relations between stakeholders.	1. Directions, procedures, and feedback are confusing to stakeholders. 2. Teacher's spoken language is inaudible to some stakeholders. 3. Writing is illegible or contains errors in grammar or syntax. 4. Teacher/stakeholder interactions reflect a lack of rapport.

VII. Maintains a climate of inquiry	1. Facilitates a environment of professional inquiry that promotes stakeholder leadership in learning and in applying a variety of problem solving, inquiry- based strategies. 2. Engages stakeholders in problem solving inquiry-based activities using high-level questioning techniques, discovery learning, shared inquiry/Socratic discussions. 3. Problem solving culminates in stakeholder generated real-world applications.	1. Engages stakeholders in problem solving inquiry-based activities using high-level questioning. 2. Stakeholders' interactions and responses indicate individual understanding of content and/or concepts.	1. Includes some problem solving and inquiry-based activities. 2. Some stakeholders are not involved or adequately prepared, do not understand or are not engaged in the processes. 3. A limited number of effective inquiry-based strategies are used.	1. Instruction does not regularly include problem solving or inquiry-based activities. 2. Stakeholders are not involved, and no effort is evident

Dimension 3: Instructional Delivery & Facilitation for Resource Teachers, Coaches, and Peer Mentors

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Utilizes knowledge of the subject to enrich stakeholders' understanding, identifies gaps in learning, modifies instruction to respond to misconceptions	1. Instruction and support is based on rich content knowledge that is accurate, current and consistent with sound practices of the discipline. 2. Uses a variety of checks for understanding to identify learning gaps and adjust instruction. 3. Anticipates problems and uses multiple intervention strategies to assist stakeholder understanding and performance.	1. Instruction is based on content knowledge that is accurate and current. 2. Recognizes problems and makes adjustments during the session in response to stakeholder understanding and performance.	1. Instruction is based on a general understanding of content knowledge that is accurate but fails to reflect the most current knowledge of the discipline. 2. Does not check for understanding or recognize gaps in learning during the session.	1. Instruction references inaccurate, outdated content knowledge. 2. Does not use checks for understanding during the session.
II. Employs higher order questions	1. Strategic questioning requires stakeholders to think critically, problem solve, and defend or justify their answers. 2. Much of the questioning involves analysis and synthesis.	1. Questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words.	1. Questioning strategies invite quality responses. 2. Provide the correct answers and stakeholders are not given the opportunity to think things through.	1. Questioning is knowledge level and is solely teacher-driven.
III. Applies varied instructional strategies and resources	1. Uses multiple resources and an extensive repertoire of instructional strategies that engage and challenge all stakeholders and support desired outcomes. 2. Model and support use of technology to create new products and develop new knowledge and/or skill.	1. Uses multiple instructional strategies to maintain focus, engage stakeholders and support desired outcomes for all.	1. Makes use of a limited number of instructional strategies to support stakeholder understanding.	1. Session time is often filled with activities that merely consume time and do not contribute to desired outcomes.
IV. Models and supports engaging, challenging, and relevant lessons	1. High levels of rigor and relevance challenge stakeholders to be intellectually engaged throughout.	1. Sessions are designed to provide stakeholders with rigorous content that is intellectually engaging.	1. Sessions spend the majority of the time on knowledge level tasks that may require only some intellectual engagement.	1. Sessions are focused on irrelevant tasks with low intellectual engagement.

V. Differentiates Instruction	1. Differentiates instruction efficiently and appropriately product to address the unique learning differences of stakeholders. 2. Support stakeholders in the development of units of instruction that contains evidence (observed or documented) that the stakeholder has reviewed information such as student inventories, interest surveys, or performance data to provide varied opportunities for students to process information, develop differing products, or acquire new content.	1. Provides evidence of incorporating various differentiated instructional strategies (e.g. grouping by interest, multiple intelligences) or opportunities to meet the needs of stakeholders with varying experience levels and learning styles.	1. Provides little evidence of incorporating differentiated instruction.	1. Does not differentiate opportunities for stakeholders.
VI. Provides immediate and specific feedback to stakeholders	1. Provides timely, specific, and consistent feedback during guided practice, discussion, or major activities.	1. Provides timely and consistent feedback.	1. Feedback does not provide specific information for stakeholders to make error corrections or is not timely enough to improve performance.	1. Provides inadequate or no feedback: feedback provided is not provided in a timely manner.

Dimension 4: Assessment for Resource Teachers, Coaches, and Peer Mentors

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Highly Effective (12 Points)	Effective (9 Points)	Needs Improvement (5 Points)	Unsatisfactory (1 Point)
I. Analyzes and applies data from multiple measures to identify learning needs, inform instruction, and monitor progress	1. Consciously plans and uses data results from multiple formative and summative assessments to make decisions regarding • Professional development needs • Student achievement trends in similar schools or feederpatterns • Progress in relation to learning standards 2. Seeks opportunities to evaluate assessment data on overall district or school data and by subgroups. 3. Progress monitoring data is regularly used to provide specific feedback to individual schools or appropriate stakeholders.	1. Uses data results from multiple formative and summative assessments strategically to set and adjust professional development goals based on district needs. 2. Gathers data from various sources and uses data to design sessions for targeted schools or groups of stakeholders.	1. Gathers data results from formative and summative assessments but does not rely on data when determining district needs. 2. Use of formative assessment data is rudimentary, assessing some instructional outcomes.	1. Does not incorporate assessment data to target stakeholder participant group, in session development, or in differentiation of assessments/outcomes.
II. Modifies assessments to accommodate student differences	1. Models and supports the creation of differentiated assessments by content, process and/or product to address the unique learning differences of stakeholders that have a wide range of learning styles and/or experiences.	1. Incorporates appropriate in-process and follow-up assessment/evidence that acknowledge the unique learning differences of stakeholders that have a wide range of learning styles and abilities.	1. Little evidence is provided that assessments/opportunities for evidence of desired outcomes are differentiated to meet the needs of stakeholders' learning styles or abilities.	1. Assessments are "one size fits all."
III. Communicates assessment data to stakeholders	1. Responds promptly to requests for data from district or school leaders. 2. Teacher is proactive in creating and maintaining frequent and effective two-way communication with stakeholders. 3. Seeks opportunities to assist schools in making decisions based on assessment data. 4. Uses technology to organize, monitor, and communicate learning and assessment information to appropriate stakeholders.	1. Creates and maintains effective communication with all stakeholders regarding assessment data. 2. Teacher has designed a system for documenting and reporting stakeholder learning and credit. This is communicated to schools and stakeholders in a timely manner via available systems. 3. Leads conferences or sessions with school groups to share assessment data with stakeholders.	1. Communicates assessment data to schools or stakeholders at the end of the school year. 2. Teacher does not consistently communicate learning credits with individual stakeholders or schools in a timely fashion. 3. Discusses data-based decisions only when required.	1. Has little or no communication with stakeholders regarding assessment data. 2. Stakeholders and schools do not know the value of learning credits until they appear on official transcripts. 3. Does not use assessment data in making decisions.

Dimension 5: Professional Responsibilities & Ethical Conduct for Resource Teachers, Coaches, and Peer Mentors

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Highly Effective (12 Points)	Efficient (9 Points)	Needs Improvement (5 Points)	Unsatisfactory (1 Point)
I. Demonstrates punctuality, attendance, and timely completion of records and reports	1. Complies fully with all district or department rules, policies and procedures regarding punctuality and attendance. 2. Has developed a system for maintaining information on programs, reports and other data, which is efficient, current and useful.	1. Complies with district or department rules, policies, and procedures. 2. The system for maintaining information on programs, reports and other data is effective.	1. Inconsistently complies with district or department rules, policies, and procedures. 2. The system for maintaining programs, reports and other data is rudimentary and only partially effective.	1. Does not comply with district or department rules, policies, and procedures. 2. There is no system of record keeping records or other data or the system are in disarray.
II. Performs assigned duties and complies with policies, procedures, programs, and the Code of Ethics	1. The teacher complies with state, district and department policies, rules, procedures, and the Code of Ethics.	1. Complies fully with state, district and department policies, rules, procedures, and the Code of Ethics.	1. Inconsistently complies with state, district and department policies, rules, procedures and/or the Code of Ethics.	1. Does not comply with state, district and department policies, rules, procedures and/or the Code of Ethics.
III. Demonstrates professionalism	1. Displays conduct based on the highest professional standards. 2. Acts honestly and with integrity when dealing with stakeholders. 3. Demonstrates a pattern of participation in district initiatives, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate.	1. Deals with students, parents and/or colleagues with honesty and integrity. 2. Participates in and implements district initiatives.	1. Uses poor judgment when dealing with students, parents and/or colleagues.	1. Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues.

Dimension 5: Professional Responsibilities & Ethical Conduct for Resource Teachers, Coaches, and Peer Mentors - *continued*

Note: While all resource teachers are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school-based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Highly Effective (12 Points)	Effective (9 Points)	Needs Improvement (5 Points)	Unsatisfactory (1 Point)
IV. Initiates professional communication with appropriate stakeholders	1. Promotes a two-way partnership between district and community. 2. Maintains regular communication between stakeholders regarding the instructional programs and the progress of individual schools. 3. Efforts to connect stakeholders to the instructional program are frequent and successful. 4. These may include, but are not limited to, newsletters, student events, Board updates, information sessions, websites, electronic communication, and phone calls.	1. Provides regular information about the instructional program. 2. Is available as needed to respond to stakeholder concerns. 3. Efforts to connect district and community stakeholders are successful.	1. Participates in district's activities for stakeholder communication but offers limited information regarding the instructional program. 2. Stakeholders' concerns are only partially addressed with little or no follow-up. 3. Makes minimal attempts to connect stakeholders to the instructional program.	1. Provides little or no information about the instructional program. 2. Does not respond or responds inappropriately to stakeholder concerns. 3. Makes no attempt to connect stakeholders to the instructional program.
V. Establishes a relationship of mutual trust and respect with stakeholders	1. Demonstrates sensitivity, respect, and understanding of the community to build positive relationships with all stakeholders.	1. Demonstrates sensitivity, respect, and understanding of the community to build a positive relationship.	1. Does not establish a relationship of trust and mutual respect with stakeholders.	1. Does not maintain a community-friendly learning environment. 2. Does not consistently reach out to invite stakeholders to collaborate and participate in learning.

Student Services Professionals
Dimension 1: Instructional Design and Planning for Student Services Professionals

Note: While all student services professionals are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school- based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.	Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required.
II. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Uses multiple sources of data including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.
III. Applies evidence-based research and best practices to improve instruction/interventions.	Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.
IV. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.	Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).

Dimension 2: Learning Environment for Student Services Professionals

Note: While all student services professionals are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school- based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.
II. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.
III. Promotes safe school environments.	Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.

Dimension 2: Learning Environment for Student Services Professionals - *continued*

Note: While all student services professionals are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school- based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Creates a Positive Environment of Respect and Rapport

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
IV. Integrates relevant issues and contexts that impact family–school partnerships.	Creates and promotes understanding and dialogue through training and information dissemination to examine the broader context of issues that impact family–school partnerships.	Identifies relevant ssues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates knowledge of influences on students, teachers, communication styles, techniques, and practices.
V. Provides a continuum of crisis intervention services.	Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/ evaluating programs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.
VI. Develops a collaborative partnership with parents and community to promote student success.	Fosters a welcoming environment for parents and others to discuss challenges and barriers that prevent student success.	Works with parents and others to receive valued input for plan development.	Practice is emerging but requires assistance to become effective independently.	Does not OR ineffectively engages with parents and community to promote student success.
VII. Provides targeted training and assistance to schools to encourage positive socio/emotional/behavioral student success.	Demonstrates expertise and provides training specific to building positive relationships and rapport with students.	Delivers targeted training to create positive socio/emotional/behavioral school environments.	Practice is emerging but requires assistance to become effective independently.	Does not OR ineffectively trains/assists schools in promoting positive socio/emotional settings for students.

Dimension 3: Instructional Delivery & Facilitation for Student Services Professionals

Note: While all student services professionals are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school- based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group or school needs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.
II. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services.
III. Implements evidence-based practices within a multi-tiered framework.	Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.
IV. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrated the practice/skill required.

V. Promotes student outcomes related to career and college readiness.	Develops/plans district-level or school-level policies/interventions/ supports that address student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of post-secondary goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.
VI. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.

Dimension 4: Assessment for Student Services Professionals

Note: While all student services professionals are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school- based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Highly Effective (12 Points)	Effective (9 Points)	Needs Improvement (5 Points)	Unsatisfactory (1 Point)
I. Collects, uses and analyzes multiple sources of qualitative and quantitative data to implement interventions and inform decision making within a problem-solving framework.	Trains and mentors others to use and/or facilitate the collection of school and district data relevant to informing problem identification, problem analysis, and intervention design at the systems level. This data is analyzed, integrated and interpreted at the school or district level to inform decision making	Uses available school and/or district data and collects additional student data (e.g. screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design. This data is analyzed, integrated and interpreted at the individual and group level, and uses data to inform decisions	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect, analyze or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
II. Uses data to monitor progress (academic, social/emotional/behavioral) to evaluate the effectiveness of services on student achievement.	Trains and mentors others to use school and district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect, analyze or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
III. Shares student performance data, progress and evaluation results in a relevant and understandable way with students, parents, and administrators.	Trains and mentors others to provide feedback on student performance and other assessment data to stakeholders in a manner that is understandable, caring, and relevant to stakeholder interest/needs.	Delivers student performance data, progress, and evaluation results in a relevant and understandable way with students, parents, and administrators.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect, analyze or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.

Dimension 5: Professional Responsibilities & Ethical Conduct for Student Services Professionals

Note: While all student services professionals are involved in each dimension of the Performance Appraisal System during the course of their work experiences, the degree to which each dimension is represented varies depending on the responsibilities defined by specific positions. Stakeholders may include district and school- based administrators, teachers, students, and/or staff; community members or organizations; program-related agencies; etc.

Elements	Highly Effective (12 Points)	Effective (9 Points)	Needs Improvement (5 Points)	Unsatisfactory (1 Point)
I. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is developing but requires supervision, support, and/or training to be independently effective.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill.
II. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).	Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	Practice is developing but requires supervision, support, and/or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
III. Implements knowledge and skills learned in professional development activities.	Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is developing but requires supervision, support, and/or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.
IV. Demonstrates effective recordkeeping and communication skills.	Supports record/data management system impact on practice and facilitates active listening among professional learning community members.	Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Practice is developing but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.
V. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is developing but requires supervision, support, and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.

School Counselors

Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students, while using multiple means of communication to promote the academic success and well-being of all students.

Dimension 1: Data Driven Planning

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Gather and synthesize data from a variety of sources to inform the School Counseling Program.	1. Consistently gather and synthesize data from a variety of sources to inform the School Counseling Program.	1. Gather and synthesize data from a variety of sources to inform the School Counseling Program.	1. Does not consistently use data from a variety of sources to inform the School Counseling Program.	1. Do not use data from a variety of sources to inform the School Counseling Program.
II. Communicate data from a variety of sources to students and parents or guardians.	1. Effectively communicates data from a variety of sources to students, parents, or guardians. 2. Proactively creates and maintains effective communication with students, parents, or guardians using appropriate technology and other forms of communication, including documentation.	1. Communicates data from a variety of sources to students, parents, or guardians. 2. Creates and maintains effective communication with students, parents, or guardians using various forms of communication including documentation.	1. Does not consistently communicate data from a variety of sources to students, parents, or guardians.	1. Does not communicate data from a variety of sources to students, parents, or guardians.
III. Apply appropriate use of data and technology in supporting student learning and development.	1. Consistently uses technology to organize data to support student learning and development. 2. Proactively and effectively uses technology for progress monitoring and sharing School Counseling program outcomes.	1. Uses data and technology to support student learning and development. 2. Utilize technology for progress monitoring and sharing School Counseling program outcomes.	1. Does not consistently use technology to support student learning and development. 2. Struggles to use technology for progress monitoring and sharing School Counseling Program outcomes.	1. Does not use technology to support student learning and development. 2. Does not use technology for progress monitoring and sharing School Counseling Program outcomes.
VI, Apply practices for identifying and closing gaps in student achievement.	1. Analyze data consistently to identify and close gaps in student achievement utilizing various resources.	1. Uses data to identify and close gaps in student achievement.	1. Does not consistently use data to identify and close gaps in student achievement.	1. Does not use data to identify and close gaps in student achievement.

Dimension 2: Counseling Services

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Implements and supports instruction for student success.	1. Consistently plans and implements approved skills and strategies by using a variety of resources. 2. Proactively communicates with stakeholders regarding safety, mental health, and well-being of students.	1. Plans and supports approved skills and strategies in individual or group settings. 1001.42.(8)(c), FS 2. Regularly communicates with stakeholders regarding safety, mental health, and well-being of students.	1. Inconsistently applies approved skills and strategies in individual or group settings. 2. Limited communication with stakeholders regarding safety, mental health, and well-being of students.	1. Does not apply approved skills and strategies in individual or group settings. 2. Provides little to no communication with stakeholders regarding safety, mental health, and well-being of students.
II. Provides response and support to students in a crisis.	1. Consistently provides verbal de-escalation strategies and techniques. 2. Consistently utilizes district policy and procedures in crisis. 3. Proactively collaborates with family service providers, students, and parents/guardians.	1. Provide verbal de-escalation strategies and techniques. 2. Adheres to district and state policy/procedures in crisis. 1001.42(8), F.S.	1. Developing verbal de-escalation strategies and techniques. 2. Inconsistently applies district policy and procedures in crisis.	1. Does not use verbal de-escalation strategies or techniques. 2. Does not comply with district policy and procedures in crisis.
III. Develop strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education.	1. Strategies or instruction are age and developmentally appropriate as outlined in 1001.42. (8)(c)3., FS. 2. Facilitates the development of plans to meet the requirements of state/district initiatives. 3. Strategies are developed using state, district, or school-level data to intentionally align with school-level initiatives.	1. Strategies or instruction are age and developmentally appropriate as outlined in 1001.42. (8)(c)3., FS. 2. Supports the implementation of state and district-mandated initiatives. 3. Strategies are developed using state, district, or school-level data."	1. Strategies or instruction are not consistently age and developmentally appropriate. 2. Practice is developing but requires supervision, support, and/or training to be independently effective. 3. Accesses data but shows little application when developing school-based strategies.	1. Strategies or instruction are not age and developmentally appropriate. 2. Little to no evidence of strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education. 3. Does not consider data when developing school-based strategies.

Dimension 3: Academic Advising and Planning

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
I. Promote awareness of student progression, assessment requirements, appropriate educational placement, and high school graduation requirements.	1. Effectively communicate student progression, assessment requirements, and appropriate educational placement for promotion and/or high school graduation requirements to all stakeholders.	1. Understand student progression, assessment requirements, and appropriate educational placement for promotion and/or high school graduation requirements.	1. Emerging understanding of student progression, assessment requirements, and appropriate educational placement for promotion and/or high school graduation requirements.	1. Lack of understanding of student progression, assessment requirements, and appropriate educational placement for promotion and/or high school graduation requirements.
II. Apply evidence-based strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	1. Consistently implement strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	1. Implement strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	1. Practice is emerging but requires supervision, support, and/or training to independently implement strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	1. Fails to demonstrate an understanding of how to implement strategies that promote academic success, career readiness, resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.
III. Assist all students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities.	1. Prepare students to develop a path for secondary and postsecondary educational and employment opportunities.	1. Practice is emerging but requires supervision, support, and/or training to effectively prepare students to develop a path for secondary and postsecondary educational and employment opportunities.	1. Fails to prepare students in developing a path for secondary and postsecondary educational and employment opportunities.	1. Prepare students to develop a path for secondary and postsecondary educational and employment opportunities.

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
IV. Provide all students with opportunities for academic enrichment.	1. Analyze and utilize data to promote ongoing collaboration with school stakeholders to ensure all students have opportunities for academic enrichment.	1. Analyze and utilize data to ensure all students have opportunities for academic enrichment.	1. Practice is emerging and requires further professional development to ensure all students have opportunities for academic enrichment.	1. Does not use data to provide students with opportunities for academic enrichment.
V. Support students who are identified as academically at-risk.	1. Ongoing consultation and collaboration with stakeholders to provide support to students identified as academically at-risk. 2. Assist in identifying and implementing evidence-based intervention and support for students academically at risk.	1. Consults and collaborates with stakeholders to provide support to students identified as academically at-risk.	1. Does not consistently consult and collaborate with stakeholders to provide support to students identified as academically at-risk.	1. Does not consult and collaborate with stakeholders to provide support to students identified as academically at-risk.

Dimension 4: Career Development and Postsecondary Planning

Elements	Highly Effective (12 Points)	Effective (9 Points)	Needs Improvement (5 Points)	Unsatisfactory (1 Point)
I. Apply strategies and activities that address students' college and career readiness across developmental levels, including decision-making approaches for students in various stages of career development.	1. Proactively utilizes and promotes resources, to include formal and informal inventories and data driven methods to promote college and career readiness. 2. Utilizes school data to develop and coordinate initiatives to address career readiness needs of all students. 3. Develop an approach to sharing personalized information related to career and educational opportunities.	1, Utilizes and promotes a variety of resources to support college and career readiness. 2. Collaboration with stakeholders to support career development across all grade levels.	1. Inconsistently utilizes resources to support college and career readiness. 2. Minimal collaborations with stakeholders to support career development across all grade levels.	1. Little evidence to demonstrate the utilization of resources to support college and career readiness. 2. Does not collaborate with stakeholders to support career development across all grade levels.
II. Apply counseling services to address financial or educational challenges experienced by students.	1. Consistently supports the development of skills to promote lifelong learning.	1. Supports the development of skills to promote lifelong learning.	1. Minimal evidence of support for the development of skills to promote lifelong learning.	1. Does not provide counseling services to address financial or educational challenges experienced by students.

Dimension 5: Professional Responsibilities & Ethical Conduct

Elements	Highly Effective (12 Points)	Effective (9 Points)	Needs Improvement (5 Points)	Unsatisfactory (1 Point)
Hold self accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081 FAC, and adhere to guidelines for student welfare pursuant to section 1001.42(8), FS, the rights of students and parents enumerated in section 1002.20 and 1014.04,FS, local school board and governing board policies.	1. Fully comply with and educate/support all stakeholders in adhering to state, district, and school policies, rules, procedures, state statutes, and the Florida Code of Ethics for Educators. 2. Comply with guidelines for student welfare and student and parental rights.	1. Fully Comply with state, district, and school policies, rules, procedures, state statutes, and the Florida Code of Ethics for Educators. 2. Comply with guidelines for student welfare and student and parental rights.	1. Inconsistently complies with state, district, and school policies, rules, procedures, state statutes, and the Florida Code of Ethics for Educators. 2. Inconsistently complies with guidelines for student welfare and student and parental rights.	1. Does not comply with state, district, and school policy.
Adhere to state and federal legal rights of students and parents or guardians with regard to student records per Rule 6A-1.0955, FAC	1. Adheres to and informs stakeholders of the Family Educational Rights and Privacy Act (FERPA).	1. Adheres to the Family Educational Rights and Privacy Act (FERPA).	1. Adherence to the Family Educational Rights and Privacy Act (FERPA) requires consultation and support.	1. Inconsistent adherence to the Family Educational Rights and Privacy Act (FERPA).
Demonstrates professionalism through visibility, accessibility, and collaboration with stakeholders	1. Promotes a two-way partnership between school and home to support student expectations and academic performance. 2. Attempts to connect consistently and successfully to families and communities. 3. Develops and utilizes effective communication tools, including documentation, to meet the needs of stakeholders.	1. Frequently provides information about student expectations and academic performance between school and home. 2. Makes regular efforts to successfully connect with families, schools, and communities. 3. Uses multiple communication tools.	1. Inconsistently provides information between school and home. 2. Partially addresses stakeholder's concerns.	1. Does not provide information. 2. Does not respond to stakeholder's concerns or needs

Utilize policies and procedures to make appropriate community-based referrals	1. Develop and utilize a process to identify students in need of community support. 2. Provide and follow up on community agency referrals as needed. 3. Share resources with other professionals to identify community support.	1. Provides community-based agency referrals.	1. Consultation and support is needed when making community agency referrals.	1. Does not provide referrals.
Apply effective methods and skills for coordinating with community partners in the implementation of a school counseling program	1. Initiates and develops opportunities for community partners to support the school counseling program. 2. Uses data to identify needs and analyze impact.	1. Utilizes community partners to support the school counseling program.	1. Provides limited opportunities for community partner support.	1. Does not connect with community partners.
Seek opportunities for professional learning applicable to the role of a school counselor	1. Implements recently acquired knowledge and share with stakeholders.	1. Participates and applies professional learning	1. Attends professional learning opportunities.	1. Does not participate in relevant professional learning

Social Worker

Dimension 1: Data Based Decision Making

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
Interpreting effectiveness of plan of care	Consistently assesses to ensure objectives, goals, and measured outcomes are aligned	Assesses to ensure objectives, goals, and measured outcomes are aligned	Inconsistently assesses to ensure objectives, goals, and measured outcomes are aligned	Does not assess to ensure objectives, goals, and measured outcomes are aligned
Shares feedback with students	Consistently provides feedback on student progression within intervention and presents data in a way that is relevant and understandable	Provides feedback on student progression within intervention and presents data in a way that is relevant and understandable	Inconsistently provides feedback on student progression within intervention and inconsistently presents data in a way that is relevant and understandable	Does not provide feedback on student progression within intervention and does not present data in a way that is relevant and understandable
Shares student progress with parents	Consistently provides relevant student progress during intervention and/or termination in a way that is understandable	Provides relevant student progress during intervention and/or termination in a way that is understandable	Inconsistently provides relevant student progress during intervention and/or termination in a way that is understandable	Does not provide relevant student progress during intervention and/or termination in a way that is understandable
Shares student progress with administrators	Consistently provides relevant student progress during intervention and/or termination in a way that is understandable	Provides relevant student progress during intervention and/or termination in a way that is understandable	Inconsistently provides relevant student progress during intervention and/or termination in a way that is understandable	Does not collect and or use data from assessment tools to develop and or implement interventions within a problem-solving framework
Collects and uses data from assessment tools	Consistently collects and uses data from assessment tools to develop and implement interventions within a problem-solving framework	Collects and uses data from assessment tools to develop and implement interventions within a problem-solving framework	Inconsistently collects and uses data from assessment tools to develop and struggles to implement interventions within a problem-solving framework	Does not collect and or use data from assessment tools to develop and or implement interventions within a problem-solving framework

Dimension 2: Direct Support Services

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	Identifies the systemic barriers to learning and facilitates the development of broader support systems for stakeholders.	Demonstrates leadership and collaboration in the implementation of school-based programs that promote student well-being and overcome barriers.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals.
Implements evidence-based practices within a multi-tiered framework.	Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not incorporate/Ineffectively demonstrate evidence-based practices when implementing interventions for individual students and targeted groups.
Promotes student outcomes related to transitional needs.	Utilizes district-level or school-level policies/ interventions/ supports that address student transitional needs.	Utilizes interventions or programs to increase student engagement and support attainment of transitional needs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not utilize interventions that increase student engagement or support attainment of transitional needs OR ineffectively demonstrates practice/skill required.
Maintains a multi-tiered continuum of services to support the academic, social, emotional, and behavioral success and health of all students.	Facilitates the development of services at the school/district level by planning and implementing interventions that address systemic issues/concerns.	Plans and implements interventions whose intensity matches student, group, or school needs.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not contribute to the development and implementation of services at the school level ineffectively demonstrates the practice/skill required.

Dimension 3: Collaboration Within School

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
Participate in multidisciplinary teams	Develop, implement, and evaluate intervention plans for students who are experiencing social, emotional, behavioral difficulties.	Assist with the development, implementation, and evaluation of intervention plans for students who are experiencing social, emotional, behavioral difficulties.	Struggles to assist with the development, implementation, and evaluation of intervention plans for students who are experiencing social, emotional, behavioral difficulties.	Does not participate with the development, implementation, and evaluation of intervention plans for students who are experiencing social, emotional, behavioral difficulties.
Consult and collaborate regarding students who have been displaced from their homes	Consistently consult and collaborate with school personnel to assist families with resources and develop a plan to ensure stability and success in and out of school.	Consult and collaborate with school personnel to assist families with resources. Develop a plan to ensure stability and success in and out of school.	Does not consistently consult and collaborate with school personnel to assist families with resources. Struggles to develop a plan to ensure stability and success in and out of school.	Does not consult or collaborate with school personnel to assist families with resources. Little to no evidence of a plan to ensure stability and success in and out of school.
Facilitate communication	Consistently facilitates communication between school personnel, families, and or stakeholders.	Facilitate communication between school personnel, families, and or stakeholders.	Does not consistently facilitate communication between school personnel, families, and stakeholders.	Does not facilitate communication between school personnel, families, and or stakeholders.
Provide resource information	Consistently, school personnel with a variety of resources and program information to support student needs.	Provide school personnel with resources and program information to support student needs.	Does not consistently provide school personnel with resources and or program information to support student needs.	Does not provide school personnel with resources and or program information to support student needs.
Consult and collaborate regarding students with at-risk behaviors	Consistently consults and collaborates with school personnel to support students who demonstrate at risk behaviors, such as aggressiveness, self-injury, or disruption.	Consult and collaborate with school personnel to support students who demonstrate at risk behaviors, such as aggressiveness, self-injury, or disruption.	Does not consistently consult and or collaborate with school personnel to support students who demonstrate at risk behaviors, such as aggressiveness, self-injury, or disruption.	Does not consult and or collaborate with school personnel to support students who demonstrate at risk behaviors, such as aggressiveness, self-injury, or disruption.

Dimension 4: Collaborative Stakeholder Partnerships

Elements	Highly Effective (12 Points)	Effective (9 Points)	Needs Improvement (5 Points)	Unsatisfactory (1 Point)
Utilize evidence informed specialized knowledge	1. Utilizes expertise to tailor interventions and strategies that address the unique needs of specific client groups. 2. Acts as a resource for colleagues on working effectively with diverse populations. 3. Demonstrates exceptional outcomes in supporting client groups, as evidenced by improved well-being, academic success, or other relevant metrics.	1. Support an environment that honors and celebrates the background of the population within the school 2. Apply specialized knowledge and understanding about client groups	1. Demonstrates limited understanding of the unique needs of specific client groups. 2. Applies general strategies without tailoring them to the population's specific needs.	1. Lacks basic knowledge of the needs and challenges faced by specific client groups. 2. Provides inappropriate or ineffective support, leading to negative outcomes for clients.

Fostering and Sustaining Collaborative Family Relationships	1. Proactively leads multiple parent education or staff development activities, ensuring a significant impact on parent engagement and school community development. Consistently collaborates with school staff to align activities with school goals. 2. Consistently conducts comprehensive and timely home visits, effectively gathering information, providing referrals, and offering impactful education to parents. Maintains detailed documentation and follows up on outcomes. 3. Consistently conducts in-depth interviews, involving parents and students to collaboratively develop actionable attendance improvement plans with measurable outcomes. 4. Consistently connects parents with appropriate mental health, medical, and social services, ensuring seamless access and follow-up support. Build strong partnerships with service providers.	1. Leads or assists in parent education or staff development activities, contributing positively to parent engagement and school initiatives. Collaborates well with school staff. 2. Conducts home visits and provides appropriate referrals and education to parents. Maintains adequate documentation and ensures follow-ups when necessary. 3. Conducts interviews and collaborates with parents and students to create effective attendance improvement plans. Ensures appropriate follow-up. 4. Assists parents in accessing community services and ensures appropriate follow-up. Maintains relationships with service providers.	1. Occasionally participates in parent engagement activities or staff development efforts but lacks consistency or strategic planning. Limited collaboration with school staff. 2. Occasionally conducts home visits but lacks thoroughness in gathering information, providing referrals, or educating parents. Inconsistent documentation and follow-up. 3. Occasionally conducts interviews but lacks consistency or fails to develop effective plans. Limited follow-up and minimal engagement with parents and students. 4. Occasionally assists parents in accessing services but lacks consistency or follow-through. Minimal engagement with service providers.	1. Rarely or never assists in parent engagement activities or staff development. No meaningful collaboration with school staff. 2.Rarely or never conducts home visits. Provides minimal or no information, referrals, or education to parents. Documentation is inadequate or nonexistent. 3. Rarely or never conducts interviews or develops attendance plans. No follow-up or engagement with parents and students. 4.Rarely or never assists parents in securing services. Provides little or no follow-up or engagement with service providers.

Maintain ongoing liaisons between community agencies and other resources to meet student needs	1. Consistently identifies and establishes partnerships with new community agencies to expand resources for students.	1. Consult and collaborate with community agencies to assist students with barriers to academic success	1. Limited engagement with community agencies; relies on a small number of existing partnerships	1. Does not connect students with necessary resources, resulting in unmet needs.
	2. Demonstrates measurable improvements in family self-advocacy and resource utilization.	2. Facilitate families gaining access to and effectively using community resources that enable families to self-advocate	2. Limited success in helping families use resources effectively or advocate for themselves	2. Fails to assist families in accessing resources or provides incorrect information.
	3. Ensures seamless communication and collaboration between all stakeholders, resulting in sustained positive outcomes.	3. Monitor the involvement of community agencies and provide follow up management services	3. Inconsistent tracking of agency involvement or follow-up.	

Dimension 5: Professional & Ethical Responsibilities

	Highly Effective (12 Points)	Effective (9 Points)	Needs Improvement (5 Points)	Unsatisfactory (1 Point)
Demonstrates effective recordkeeping and communication skills.	1. Consistently maintains timely, accurate, and confidential records of services delivered and related to students. 2. Records maintained according to local, state, and federal laws.	1. Maintain accurate and confidential records of services delivered and related to students. 2. Records maintained according to local, state, and federal laws.	1. Records are inconsistently maintained in an accurate and confidential manner, in accordance with local, state, and federal laws.	1. Records are not maintained consistently or in accordance with local, state, and federal laws.
Adheres to local, state, and national qualifications for the school social work role	1. Pursuing licensure in Social Work, mentoring new social workers. 2. Increasing knowledge and awareness of current perspectives of public-school environment, including educational reform and legislation.	1. Possess knowledge and understanding basic to the social work profession as well as the local education system. 2. Awareness of current perspectives of public-school environment, including educational reform and legislation.	1. Inconsistently possesses knowledge and understanding basic to the social work profession as well as the local education system. 2. Lack of awareness of current perspectives of public-school environment, including educational reform and legislation.	1. Does not possess knowledge and understanding basic to the social work profession or the local education system. 2. Does not possess awareness of current perspectives of public-school environment, including educational reform and legislation.

Creation and Maintenance of Workload Management	1. Priorities are developed collaboratively with the supervisor to demonstrate the social workers' critical role to all stakeholders and reviewed on a regular basis. 2. Perform relevant roles and responsibilities across a multi-tier framework. Create and implement the use of technology to enhance communication, obtain and organize information, consistently demonstrate accountability, and complete workload assignments in a timely manner that positively impacts the entire school.	1. Priorities are developed collaboratively with the supervisor to demonstrate the social worker's critical role to all stakeholders. 2. Perform relevant roles and responsibilities across a multi-tier framework. Uses technology to enhance communication, obtain and organize information, demonstrate accountability, and complete workload assignments.	1. Priorities are inconsistently developed collaboratively with the supervisor to demonstrate the social workers' critical role to all stakeholders. 2. Inconsistently performs relevant roles and responsibilities across a multi-tier framework. Uses technology to enhance communication, obtain and organize information, demonstrate accountability, and complete workload assignments.	1. Priorities are not developed collaboratively with the supervisor to demonstrate the social workers' critical role to all stakeholders . 2. Does not perform relevant roles and responsibilities across a multi-tier framework. Does not use technology to enhance communication, obtain and organize information, demonstrate accountability, or complete workload assignments.
Engages in Targeted Professional Development	1. Actively pursue additional opportunities to expand and grow your professional learning in the field of social work and seek opportunities to share that learning with others. 2. Continuously enhance the knowledge and understanding of mental health and related resources to school personnel	1. Pursue continuous enhancement of knowledge and skills through professional development opportunities. 2. Enhance the knowledge and understanding of mental health and related resources to school personnel.	1. Inconsistently pursues enhancement of knowledge and skills through professional development opportunities. 2. Inconsistently the knowledge and understanding of mental health and related resources to school personnel.	1. Does not pursue continuous enhancement of knowledge and skills through professional development opportunities. 2. Does not enhance the knowledge and understanding of mental health and related resources to school personnel.

Participates in Interdisciplinary Leadership and Collaboration with Stakeholders	1. Provides training to school personnel in promoting a positive school climate that affects students' educational experiences. 2. Works in collaboration with all stakeholders on the creation of comprehensive programming that promotes student well-being and positive academic outcomes.	1. Serve as leaders and consultants in promoting a positive school climate. 2. Works in collaboration with all stakeholders on the implementation of comprehensive programming that promotes student well-being and positive academic outcomes.	1. Inconsistently serves as leaders and consultants in promoting a positive school climate. 2. Inconsistently works in collaboration with stakeholders on the implementation of comprehensive programming that promotes student well-being and positive academic outcomes.	1. Does not provide training to school personnel in promoting a positive school climate that affects students' educational experiences. 2. Does not work in collaboration with stakeholders on the creation of comprehensive programming that promotes student well-being and positive academic outcomes.

Appendix D – Student Performance Measures

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

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
Pre-Kindergarten (PK)	Renaissance PK SEL	Student Growth Percentile
Kindergarten (K)	iReady or FAST ELA/Math	Typical/Stretch Growth or PM1/2/3 Growth
First Grade (1)	iReady or FAST ELA/Math	Typical/Stretch Growth or PM1/2/3 Growth
Second Grade (2)	iReady or FAST ELA/Math	Typical/Stretch Growth or PM1/2/3 Growth
Third Grade (3)	iReady or FAST ELA/Math	Typical/Stretch Growth or PM1/2/3 Growth
Fourth Grade (4)	State VAM or iReady or FAST ELA/Math	State VAM Calculation or Typical/Stretch Growth or PM1/2/3 Growth
Fifth Grade (5)	State VAM or iReady or FAST ELA/Math and G5 FSA Science	State VAM Calculation or Typical/Stretch Growth or PM1/2/3 Growth and FSA Science Predictive Model
Other (K-5) (including non-classroom instructional personnel)	iReady and/or FAST ELA/Math and/or Renaissance PM Sel	Typical/Stretch Growth and/or PM1/2/3 Growth and/or Student Growth Percentile
English/Language Arts, Reading Courses (6-8)	State ELA VAM or iReady Reading or FAST ELA	State VAM Calculation or Typical/Stretch Growth or PM1/2/3 Growth
Math Courses (6-8)	State Math VAM or iReady Math or FAST Math	State VAM Calculation or Typical/Stretch Growth or PM1/2/3 Growth
Science Courses (8)	G8 FSA Science	FSA Science Predictive Model
Other (6-8) (including non-classroom instructional personnel)	iReady ELA/Math and/or FAST ELA/Math	Typical/Stretch Growth and/or PM1/2/3 Growth and/or Student Growth Percentile
English 1	State ELA VAM or SAT/ACT	State VAM Calculation or Predictive Model
English 2	State ELA VAM or SAT/ACT	State VAM Calculation or Predictive Model
English 3	State ELA VAM or SAT/ACT	State VAM Calculation or Predictive Model
English 4	State ELA VAM or SAT/ACT	State VAM Calculation or Predictive Model
AP English Comp	State ELA VAM or SAT/ACT	State VAM Calculation or Predictive Model

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Algebra 1 (Honors); Algebra 1B	State Algebra VAM or Algebra EOC	State VAM Calculation or Predictive Model
Pre-AICE Mathematics 1	State Algebra VAM or Algebra EOC	State VAM Calculation or Predictive Model
IB Middle Years Algebra 1 Honors	State Algebra VAM or BEST Algebra EOC	State VAM Calculation or Predictive Model
Geometry (Honors)	BEST Geometry EOC	Predictive Model
IB Middle Years Geometry Honors	BEST Geometry EOC	Predictive Model
Pre-AICE Mathematics 2	BEST Geometry EOC	Predictive Model
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB; Integrated Science 3 (Honors)	State Biology EOC	Predictive Model
Pre-AICE Biology	State Biology EOC	Predictive Model
IB Middle Years Biology Honors	State Biology EOC	Predictive Model
Civics	State Civics EOC	Predictive Model
U.S. History	State US History EOC	Predictive Model
ROTC	Armed Forces ASVAB	Predictive Model
Other (9-12) (including non-classroom instructional personnel)	STATE ELA VAM or SAT/ACT	VAM Student Residual or SAT/ACT Predictive Model
District Non-Classroom Instructional Personnel	All Measures	Aggregated results of all district measures.

Appendix E – Summative Evaluation Forms

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

Evaluation Summary Calculation Form for Instructional Staff

Name _____
Last   First   MI

Emp ID: _____

School Year _____

School/Dept Name _____

School/Dept # _____

Contract Status: INTERIM Δ **ANNUAL** Δ

Principal/Dept Head _____

Assignment ____

New Hire Δ **AC** Δ **CC/PSC** Δ

Formative Evaluation Observation Component

Component 1: Description	Pts Possible	Self-Score	Pts Earned
A. Quality of Instruction (Dimensions 1 - 4)			
1. Instructional Design & Lesson Planning	13		
2. Learning Environment	13		
3. Instructional Delivery & Facilitation	13		
4. Assessment	12		
B. Professional Responsibilities, Conduct and Relationships (Dimension 5)			
5. Professional Responsibilities and Ethical Conduct	12		
Component 1: Cumulative Total (Sections A + B)	**63**		

Continuous Professional Improvement Component

Component 2: Description

	Total Team Points	Self-Score	Average Pts Earned
Collaboration and Mutual Accountability			

	Pts Possible	Pts Earned
Component 2: Cumulative Total	**4**	
FORMATIVE EVALUATION TOTAL (Components 1 & 2)	**67**	

_____ / _____
Employee's Signature   **Date**

_____ / _____
Administrator's Signature   **Date**

_____ / _____
Assistant Principal's Signature   **Date**

Name _____
Last   First   MI

School Year __

Evaluation Summary Calculation Form for Instructional Staff *(continued)*

Student Performance / Growth Measures		
Component 3: Description	**Pts Possible**	**Pts Earned**
1. **Student Achievement Results** 1a. **Value Added**	33	
Component 3: Cumulative Total	**33**	

Alignment Component and Final Calculation		
Final Calculation	**Pts Possible**	**Pts Earned**
Formative Evaluation Total (Components 1 & 2) **Student Performance Total**	67 33	
Component 3: Cumulative Total	**100**	

Highly Effective ☐ **Effective** ☐ **Needs Improvement** ☐ **Unsatisfactory** ☐

_____ / _____   _____ / _____
Employee's Signature　　　　**Date**　　　**Administrator's Signature**　　　**Date**

Score	Begin Range	End Range
Highly Effective	85.5	100
Effective	68.5	85.4
Needs Improvement	45.5	68.4
Unsatisfactory	0	45.4

Instructional Personnel – Short-Term Feedback Form

Name _____   **School Year** __
    Last   *First*   *MI*   **ID #** __

Department/School _____   **Principal/Dept Head** _____
     Name   *Number*

Assignment _____

_____ has rendered ☐ Satisfactory ☐ Developing ☐ Unsatisfactory performance for the

short term period of _____
           (dates)

Summary Statement *(Required)***:**

                         /
_____
Signature of Principal/Administrative Supervisor *(Required) (Blue Ink Only)*   **Date**

                         /
_____
Signature of Assistant Principal *(Required) (Blue Ink Only)*   **Date**

Teacher Comments *(Optional)***:**

_____

_____

_____

_____

My signature indicates that this evaluation has been discussed with me:

                         /
_____
Signature of Employee *(Blue Ink Only)*   **Date**

Accomplished Practices Teacher Evaluation Form

Teacher Name: _____ **Date:** _____
 School/Institution: _____ **Evaluator:** _____

Year 1 or Year 2

BPS - Educators Accomplished Practices
This teacher has been observed throughout the school year, and has successfully met The Florida Educators Accomplished Practices, as specified in State Board Rule, 6A-5.065 and will receive a rating of Highly Effective. The Educator Accomplished Practices include, but is not limited to the following:
<u>**Foundational Principles**</u>
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement. 2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught. 3. The effective educator exemplifies the standards of the profession.
<u>**Quality of Instruction**</u>
1. Instructional Design and Lesson Planning 2. The Learning Environment 3. Instructional Delivery and Facilitation 4. Assessment
<u>**Continuous Improvement, Responsibility and Ethics**</u>
1. Continuous Professional Improvement 2. Professional Responsibility and Ethical Conduct
Highly Effective

_____ / _____   _____ / _____
Employee's Signature   **Date**   **Administrator's Signature**   **Date**

Accomplished Practices School Counselor Evaluation Form

Teacher Name: _____ Date: _____

School/Institution: _____ Evaluator: _____

Year 1 or Year 2

BPS - Educators Accomplished Practices
This counselor has been observed throughout the school year, and has successfully met The Florida School Counseling Standards, as specified in State Board Rule, 6A-5.079 and will receive a rating of Highly Effective. The School Counselor Accomplished Practices include, but is not limited to the following:
Foundational Principles
1. Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students. 2. Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students. 3. The effective educator exemplifies the standards of the profession.
School Counselor Dimensions
1. Data Driven Planning 2. Counseling Services 3. Academic Advising and Planning 4. Career Development and Postsecondary Planning
Continuous Improvement, Responsibility and Ethics
1. Continuous Professional Improvement 2. Professional Responsibility and Ethical Conduct
Highly Effective

_____ / _____   _____ / _____
Employee's Signature   Date   Administrator's Signature   Date