

School District of Brevard County

Instructional Personnel Evaluation System



Updated June, 2023

Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

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Part I: Evaluation System Overview

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 align to Florida’s Educator Accomplished Practices as well as opportunities for instructional staff to collaborate with one another throughout the year in order to improve student performance indicators. Our district rubric for teacher evaluation consist 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	<p><u>Professional Practices</u> <u>Based on Florida’s Educator</u> <u>Accomplished Practices</u></p> <p>63 points – Professional Practices</p> <p>4 points – Collaboration / Mutual Accountability</p>	67%
33% Student Performance	<p><u>Individual Accountability</u> <u>for</u> <u>Student Academic</u> <u>Performance</u> <u>Based on Identified</u> <u>Assessments</u></p> <p>33 points – Individual accountability for student academic performance / value added growth measures</p>	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 (FEAPs) adopted by the State Board of Education.
- The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

Training

- The district provides training programs and has processes that ensure
 - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
 - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

- The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.
- The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

- The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.

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

Use of Results

- ☒ The district has procedures for how evaluation results will be used to inform the
 - Planning of professional development; and
 - Development of school and district improvement plans.
- ☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

- ☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- ☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who
 - Receive two consecutive unsatisfactory evaluation ratings; or
 - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

- ☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
 - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
 - Evaluators provide necessary and timely feedback to employees being evaluated;
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
 - Use of evaluation data to identify individual professional development; and,
 - Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

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

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	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. This orientation will be scheduled during pre-planning and will be documented pursuant to file copies of each building pre-planning calendar of activities. 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. This orientation will be scheduled during pre-planning and will be documented pursuant to file copies of each building pre-planning calendar of activities. 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 our New Teacher Academy in October or February.	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 relative to the evaluation of said teacher. A record will be maintained at the building level indicating the attendance and satisfactory completion of the orientation session. BPS also hosts a New Teacher Academy in October and February of each year to orient our 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	At least 2 per year	An informal observation takes place during 1 st semester and then a formal observation takes place 2 nd semester. A formal observation consists of a pre-observation conference as well as a post-observation conference.	By bargaining unit contract, feedback must be presented to teachers no later than 10 days after the observation. Teachers have the opportunity to view written feedback on our online evaluation system.
Hired after the beginning of the school year	At least 2 per year if teaching for at least two consecutive nine-week grading periods	An informal observation takes place during 1 st semester and then a formal observation takes place 2 nd semester. A formal observation consists of a pre-observation conference as well as a post-observation conference.	By bargaining unit contract, feedback must be presented to teachers no later than 10 days after the observation. Teachers have the opportunity to view written feedback on our online evaluation system.
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 1 st semester. An informal observation and formal observation take place during 2 nd semester. A formal observation consists of a pre-observation conference as well as a post-observation conference.	By bargaining unit contract, feedback must be presented to teachers no later than 10 days after the observation. Teachers have the opportunity to view written feedback on our online evaluation system.
Hired after the beginning of the school year	At least 4 per year if teaching for at least two consecutive nine-week grading periods	An informal observation and formal observation take place during 1 st semester. An informal observation and formal observation take place during 2 nd semester. A formal observation consists of a pre-observation conference as well as a post-	By bargaining unit contract, feedback must be presented to teachers no later than 10 days after the observation. Teachers have the opportunity to view written feedback on our online evaluation system.

		observation conference.	
Hired after the start of 2 nd semester and would not be teaching more than two consecutive nine-week grading periods	At least 1 time	These teachers are on a short term contract for the time they are in our classrooms. Whether they are filling in for a few weeks or couple of months they receive an altered evaluation that provides an overall rating with feedback from the administrator.	Prior to the end of their short term contract the teacher meets with the evaluating administrator to go over their overall rating.

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	1	Their overall evaluation is broken up into two parts: Professional Practices Summative I Evaluation) and Student Performance (Summative II Evaluation. Teachers receive their Summative I ratings in May and receive their Summative II ratings around October of the following year when VAM scores are released by the state.	Summative evaluations results are shared with teachers by May of each year for their Professional Practices rating and October of their following year for their Summative II ratings. 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
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	A mid-year evaluation occurs at the end of the 1 st 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 2 nd 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 prior to the end of first semester and receive their Summative I evaluation at the end of April. The mid-year evaluation will consist of student growth measures that the administrator and teacher agree upon. New teachers then will receive their Summative II rating that includes student growth measures in October of the following year.
Hired after the beginning of the school year	2	Same as above	Same as above

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.
BPS includes a performance indicator that provides our teachers the opportunity to collaborate within teacher teams throughout the year to focus on student performance outcomes or other school based goals.
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 participate within Collaboration and Mutual Accountability teams in order to reflect and refine their instructional practice with their colleagues to address school-based goals based on achievement gaps within student subgroups, youth truth survey, School Improvement Plans, etc.

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, including plans to work with peers on student achievement.

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

The following is a detailed description of the actions instructional staff needs to take in order to meet the expectation of the CMA teams:

- Teams will be established in collaboration with the supervising administrator at the beginning of the school year or within one week of their date of hire.
- Teams may be comprised of teachers choosing to work together from inside or outside the school.
- Teachers who choose to work with teachers from outside the school will have to make arrangements with their administrator for scheduled collaborative time that does not take away from other instructional responsibilities.
- Collaboration may be face-to-face, or via an electronic medium, or a combination, but should be regular and ongoing.
- New teachers will be assigned to a CMA team by an administrator no later than one week after date of hire.
- 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:

- Teacher and evaluator meet by the end of the first quarter to discuss teacher goal
- Teacher captures their goal within a comment box in District Evaluation System
- Evaluator scores the teacher's goal utilizing the scoring rubric by assigning a score of 4 or 0.
- Both the teacher and evaluator click Accept in District Evaluation System, in order for the points to be transferred over to their 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
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):

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

- 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 PT's, PT's, 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.

1. 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

Instructional Personnel Performance Assessment System: The Process 2023-2024

1. Formal Observations:

- a. Formative in nature
- b. Minimum of 2 for teachers with less than a year of experience with BPS; 1 for teachers who have completed 1 or more years of experience in Brevard Public Schools
- c. Time frame for the observation provided to the teacher
- d. Preconference required, documentation of dialogue occurs in the meeting
- e. Full lesson segment (minimum of 20 minutes)
- f. Post conference with scored feedback on elements observed required within 10 school days
- g. Scored feedback serves as evidence for midyear, interim and/or formal evaluation of professional practice

2. Informal Observations:

- a. Formative in nature
- b. Minimum of 1 for all teachers by administrator
- c. Scored feedback on element(s) observed provided within 5 school days, electronically or face-to-face
- d. Scored feedback serves as evidence for midyear, interim and/or formal evaluation of professional practice
- e. Additional 1 required for teachers with less than a year of experience with BPS, by peer or administrator, with written feedback

3. Midyear Evaluation of Professional Practice:

- a. Formative in nature
- b. 1 required during first semester for teachers with less than a year of experience with BPS
- c. Includes teacher's self-reflection
- d. Includes at least one formal observation (see steps in # 1)
- e. Includes Mid-Year Student Growth Measure
- f. Requires evaluation of all 5 IPPAS dimensions

4. Interim Evaluation of Professional Practice:

- a. Completed for any teacher with whom an administrator has a performance concern
- b. Includes teacher's self-reflection
- c. Includes at least one formal observation (see steps in #1)
- d. Requires evaluation of all 5 IPPAS dimensions
- e. PDAP's will be developed with the teacher, implemented by the teacher and the administrator, and monitored by the administrator for each dimension if dimensions 1 - 3 are scored at 6.5 or below or, dimensions 4 and 5 are scored at 6.0 or below
- f. Administrators will identify no more than 2 dimensions at a time for focused effort during a 2-4 week improvement cycle
- g. PDAP's may be continued or added at the conclusion of the improvement cycle if additional growth is needed.

5. Annual Evaluation of Professional Practice (63 points):

- a. Summative in nature, mastery-based
- b. Required annually for all teachers in the spring
- c. Includes teacher's self-reflection
- d. Requires evaluation of all 5 IPPAS dimensions
- e. Evidence will not be required for indicators or dimensions on which the administrator's score and the teacher's self-reflection score are equivalent or on indicators or dimensions that have been previously documented through the observation process
- f. All evidence remains at the school
- g. Given unexpected extenuating circumstances which results in an extended leave of absence, at least one formal observation must have occurred in order for an annual evaluation to be completed. The instructional personnel must have also completed their self-assessment.

6. Summative Part 1:

- a. 67 points
- b. Includes Annual Evaluation of Professional Practice (63 points) and Collaborative/Mutual Accountability Score (4 points)
- c. Original is signed in the spring of the current school year by teacher and administrator and submitted to the District

7. Summative Part 2:

- a. Totals 100 points
- b. Includes Summative Part 1 (2/3) and Student Achievement Scores (1/3)
- c. Original is signed in the fall of the next school year by teacher & administrator and submitted to the District

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	Begin Range	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 2 nd Grade Example		Unsatisfactory 2 nd Grade Example	
Professional Practices	55	Professional Practices	15
CMA Score	4	CMA Score	0
VAM	28	VAM	25
Overall Summative II Score	87	Overall Summative II Score	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.

Instructional Evaluation System

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

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

Instructional Evaluation System

Appendix A – Evaluation Framework Crosswalk

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

Alignment to the Florida Educator Accomplished Practices (FEAP)				
1. Instructional Design and Lesson Planning				
Applying concepts from human development and learning theories, the effective educator consistently:				
Practice	Evaluation Indicators			
	Classroom Teachers	Resource Teachers, Coaches, Peer Mentors	Non-Classroom Teachers	Student Services Professionals
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Dimension 1 Elements 1, 3, 4	Dimension 1 Elements 1, 3, 4	Dimension 1 Element 3	Dimension 1 Elements 1, 2
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Dimension 1 Elements 1, 2	Dimension 1 Elements 2, 1	Dimension 1 Element 2	Dimension 1 Element 3
c. Designs instruction for students to achieve mastery;	Dimension 1 Elements 1, 4	Dimension 1 Element 3	Dimension 1 Element 3	Dimension 1 Elements 3, 4
d. Selects appropriate formative assessments to monitor learning;	Dimension 1 Elements 3, 2	Dimension 1 Elements 2, 1	Dimension 1 Element 2	Dimension 1 Element 1
e. Uses diagnostic student data to plan lessons; and,	Dimension 1 Element 3	Dimension 1 Element 2	Dimension 1 Element 1	Dimension 1 Element 3
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Dimension 1 Element 4	Dimension 1 Element 4	Dimension 1 Element 4	Dimension 1 Element 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:				
Practice	Evaluation Indicators			
	Classroom Teachers	Resource Teachers, Coaches, Peer Mentors	Non-Classroom Teachers	Student Services Professionals
a. Organizes, allocates, and manages the resources of time, space, and attention;	Dimension 2 Element 3;	Dimension 2 Element 3;	Dimension 2 Element 1,3,4;	Dimension 2 Elements 1, 2, 3
b. Manages individual and class behaviors through a well-planned management system;	Dimension 2 Elements 2, 4	Dimension 2 Elements 2, 4	Dimension 2 Element 1	Dimension 2 Elements 1, 2, 3, 5, 7
c. Conveys high expectations to all students;	Dimension 2 Element 2	Dimension 2 Element 2	Dimension 2 Element 2	Dimension 2 Elements 1, 2, 3,
d. Respects students' cultural linguistic and family background;	Dimension 2 Elements 4, 5	Dimension 2 Element 5	Dimension 2 Element 3	Dimension 2 Elements 4, 6
e. Models clear, acceptable oral and written communication skills;	Dimension 2 Element 6	Dimension 2 Element 6	Dimension 2 Element 6	Dimension 2 Elements 4, 6, 7

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f. Maintains a climate of openness, inquiry, fairness and support;	Dimension 2 Elements 7, 2, 5	Dimension 2 Elements 2, 5, 7	Dimension 2 Element 1	Dimension 2 Elements 1, 6
g. Integrates current information and communication technologies;	Dimension 2 Element 7	Dimension 2 Element 7	Dimension 2 Element 7	Dimension 2 Elements 2, 6
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Dimension 2 Elements 4, 5	Dimension 2 Elements 4, 5	Dimension 2 Element 2,3	Dimension 2 Elements 4, 6, 7
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Dimension 2 Elements 2, 5	Dimension 2 Elements 2, 5	Dimension 2 Element 2	Dimension 2 Elements 1, 2

3. Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

Practice	Evaluation Indicators			
	Classroom Teachers	Resource Teachers, Coaches, Peer Mentors	Non-Classroom Teachers	Student Services Professionals
a. Deliver engaging and challenging lessons;	Dimension 3 Element 4	Dimension 3 Element 4	Dimension 3 Element 2	Dimension 3 Elements 3, 4, 5, 6
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Dimension 3 Element 3	Dimension 3 Element 3	Dimension 3 Element 3	Dimension 3 Element 4
c. Identify gaps in students' subject matter knowledge;	Dimension 3 Element 1	Dimension 3 Element 1	Dimension 3 Element 1	Dimension 3 Element 4
d. Modify instruction to respond to preconceptions or misconceptions;	Dimension 3 Element 1	Dimension 3 Element 1	Dimension 3 Element 3	Dimension 3 Elements 1, 7
e. Relate and integrate the subject matter with other disciplines and life experiences;	Dimension 3 Element 5	Dimension 3 Element 5	Dimension 3 Element 3	Dimension 3 Element 2
f. Employ higher-order questioning techniques;	Dimension 3 Element 2	Dimension 3 Element 2	Dimension 3 Element 2	Dimension 3 Element 3
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Dimension 3 Element 3	Dimension 3 Element 3	Dimension 3 Element 3	Dimension 3 Elements 1, 2, 3
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Dimension 3 Element 5	Dimension 3 Element 5	Dimension 3 Element 6	Dimension 3 Elements 1, 2, 3, 4
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Dimension 3 Element 6	Dimension 3 Element 6	Dimension 3 Element 5	Dimension 3 Elements 3, 4, 5
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Dimension 3 Element 6	Dimension 3 Element 6	Dimension 3 Element 4	Dimension 3 Elements 4, 6

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4. Assessment The effective educator consistently:				
Practice	Evaluation Indicators			
	Classroom Teachers	Resource Teachers, Coaches, Peer Mentors	Non-Classroom Teachers	Student Services Professionals
a. Delivers engaging and challenging lessons;	Dimension 4 Element 1	Dimension 4 Element 1	Dimension 4 Element 1	Dimension 4 Element 1
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Dimension 4 Element 2	Dimension 4 Element 2	Dimension 4 Element 2	Dimension 4 Elements 1, 2
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Dimension 4 Element 3	Dimension 4 Element 3	Dimension 4 Element 2	Dimension 4 Elements 1, 2
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Dimension 4 Element 2	Dimension 4 Element 2	Dimension 4 Element 2	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	Dimension 4 Element 3	Dimension 4 Element 3	Dimension 4 Element 3
f. Applies technology to organize and integrate assessment information.	Dimension 4 Element 3	Dimension 4 Element 3	Dimension 4 Element 3	Dimension 4 Element 3

5. Continuous Professional Improvement The effective educator consistently:				
Practice	Evaluation Indicators			
	Classroom Teachers	Resource Teachers, Coaches, Peer Mentors	Non-Classroom Teachers	Student Services Professionals
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Dimension 5 Element 3	Dimension 5 Element 3	Dimension 5 Element 1	Dimension 5 Element 1
b. Examines and uses data-informed research to improve instruction and student achievement;	Dimension 5 Element 3	Dimension 5 Element 3	Dimension 5 Element 3	Dimension 5 Elements 3, 4
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	Dimension 5 Elements 3, 4	Dimension 5 Elements 3, 4	Dimension 5 Element 3	Dimension 5 Elements 2, 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	Dimension 5 Elements 4, 5	Dimension 5 Element 5	Dimension 5 Element 4
e. Engages in targeted professional growth opportunities and reflective practices; and,	Dimension 5 Element 3	Dimension 5 Element 3	Dimension 5 Element 2	Dimension 5 Element 2
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Dimension 5 Element 3	Dimension 5 Element 3	Dimension 5 Element 2	Dimension 5 Element 3

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6. Professional Responsibility and Ethical Conduct				
Practice	Evaluation Indicators			
	Classroom Teachers	Resource Teachers, Coaches, Peer Mentors	Non-Classroom Teachers	Student Services Professionals
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	Dimension 5 Elements 2, 1	Dimension 5 Elements 1, 2	Dimension 5 Element 4	Dimension 5 Element 5

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 represents 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)
<p>I. Sets instructional outcomes and aligns instruction with state-adopted standards</p> <p>MASTERY LEARNING .67</p>	<p>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).</p>	<p>1. Lesson plans are aligned to the district adopted curriculum maps, district/state assessments and grade level content standard(s).</p>	<p>1. Lesson plans are not consistently aligned to the district adopted curriculum maps district/state assessments grade level content Standard(s).</p>	<p>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).</p>
<p>II. Designs instruction using student prior knowledge and diagnostic student data to build differentiated unit designs and lessons</p> <p>PRIOR ACHIEVEMENT .73</p>	<p>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.</p>	<p>1. Makes accurate use of student achievement data and uses prior student knowledge when making instructional decisions.</p>	<p>1. Accesses data to view class achievement and examines data but shows little application to make instructional decisions linked to analysis of data.</p>	<p>1. Relies on someone else to access student achievement data. 2. Does not consider data to make changes in instruction.</p>
<p>III. Designs ways to monitor learning and student acquisition of the standards</p> <p>SUCCESS CRITERIA .64</p>	<p>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 depth and rigor of the grade level content standard(s).</p>	<p>1. Performance tasks, questions, and/or assessments are planned in detail around clearly defined lesson or unit objectives and grade level content standard(s).</p>	<p>1. Lesson plans or units are based on activities or resources rather than focused on grade level content standards.</p>	<p>1. There is little evidence of monitored learning or use of appropriate instructional resources to support student learning and mastery of the standards.</p>
<p>IV. Requires students to understand and demonstrate skills and competencies</p> <p>APPROPRIATELY CHALLENGING GOALS .60</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>1. Unit objectives are not known to students and students do not know what they are expected to know and be able to do.</p>

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, inclusive, 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. 2. Students demonstrate caring for one another in the classroom setting.	1. Teacher-student interactions are friendly and demonstrate general respect and caring.	1. Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	1. Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture 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)
<p>VI. Models and teaches clear, acceptable communication skills</p> <p>TEACHER CLARITY</p> <p align="center">.85</p>	<p>1. Directions, procedures, and feedback are clear to students and anticipate possible misunderstanding.</p> <p>2. Teacher’s spoken and written language conform to standard English and contain well-chosen vocabulary that enriches the lesson.</p> <p>3. Teacher finds opportunities to extend student vocabulary.</p>	<p>1. Directions, procedures, and feedback are clear to students.</p> <p>2. Teacher’s spoken and written language conform to standard English.</p> <p>3. Teacher uses academic language and content vocabulary accurately.</p>	<p>1. Directions, procedures, and feedback are clarified to students after initial student confusion.</p> <p>2. Limited use of academic language and content vocabulary.</p>	<p>1. Directions, procedures, and feedback are confusing to students.</p> <p>2. Teacher’s spoken or written language contains errors in spelling, grammar, or syntax.</p>
<p>VII. Maintains a climate of inquiry</p> <p>INQUIRY-BASED TEACHING</p> <p align="center">.53</p> <p>CLASSROOM DISCUSSIONS</p> <p align="center">.82</p>	<p>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.</p> <p>2. Ideally teachers can take a back seat and discussions can be student-led.</p>	<p>1. Engages all students in problem solving inquiry-based activities through the use of high level questioning.</p>	<p>1. Includes some problem solving and inquiry-based activities.</p>	<p>1. Instruction does not include problem solving or inquiry-based activities.</p>

Dimension 3: Instructional Delivery & Facilitation

Elements	Highly Effective (13 Points)	Effective (10 Points)	Needs Improvement (6 Points)	Unsatisfactory (1 Point)
<p>I. Utilizes knowledge of the subject to enrich students' understanding, identifies gaps in students' learning, modifies instruction to respond to student misconceptions</p> <p align="center">FORMATIVE EVALUATION .40</p>	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Instruction references inaccurate, outdated content knowledge. 2. Teacher does not use checks for understanding during the lesson.
<p>II. Employs higher order questions</p> <p align="center">QUESTIONING .49</p>	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Most teacher questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Questioning is knowledge level and is solely teacher-driven.
<p>III. Applies varied instructional strategies and resources, including technology as appropriate, to support student learning</p> <p align="center">EXPLICIT TEACHING STRATEGIES .63</p>	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Uses some instructional strategies to engage students and support instructional outcomes for all students. 2. Students use technology as a learning tool. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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)
<p>I Analyzes and applies data from multiple measures to diagnose students' learning needs, inform instruction, and monitor progress.</p> <p align="center">EVALUATION & REFLECTION .75</p>	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Gathers formative and summative data during instruction and uses data to inform instruction. 	<ol style="list-style-type: none"> 1. Uses summative assessment data to determine that students have achieved instructional outcomes. 	<ol style="list-style-type: none"> 1. Does not incorporate assessment data to monitor and adjust instruction or to differentiate assessment for individuals.
<p>II. Modifies formative and summative assessments to accommodate diversity</p> <p align="center">TEACHER ESTIMATE OF ACHIEVEMENT 1.29</p>	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Occasionally differentiates assessments to address the unique learning differences of students who have a wide range of learning styles and abilities. 	<ol style="list-style-type: none"> 1. Little evidence is provided that assessments are differentiated to meet the needs of students' learning styles or abilities. 	<ol style="list-style-type: none"> 1. Required student accommodations for assessment are not provided.
<p>III. Communicates assessment data to students and parents</p> <p align="center">BELONGING .40</p> <p align="center">PARENTAL INVOLVEMENT .30</p>	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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 school and district policies, procedures, programs, and the Florida Code of Ethics for educators	<ol style="list-style-type: none"> 1. Complies fully with district and school policies, rules, procedures and/or the Florida Code of Ethics for educators. 	<ol style="list-style-type: none"> 1. Usually complies with district and school policies, rules, procedures and the Florida Code of Ethics for educators. 	<ol style="list-style-type: none"> 1. Inconsistently complies with district and school policies, rules, procedures and/or the Florida Code of Ethics for educators. 	<ol style="list-style-type: none"> 1. Does not comply with district and school policies, rules, procedures and/or the Florida Code of Ethics for educators.
III. Demonstrates professionalism COLLECTIVE TEACHER EFFICACY 1.34	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Deals with students, parents and/or colleagues with honesty and integrity. 2. Frequently participates in and implements school and district initiatives. 	<ol style="list-style-type: none"> 1. Uses poor judgment when dealing with students, parents and/or colleagues. 2. Rarely participates in and/or implements school and district initiatives. 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Provides strategies and opportunities for parents to assist with student learning. 2. Provides parents with information about the school, community events and resources. 	<ol style="list-style-type: none"> 1. Provides opportunities for parents to assist with student learning. 2. Provides parents with limited information about community events and resources. 	<ol style="list-style-type: none"> 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.

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 academic and behavioral interventions.	1. Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	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 cultural issues and contexts that impact family-school partnerships.	1. Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family-school.	1. Identifies relevant cultural issues 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 cultural 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.	<ol style="list-style-type: none"> Facilitates the development of services at the school/ district level by planning and implementing interventions that address systemic issues/concerns. Facilitates and uses various technology for implementing interventions on regular basis. 	<ol style="list-style-type: none"> Facilitates the development of services at the school level by planning and implementing interventions whose intensity matches student, group, or school needs. Uses various technology for implementing interventions periodically. 	<ol style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. Uses various technology for interventions occasionally. 	<ol style="list-style-type: none"> Does not contribute to the development and implementation of services at the school level ineffectively demonstrates the practice/skill required. 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.	<ol style="list-style-type: none"> Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services. 	<ol style="list-style-type: none"> Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services. 	<ol style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ol style="list-style-type: none"> Does not consult/collaborate 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.	<ol style="list-style-type: none"> Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports. 	<ol style="list-style-type: none"> Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups. 	<ol style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ol style="list-style-type: none"> Does not incorporate. 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.	<ol style="list-style-type: none"> Identifies the systemic barriers to learning and facilitates the development of broader support systems for stakeholders. 	<ol style="list-style-type: none"> Identifies barriers to learning and connects students with resources that support positive student outcomes/goals. 	<ol style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ol style="list-style-type: none"> Does not identify barriers to learning or connect students with resources that support positive outcomes/goals. Ineffectively demonstrates the practice/skill required.
V. Promotes student outcomes related to transitional needs.	<ol style="list-style-type: none"> Develops/plans district-level or school-level policies/interventions/supports that address student transitional needs. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be independently effective. 	<ol style="list-style-type: none"> 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. 2. 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

Dimension 1: 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 end 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	<ol style="list-style-type: none"> Empowers and supports stakeholders in assuming responsibility for regulations and established procedures to ensure safety. Establishes and maintains a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning. 	<ol style="list-style-type: none"> Implements and routinely reinforces regulations and established procedures to ensure stakeholder safety needs are consistently met. 	<ol style="list-style-type: none"> Does not consistently reinforce regulations and/or is not clear about established procedures in emergency situations. 	<ol style="list-style-type: none"> Is non-compliant and/or negligent with regard to policies and procedures required by the district and/or department.
II. Promotes a flexible, inclusive, collaborative, and student-centered learning environment	<ol style="list-style-type: none"> Fosters and creates, through collaboration among stakeholders, a stimulating and inclusive learning environment; maximizes potential for equal learning opportunities for every individual. Creates an environment where stakeholders assume responsibility and hold themselves accountable for their learning. 	<ol style="list-style-type: none"> Fosters a stimulating and inclusive learning environment. Teacher assumes responsibility for stakeholder learning and participation. 	<ol style="list-style-type: none"> Does not recognize situations in which differentiation is necessary to support stakeholders. Stakeholders are often confused about expectations during group or independent work activities. 	<ol style="list-style-type: none"> Fails to use procedures for independent and/or cooperative group work. 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	<ol style="list-style-type: none"> Supports implementation of or arranges physical resources proactively to assure accessibility to all stakeholders, taking into account individual needs. Learning experiences, activities and physical spaces are highly organized and efficiently facilitated by all stakeholders who each assume responsibility for maximizing time for learning. 	<ol style="list-style-type: none"> Learning experiences, activities and physical spaces are organized and facilitated by the teacher in such a way that stakeholders have adequate time for learning. 	<ol style="list-style-type: none"> Failure to utilize and maintain facilities/equipment results in loss of learning opportunities. 	<ol style="list-style-type: none"> Poor use of physical resources and space is evident and/or learning is not accessible to some stakeholders, resulting in poor morale and inefficiency.

Dimension 2: Learning Environment 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.

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	<ol style="list-style-type: none"> 1. Stakeholders contribute to 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Response to stakeholder behavior is inconsistent or negative and counterproductive.
V. Creates a Positive Environment of Respect and Rapport	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Interactions with stakeholders are friendly and demonstrate general respect and caring. 	<ol style="list-style-type: none"> 1. Interactions with stakeholders are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for stakeholders' cultures. 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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.

<p>VII. Maintains a climate of inquiry</p>	<ol style="list-style-type: none"> 1. Facilitates a culture 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 through the use of high level questioning techniques, discovery learning, shared inquiry/Socratic discussions. 3. Problem solving culminates in stakeholder generated real-world applications. 	<ol style="list-style-type: none"> 1. Engages stakeholders in problem solving inquiry-based activities through the use of high level questioning. 2. Stakeholders' interactions and responses indicate individual understanding of content and/or concepts. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Instruction does not regularly include problem solving or inquiry-based activities. 2. Stakeholders are not involved and no effort is evident
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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	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Instruction references inaccurate, outdated content knowledge. 2. Does not use checks for understanding during the session.
II. Employs higher order questions	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Questions encourage thoughtful and extended responses while some are of lower level and can be answered with few words. 	<ol style="list-style-type: none"> 1. Questioning strategies invite quality responses. 2. Provide the correct answers and stakeholders are not given the opportunity to think thingsthrough. 	<ol style="list-style-type: none"> 1. Questioning is knowledge level and is solely teacher-driven.
III. Applies varied instructional strategies and resources	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Uses multiple instructional strategies to maintain focus, engage stakeholders and support desired outcomes for all. 	<ol style="list-style-type: none"> 1. Makes use of a limited number of instructional strategies to support stakeholder understanding. 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. High levels of rigor and relevance challenge stakeholders to be intellectually engaged throughout. 	<ol style="list-style-type: none"> 1. Sessions are designed to provide stakeholders with rigorous content that is intellectually engaging. 	<ol style="list-style-type: none"> 1. Sessions spend the majority of the time on knowledge level tasks that may require only some intellectual engagement. 	<ol style="list-style-type: none"> 1. Sessions are focused on irrelevant tasks with low intellectual engagement.

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

<p>V. Differentiates Instruction</p>	<p>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.</p>	<p>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.</p>	<p>1. Provides little evidence of incorporating differentiated instruction.</p>	<p>1. Does not differentiate opportunities for stakeholders.</p>
<p>VI. Provides immediate and specific feedback to stakeholders</p>	<p>1. Provides timely, specific, and consistent feedback during guided practice, discussion or major activities.</p>	<p>1. Provides timely and consistent feedback.</p>	<p>1. Feedback does not provide specific information for stakeholders to make error corrections or is not timely enough to improve performance.</p>	<p>1. Provides inadequate or no feedback: feedback provided is not provided in a timely manner.</p>

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	<ol style="list-style-type: none"> Consciously plans and uses data results from multiple formative and summative assessments to make decisions regarding <ul style="list-style-type: none"> Professional development needs Student achievement trends in similar schools or feeder patterns Progress in relation to learning standards Seeks opportunities to evaluate assessment data on overall district or school data and by subgroups. Progress monitoring data is regularly used to provide specific feedback to individual schools or appropriate stakeholders. 	<ol style="list-style-type: none"> Uses data results from multiple formative and summative assessments strategically to set and adjust professional development goals based on district needs. Gathers data from various sources and uses data to design sessions for targeted schools or groups of stakeholders. 	<ol style="list-style-type: none"> Gathers data results from formative and summative assessments, but does not rely on data when determining district needs. Use of formative assessment data is rudimentary, assessing some instructional outcomes. 	<ol style="list-style-type: none"> Does not incorporate assessment data to target stakeholder participant group, in session development, or in differentiation of assessments/outcomes.
II. Modifies assessments to accommodate diversity	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> Little evidence is provided that assessments/opportunities for evidence of desired outcomes are differentiated to meet the needs of stakeholders' learning styles or abilities. 	<ol style="list-style-type: none"> Assessments are "one size fits all."
III. Communicates assessment data to stakeholders	<ol style="list-style-type: none"> Responds promptly to requests for data from district or school leaders. Teacher is proactive in creating and maintaining frequent and effective two-way communication with stakeholders. Seeks opportunities to assist schools in making decisions based on assessment data. Uses technology to organize, monitor, and communicate learning and assessment information to appropriate stakeholders. 	<ol style="list-style-type: none"> Creates and maintains effective communication with all stakeholders regarding assessment data. 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. Leads conferences or sessions with school groups to share assessment data with stakeholders. 	<ol style="list-style-type: none"> Communicates assessment data to schools or stakeholders at the end of the school year. Teacher does not consistently communicate learning credits with individual stakeholders or schools in a timely fashion. Discusses data-based decisions only when required. 	<ol style="list-style-type: none"> Has little or no communication with stakeholders regarding assessment data. Stakeholders and schools do not know the value of learning credits until they appear on official transcripts. 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	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Complies with district or department rules, policies and procedures. 2. The system for maintaining information on programs, reports and other data is effective. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. The teacher complies with district and department policies, rules, procedures and the Code of Ethics. 	<ol style="list-style-type: none"> 1. Complies fully with district and department policies, rules, procedures and the Code of Ethics. 	<ol style="list-style-type: none"> 1. Inconsistently complies with district and department policies, rules, procedures and/or the Code of Ethics. 	<ol style="list-style-type: none"> 1. Does not comply with district and department policies, rules, procedures and/or the Code of Ethics.
III. Demonstrates professionalism	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Deals with students, parents and/or colleagues with honesty and integrity. 2. Participates in and implements district initiatives. 	<ol style="list-style-type: none"> 1. Uses poor judgment when dealing with students, parents and/or colleagues. 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> Promotes a two-way partnership between district and community. Maintains regular communication between stakeholders regarding the instructional programs and the progress of individual schools. Efforts to connect stakeholders to the instructional program are frequent and successful. These may include, but are not limited to, newsletters, student events, Board updates, information sessions, websites, electronic communication, and phone calls. 	<ol style="list-style-type: none"> Provides regular information about the instructional program. Is available as needed to respond to stakeholder concerns. Efforts to connect district and community stakeholders are successful. 	<ol style="list-style-type: none"> Participates in district’s activities for stakeholder communication but offers limited information regarding the instructional program. Stakeholders’ concerns are only partially addressed with little or no followup. Makes minimal attempts to connect stakeholders to the instructional program. 	<ol style="list-style-type: none"> Provides little or no information about the instructional program. Does not respond or responds inappropriately to stakeholder concerns. Makes no attempt to connect stakeholders to the instructional program.
V. Establishes a relationship of mutual trust and respect with stakeholders	<ol style="list-style-type: none"> Consistently considers background and culture when working with stakeholders. Demonstrates sensitivity, respect, and understanding of diverse community to build positive relationships with all stakeholders. 	<ol style="list-style-type: none"> Demonstrates sensitivity, respect, and understanding of diverse community to build a positive relationship. 	<ol style="list-style-type: none"> Does not establish a relationship of trust and mutual respect with stakeholders. 	<ol style="list-style-type: none"> Does not maintain a community-friendly learning environment. 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 cultural issues and contexts that impact family–school partnerships.	Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family–school partnerships.	Identifies relevant cultural issues 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 cultural 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.

Dimension 3: Instructional Delivery & Facilitation for Student Services Professionals – *continued*

<p>V. Promotes student outcomes related to career and college readiness.</p>	<p>Develops/plans district-level or school-level policies/interventions/ supports that address student postsecondary goal attainment.</p>	<p>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.</p>	<p>Practice is emerging but requires supervision, support, and/or training to be independently effective.</p>	<p>Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.</p>
<p>VI. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.</p>	<p>Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.</p>	<p>Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.</p>	<p>Practice is emerging but requires supervision, support, and/or training to be independently effective.</p>	<p>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.</p>

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.

Appendix D – 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 _____ Emp ID: _____ School Year _____
Last First MI

School/Dept Name _____ School/Dept # _____ Contract Status: INTERIM ANNUAL

Principal/Dept Head _____ Assignment _____ New Hire AC CC/PSC

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 1. Student Achievement Results 1a. Value Added	Pts Possible	Pts Earned
	33	
Component 3: Cumulative Total		33

Alignment Component and Final Calculation		
Final Calculation Formative Evaluation Total (Components 1 & 2) Student Performance Total	Pts Possible	Pts Earned
	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 Performance Appraisal System
Rubric Classification**

Classroom Teacher Rubric	Non-Classroom Teacher Rubric	Resource Teacher Rubric	Student Services Professional Rubric
Classroom Teacher (Elementary, Middle, Senior)	Certified School Counselor Guidance Counselor	Instructional Coach (Early Childhood, Math, Science, Writing, Title 1 Literacy Trainer)	School Psychologist
Media Specialist	Guidance Services Professional	Literacy Coach (Elementary, Middle, High)	Certified Behavioral Analyst
Speech Language Pathologist	Social Worker	Resource Teachers, including FDLRS	ESE Support Specialist
Occupational Therapist	Audiologist	Coordinating Teacher	
Physical Therapist	Teacher on Assignment (Administrative Responsibilities)	Adult Education Learning Specialists	
		Student Activity Coordinator	
		District Peer Mentor	
		Technology Integrator	
		Content Specialist	

Instructional Personnel – Short-Term Evaluation 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



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An student having a grievance concerning discrimination may contact:

<u>Student/Public Equity</u>	<u>Exceptional Education/504 Equity</u>	<u>Employee/Job Applicant Equity</u>
Equity, Innovation, and Choice	Student Services	Prof Stds & Labor Relations
2700 Judge Fran Jamieson Way	2700 Judge Fran Jamieson Way	2700 Judge Fran Jamieson Way
Melbourne, FL 32940	Melbourne, FL 32940	Melbourne, FL 32952
(321) 633-1000, Ext. 11395	(321) 633-1000 Ext. 11505	321-633-1000 ext 11265

School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6699
(321) 631-1911

It is the policy of the School Board of Brevard County not to discriminate against employees or applicants for employment on the basis of race, color, religion, sex, national origin, participation and membership in professional or political organizations, marital status, age, or disability. Sexual harassment is a form of employee misconduct, which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment.

An employee or applicant having a grievance concerning employment may contact:

Prof Stds & Labor Relations
2700 Judge Fran Jamieson Way
Melbourne, FL 32952
321-633-1000 ext 11265

This publication or portions of this publication can be made available to persons with disabilities in a variety of formats, including large print, Braille, or audiotape. Telephone or written requests should include your name, address, and telephone number. Requests should be made to Professional Standards & Labor Relations at least two (2) weeks prior to the time you need the publication.