



2015-2016

Taylor County Instructional Evaluation System Template



TAYLOR COUNTY SCHOOL DISTRICT
Paul Dyal, Superintendent of Schools
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Rule 6A-5.030
Form IEST-2015
Effective Date: _____ 2015

Table of Contents

Section 1	Performance of Students	3
Section 2	Instructional Practice	7
Section 3	Other Indicators of Performance	63
Section 4	Summative Evaluation Score	69
Section 5	Additional Requirements	79
Section 6	District Evaluation Procedures	80
Section 7	District Self-Monitoring	89

Section 1: Performance of Students:

Instructional Evaluation:

- Administrative Observation Evaluation 57%
- Student Growth and Achievement 33%
- Deliberate Practice 10%¹

<u>Student Performance Measure:</u>		
<p>All instructional personnel will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used.</p> <p>Taylor County will provide all instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.</p>		
Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Percentage Associated with Final Summative Evaluation
Pre-Kindergarten (PK)	DIAL R	100
Kindergarten (K)	DEA, IOWA	50/50
First Grade (1)	DEA, IOWA	50/50
Second Grade (2)	DEA, IOWA	50/50
Third Grade (3)	FSA Math/Reading Proficiency/ DEA	FSA 50/DEA 50
Fourth Grade (4)	FSA Math/Reading	100
Fifth Grade (5)	FSA Math/Reading/Science	50 FSA Math/50 FSA Science, or 100 FSA Reading based on assignment

¹ For all instructional personnel, including classroom teachers newly hired by the district, the percentage of the evaluation that is based on performance of students criterion as outlined in s.1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined is reflected below. [Rule 6A-5.030(2) (a) 1., F.A.C.]. The evaluation system includes opportunities for parent input.

Other (K-5), including non-classroom instructional personnel (for example, guidance counselor, media specialist, reading coach, etc.)	FSA Math/ELA	100
K-5 ESE Resource	DEA, IOWA, FSA	K-2 50/50 DEA, IOWA, 3 rd 50/50 DEA, FSA
K-5 PE, Art, Music, Drama, Media, Technology	School wide DEA/IOWA or FAS with all students in school assigned	100
Math Courses (6-8)	FSA Math/Alg I EOC	100
Science Courses (8)	FCAT Science	100
English/Language Arts/Reading Courses (6-8)	FSA Reading	100
Other (6-8), including non-classroom instructional personnel (for example, guidance counselor, media specialist, reading coach, etc.)	District assessments specific to the course. If the teacher teaches all students; school wide VAM may be used.	100
Drafting, Technology	Industry Certifications	100
Media	FSA Reading School wide	100
PE, Music/Band, History, Science, Marine Science, Chemistry	District Developed EOC	100
Civics	Civics EOC	100
English 1	FSA Reading	100
English 2	FSA Reading	100
English 3	FSA Reading for assigned students/District EOC	100
English 4, English for College Success	FSA Reading for assigned students, FSA Reading Retakes/District EOC	100
AP English Comp, AP Environmental Science, AP Psychology	AP Exam	100
Algebra 1; Algebra 1 Honors; Algebra 1B, Algebra II	Algebra I EOC, Algebra II EOC	100
Geometry; Geometry Honors	Geometry EOC	100

Biology 1; Biology 1 Honors; Biology Technology; Biology 1 Pre-IB; Integrated Science 3; Integrated Science 3 Honors	Biology EOC	100
United States History	US History EOC	100
ROTC	District EOC	
Other (9-12), including non- classroom instructional personnel (for example, guidance counselor, media specialist, reading coach, etc.)	School wide FSA ELA/Math VAM, District EOCs ,	100
World History, Economics, US Government	District Developed EOC	100
Math for College Success, Liberal Arts Math	District Developed EOC	100
Drafting, Info Technology	Industry Certifications	100
Welding, E & I, Millwright, PN, PCT, Health Science, Tech Support Services, Administrative Office Specialist, Cosmetology, Building Trades & Construction Design Tech, Nurse Assistant	Occupational Completion Points/Industry Certifications/Licensure/Completion Rates	100
PE, Art, Music/Band, DCT, Foreign Language, Social Sciences	District Developed EOC	100
District Non-Classroom Instructional Personnel	School wide ELA/Math VAM for Reading Coaches, Staffing Specialists, School wide ELA VAM for Media Specialists	100
Adult Education, AAAE, ABE, GED,ESOL	LCPs, GED Completion, AAAE, Basic Skill Attainment	100

2

² For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.]. For instructional personnel who are not classroom teachers, the district determined student performance measure(s) [Rule 6A-5.030(2)(a)6.,F.A.C.].

VAM Score Conversion	Categorical Score	= Points
4	Highly Effective	4
3	Effective	3
2	Needs Improvement/Developing	2
1	Unsatisfactory	1

Non-VAM Score Conversion (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
85% and up (growth, achievement, or proficiency based on the assessment)	Highly Effective	4
60 – 84% (growth, achievement, or proficiency based on the assessment)	Effective	3
26 – 59% (growth, achievement, or proficiency based on the assessment)	Needs Improvement/Developing	2
0 – 25% (growth, achievement, or proficiency based on the assessment)	Unsatisfactory	1

Taylor County will accept the state VAM three year aggregate score and use it as the student performance measure for the course associated teacher. A proportional rating will be used for those who have a daily schedule that reflects VAM and non-VAM related course load.

Taylor County will allow site-based principals to determine the student performance measure for the newly hired for the first evaluation and will use non-VAM calculations for the scoring.

Section 2: Instructional Practice:

PURPOSE

The purpose of the Performance Evaluation System, per Florida Statute 1012.34, is to increase student learning growth by improving the quality of instructional, administrative and supervisory services in the public schools of the state.

The evaluation of instructional personnel is intended to be a positive, growth-oriented process that strengthens instructional knowledge and skills. The Evaluation system is designed to accurately reflect the performance of instructional personnel in relationship to the performance gains of the students assigned to them.

The evaluation system includes both formative and summative aspects. The formative aspect of the model promotes professional growth through teacher self-assessment, walkthroughs, goal setting through Individual Professional Development Plans (IPDP), and professional reflection. The summative aspect of the model uses classroom observations (both formal and informal), teacher conferences with the supervising administrator, and the attainment of achievement gains.

The objective of the formative aspect is to improve professional practice. This is best achieved when learners take ownership of their learning goals that are established through thoughtful self-assessment, personal reflection on teaching practices, and specific feedback based upon standards of teaching practice.

The objective of the summative aspect is to provide a comprehensive assessment of a professional educator's practice which validates professional growth and competence, provides public assurance of teaching effectiveness, and provides evidence-based judgments about professional practice. The Evaluation System is based on the research and meta-analysis of Dr. Robert Marzano and Charlotte Danielson.

The Evaluation Rubric is structured around four domains, sets of practice standards within each domain, and indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Needs Improvement, and Unsatisfactory).

Mastery of professional skills is a career-long and continuous process achieved through professional practices that focus on the Florida Educator Accomplished Practice (FEAPs). The district evaluation framework for instructional personnel is based upon the FEAPS.³

The four domains of the Evaluation Rubric are:

- Planning and Preparation-25%

³ **Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices. [Rule 6A-5.030(2)(b)2., F.A.C.]. For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices. [Rule 6A-5.030(2)(b)5., F.A.**

- Classroom Culture and Environment-20%
- Student Instructional Engagement-30%
- Professional Responsibility-25%

The four domains include 20 indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Needs improvement/Developing, and Unsatisfactory).

Instructional Evaluation:

- Administrative Observation Evaluation 57%
- Student Growth and Achievement 33%
- Deliberate Practice 10%⁴

PRODECURES FOR CONDUCTING OBSERVATIONS AND COLECTING DATA:

The evaluator is the administrator who is responsible for supervising the employee. The evaluator may consider input from other personnel trained in evaluation practices. [Rule 6A-5.030(2)(f)2.,F.A.C.].

SUMMATIVE OBSERVATION SCHEDULE

Minimum Observation Requirements for Taylor County School District Classroom Instructional Staff

Category I: First Year Teacher with no Experience

Formal Evaluations	2 (one per semester)
Informal Observations	4 (one per 9-week period)
Walk-Throughs	8 (two per 9-week period)

(Special Note: These teachers will remain a category 1 teacher until completion of their third year of teaching and are no longer considered a “beginning” teacher. The following year they will move to a category 3 teacher.)

Category 2: First Year Teacher New to District (regardless of number of years of experience)

Formal Evaluations	2 (one per semester)
Informal Observations	4 (one per 9-week period)
Walk-Throughs	8 (two per 9-week period)

(Special Note: If a teacher enters the district within the first 3 years of their teaching career and credit is given for those years, they will remain a category 1 teacher until they’ve completed 3 full years of

⁴ For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2.,F.S., along with an explanation of the scoring method, including how it is calculated and combined[Rule 6A-5.030(2)(b)1., F.A.C.].

teaching and are no longer considered a “beginning” teacher. Upon completion of their third year, they will move to a category 3 teacher.

Teachers entering the district with more than three years of experience will only be required to be a category 2 for their first year in the district. They then move to a category 3 teacher the following year.)

Category 3: Teachers with More Than Three Years of Experience (not new to district)

Formal Evaluation	1 (to be completed by district-determined spring deadline)
Informal Observations	2 (one per semester)
Walk-Throughs	8 (two per 9-week period)

Category 4 Milestone Teacher: Teachers in Their Fifteenth Consecutive Year in the District

Formal Evaluation	2 (One formal will be completed by the administrator and one completed by the teacher as a self-assessment after watching a self-taped video observation of their own selected classroom lesson. The teacher should provide evidence to support his/her assigned ratings as well as a reflection after having completed the process.)
Informal Observations	4 (one per 9-week period)
Walk-Throughs	8 (two per 9-week period) ⁵

⁵ For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2) (b) 6., F.A.C.]

Alignment to Teacher Observation Rubrics

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	2
c. Designs instruction for students to achieve mastery;	2,3
d. Selects appropriate formative assessments to monitor learning;	5
e. Uses diagnostic student data to plan lessons; and,	5
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	2,3
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	9
b. Manages individual and class behaviors through a well-planned management system;	8
c. Conveys high expectations to all students;	10
d. Respects students' cultural linguistic and family background;	7
e. Models clear, acceptable oral and written communication skills;	10
f. Maintains a climate of openness, inquiry, fairness and support;	7
g. Integrates current information and communication technologies;	15
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	6
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	15

3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	13
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	11
c. Identify gaps in students' subject matter knowledge;	14
d. Modify instruction to respond to preconceptions or misconceptions;	14
e. Relate and integrate the subject matter with other disciplines and life experiences;	10
f. Employ higher-order questioning techniques;	12
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	11,15
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	11
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	14
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	5
4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	5
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	5
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	5
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	5
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	17
f. Applies technology to organize and integrate assessment information.	18

5. Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Deliberate Practice
b. Examines and uses data-informed research to improve instruction and student achievement;	Deliberate Practice
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;	PLCs 19
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	17
e. Engages in targeted professional growth opportunities and reflective practices; and,	20
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	20
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	16

Instructional Practice	Total Number/Score (1-4)
Domain 1 Score - 25% (0-20 points)	
Domain 2 Score - 20% (0-16 points)	
Domain 3 Score - 30% (0-24 points)	
Domain 4 Score - 25% (0-20 points)	
Sub Total	
64-80	Highly Effective (HE) = 4
41-63	Effective = 3
21-40	Needs Improvement/Developing = 2
0-20	Unsatisfactory = 1

Planning and Preparation

Teacher Observation Rubrics

- 1. The teacher creates or selects long and short-range plans based on district and state content standards and benchmarks, student needs and instructional priorities.**

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
The teacher consistently creates or selects instructional short and long range plans and states them as goals that can be assessed, reflecting appropriately rigorous learning based on individual student's needs. Plans are aligned with curriculum and benchmark standards	The teacher consistently creates or selects instructional short and long range plans and states them as goals that can be assessed, reflecting a high level of learning that is suitable for most individual student's needs in the class. Plans are aligned with curriculum and benchmark standards.	Instructional short and long range plans are suitable for some students in the class with little account for the needs of individual students.	Instructional short and long range plans are unsuitable for the students in the class and/or takes no account for the individual student's needs.

- 2. Lesson design and unit plans demonstrate knowledge of the content, prerequisite between important concepts, instructional strategies specific to the subject matter, and organized strategies and activities that enhance the application of critical, creative and evaluative thinking.**

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
Plans and practice reflect extensive knowledge of the content. The teacher actively builds on knowledge of prerequisites and seeks causes for student misunderstanding. The teacher consistently stays abreast of emerging research and consistently incorporates innovative methods into plans and practices.	Plans and practice reflect solid knowledge of the content. The teacher builds on knowledge of prerequisite relationships between important concepts, and the instructional practices specific to that discipline. The teacher consistently incorporates new methods into plans and practices.	Plans reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	Plans display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.

3. The teacher plans/prepares lessons that require students to engage with appropriately rigorous content that require higher order thinking skills.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
The teacher plans/prepares lessons that are consistently designed to cognitively engage students in deepening content knowledge as specified in course standards. The teacher consistently seeks out appropriate, aligned, research-based strategies and techniques to build student’s capacity for critical thinking, evaluative thinking,-and high quality problem solving activities and consistently incorporates them into all lesson plans.	The teacher plans/prepares lessons that are consistently designed to cognitively engage students in deepening understanding of the content as specific in the course standards. Lesson plans consistently incorporate research-based strategies, encourage students’ critical, creative, and evaluative thinking and opportunities for problem solving in activities.	Lesson design inconsistently attempts to enhance students’ learning in critical and evaluative thinking. Problem solving is seldom evident in lessons, and the integration of technology is largely teacher oriented.	Lesson design is lacking in the use of appropriate techniques and research-based strategies. Little or no evidence of strategies to enhance students’ critical and evaluative thinking capabilities.

4. Materials and resources are selected, developed, or modified to meet students’ varied needs.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
The teacher consistently seeks out resources and technology in and beyond the school or district, in professional organizations, and the community, to enhance own knowledge, to use in teaching, and for students who need them. The teacher skillfully and purposefully incorporates resources and technology appropriately into lesson plans.	The teacher is fully aware of the resources and technology available through the school or district to enhance own knowledge, to use in teaching, and for the students who need them. The teacher consistently incorporates resources and technology appropriately into lesson plans.	The teacher demonstrates some familiarity with resources and technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher demonstrates little or no familiarity with resources and technology to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.

5. The Teacher designs, modifies and uses extensive data from appropriate diagnostic and ongoing assessments to monitor learning, inform instruction and drive the learning process.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
The teacher consistently designs, modifies and uses extensive data from appropriate diagnostic and ongoing assessments to monitor learning, inform instruction and drive the learning process to meet the needs of all students.	The teacher consistently designs, modifies and uses multiple data from appropriate diagnostic and ongoing assessments to monitor learning, inform instruction and drive the learning process to meet the needs of most students.	The teacher sometimes designs, modifies and uses data from appropriate diagnostic and ongoing assessments to monitor learning, inform instruction and drive the learning process to meet the needs of some students.	The teacher does not modify and use extensive data from appropriate diagnostic and ongoing assessments to monitor learning, inform instruction and drive the learning process.

Classroom Culture and Environment

6. The teacher provides an organized and safe learning environment conducive to learning, which accommodates the differing needs and diversity of students.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
The classroom is safe and the teacher consistently ensures the physical environment and arrangement is conducive to learning and accessible to all students. Students contribute to the use or adaptation of the physical environment to advance learning. Materials are consistently used skillfully by the teacher as appropriate to the lesson.	The classroom is safe and the teacher consistently ensures that the physical environment and arrangement is conducive to learning and accessible to all students; The teacher makes effective use of materials.	The classroom is safe and essential learning is accessible to most students; the teacher’s use of materials is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities with only partial success.	The physical environment is unsafe and some students don’t have access to learning. There is poor alignment between the physical arrangement and the lesson activities.

7. The teacher fosters appropriate social behavior, integrity, valuing of cultural diversity and respect.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
Classroom interactions between the teacher and students and among students are consistently polite respectful. The teacher consistently reflects a nurturing rapport with all students and is sensitive to the cultural and developmental differences among groups of students. Students themselves ensure high levels of civility among the members of the class.	Classroom interactions, both between teacher and students and among students, are consistently polite and respectful. The teacher promotes a warm and caring climate which is appropriate to the cultural and developmental differences among students.	Classroom interactions, both between the teacher and students and among students, may be characterized by disrespect, occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences by teacher or students. The teacher tries with limited success to address displays of insensitivity or disrespect.	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds or developmental differences and are characterized by sarcasm, put-downs, or conflict.

8. The teacher establishes and uses appropriate behavior management techniques and monitors student behavior for adherence to established classroom, school and district rules and policies.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
<p>A well-developed behavior management system is in place, consistently implemented, and standards of conduct are clear to students. The teacher’s monitoring of student behavior is subtle and preventive; the teacher’s response to student misbehavior is sensitive to individual student needs; students take an active role in monitoring their own behavior as well as the behavior of other students around them.</p>	<p>Standards of conduct appear to be clear to students and the teacher consistently monitors student behavior against those standards. The teacher’s response to student misbehavior is appropriate and respects the student’s dignity.</p>	<p>It appears that the teacher has made as effort to establish standards of conduct for students. The teacher tries with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>There is no evidence that standards of conduct have been established and there is little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p>

9. The teacher establishes routines, procedures and manages transitions efficiently.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
<p>There is no loss of instructional time. Students consistently contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties with no teacher direction.</p>	<p>Little instructional time is lost because of the consistently appropriate use of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p>	<p>Some instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties that are only partially effective.</p>	<p>Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.</p>

Student Instructional Engagement

10. The teacher communicates high expectations for student learning while providing learning objectives, learning outcomes, explaining the lesson content, and lesson/activity directions and procedures, and relates and integrates the subject matter with other disciplines and life experiences making learning relevant.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
<p>The teacher consistently connects the objectives of the lesson to the outcomes of what students should know and be able to do throughout the lesson. As a result of the teacher's explanation, students are able to relay the objectives and purpose of the learning to others. The teacher's explanation of the lesson content is clear and precise and connects with students' interests. The teacher consistently exhibits high expectations for all students through oral and written communications. Students contribute to the extension of the content by explaining the content to other students without teacher prompting.</p>	<p>The teacher consistently connects the objectives and purpose of the lesson to the outcomes of what students should know and be able to do throughout the lesson. Students know what the lesson objectives and outcomes are. The lesson content is clearly explained and connects with students' knowledge. The teacher consistently exhibits high expectations for all students through oral and written communications. The teacher invites students to contribute to the explanation of the content.</p>	<p>The teacher tries to explain the lesson objectives and/or the directions for activities but must provide clarification due to student confusion. The teacher does not make a solid connection with students as to why the learning is important. The teacher exhibits high expectations for some students through oral and written communications. During the teacher's explanation of content, students are not asked to contribute or intellectually engage.</p>	<p>It is unclear to students as to the purpose of the lesson and they are confused by the teacher's directions for the activities. The teacher's explanation of the content is weak and does not connect with students' knowledge or experiences. The teacher does not exhibit high expectations for all students through oral and written communications.</p>

11. The teacher uses a variety of instructional strategies, including content area and literacy strategies, appropriate for teaching all students.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
<p>The teacher consistently seizes an opportunities to enhance learning, building on spontaneous events or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies, including content area and literacy strategies.</p>	<p>The teacher consistently promotes the successful learning of all students, making adjustments as needed to instruction and accommodating student questions, needs, and interests. The teacher ensures the success of all students through the use of instructional strategies, including content area and literacy strategies.</p>	<p>The teacher provides the lesson and responds to student questions, with moderate success. The teacher accepts responsibility for the student success but has only limited repertoire of instructional strategies, including content area and literacy strategies, to draw upon.</p>	<p>The teacher adheres to the instructional plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. There is no use of content area and literacy strategies evident.</p>

12. The teacher uses appropriate questioning and discussion techniques and strategies, including content area and literacy strategies, to enhance the application of critical, creative and evaluative thinking capabilities of students.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
<p>Questions consistently reflect high expectations for student learning, allow for appropriate wait time, and are culturally and developmentally appropriate. Students consistently participate in content-rich discussions developed by the teacher and students. Students formulate high-level questions to ask of the teacher and other</p>	<p>Questions consistently reflect high expectations for student learning and are culturally and developmentally appropriate. The teacher allows sufficient time for the students to answer. Students participate in content-rich discussion, with the teacher stepping aside when appropriate.</p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</p>	<p>The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</p>

students. The teacher ensures that all voices are heard.			
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13. The teacher provides students with quality work that is focused on meaningful, relevant and engaging learning experiences.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
Activities and assignments, materials, and grouping of students are consistently appropriate for the instructional outcomes and students' cultures and levels of understanding. Throughout the lesson, all students are cognitively engaged in significant learning and make material contributions to the activities. The students reflect as part of the lesson closure.	Activities and assignments, materials, and grouping of students are consistently appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are cognitively engaged in work of a high-level of rigor. The lesson's structure is coherent with appropriate pace.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures of level of understanding resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding resulting in little or no intellectual engagement. The lesson has no structure or is poorly paced.

14. The teacher monitors learning, adjusts instruction when needed, and provides feedback and reinforcement during the lesson.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
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<p>The teacher consistently monitors student progress and understanding of the lesson’s content through multiple formative and summative assessments and provides high-quality feedback in a timely manner. The teacher adjusts instruction to ensure that all students are moving towards mastery of the intended learning. The teacher routinely provides processes for students to track their own progress on learning goals and there is evidence that students do so. Students are provided opportunities to self-assess their work using teacher-provided rubrics or scales and have a clear understanding as to how to make improvements to their work.</p>	<p>The teacher consistently monitors student progress and understanding of the lesson’s content through formative and summative assessments and provides high-quality feedback in a timely manner. The teacher adjusts instruction to ensure that all students are moving towards mastery of the intended learning. The teacher provides a process for students to track their own progress on priority learning goals.</p>	<p>The teacher inconsistently monitors student progress and understanding of the lesson’s content through formative and summative assessments. The teacher attempts to modify the instruction/lesson but attempts are unsuccessful. The teacher provides minimal or discouraging feedback.</p>	<p>The teacher does not monitor student progress or check for understanding of content. The teacher makes no adjustment in instruction. Feedback is given only through summative grades.</p>
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15. The teacher utilizes appropriate communication technologies in instructional delivery and provides opportunities for student use, which includes the incorporation of assistive technology that enables students with need to participate in high-quality communication interaction and achieve their educational goals.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
<p>The teacher consistently, skillfully and effectively utilizes appropriate communication technologies in lesson delivery, to include student use of assistive technology where applicable that enables students with need to participate in high-quality communication interaction and achieve their educational goals. Technology use actively engages all students and positively impacts their learning. Students utilize technology during</p>	<p>The teacher consistently and effectively utilizes appropriate communication technologies in lesson delivery, to include assistive technology where applicable that enables students with need to participate in high-quality communication interaction and achieve their educational goals. Technology use actively engages most students and positively impacts their learning. Students are invited to utilize</p>	<p>The teacher inconsistently utilizes technology resources with limited student engagement and minimal impact on learning. Students with need are not always provided assistive technology that allows them to participate in high-quality interaction and achieve their educational goals.</p>	<p>The teacher rarely or never utilizes technology during instruction. Students do not have the opportunity to use technology during the lesson.</p>

the lesson in ways that move them toward mastery of the lesson objective.	the technology during the lesson in ways that move them toward mastery of the lesson objective.		
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Professional Responsibilities

16. The teacher acts in a professional and ethical manner and adheres at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession, pursuant to Rule 6A110.080 and 6A-10.081, F.A.C.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
The teacher consistently reflects positively on the teaching profession and demonstrates the highest degree of professionalism and ethics throughout varied settings in the school district. The teacher has exemplary verbal and nonverbal interactions with students, parents, community members and colleagues. The teacher takes a leadership role in modeling and encouraging compliance with school, district and state regulations and policies.	The teacher consistently acts in a professional and ethical manner when interacting with students, parents, community members, and colleagues throughout the school district’s varied settings. The teacher complies fully and voluntarily with school, district and state regulations and policies.	The teacher makes an effort to maintain a professional and ethical manner in both verbal and nonverbal interactions but sometimes falls short when dealing with students, parents, community members and/or colleagues. The teacher complies as convenient with school, district and state regulations and policies.	The teacher fails to positively reflect on the teaching profession by acting in an unprofessional or unethical manner when interacting with students, parents, community member, and/or colleagues throughout the school district’s varied settings. The teacher does not comply with school, district and state regulations and policies.

17. The teacher collaborates knowledgably and responsibly, with the home, school and larger communities to foster communication and to support learning and continued improvement.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
<p>The teacher develops and executes a plan to clearly and consistently articulate academic progress to individual students, their parents, and appropriate colleagues in a variety of ways and in a timely manner. The teacher consistently collaborates with stakeholders in and beyond the school on a regular and timely basis and in a variety of formats in an effort to support learning and continued improvement.</p>	<p>The teacher consistently articulates academic progress to individual students, their parents, and appropriate colleagues in a timely manner. The teacher consistently collaborates with stakeholders on a regular and timely basis in an effort to support learning and continued improvement.</p>	<p>The teacher provides academic data to students and sends home to their parents. The teacher meets with colleagues as required by administration.</p>	<p>The teacher posts grades and test scores but does not assume responsibility for sharing student academic progress with the students or stakeholders.</p>

18. The teacher adheres to district, state and federal requirements and procedures regarding record keeping, student information, and student assessment/data.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
<p>The teacher consistently follows and maintains highly accurate federal, state, and district policies regarding record keeping duties such as daily attendance, and student information, performance and assessment data in a timely manner. The teacher consistently and willingly assists other colleagues.</p>	<p>The teacher consistently follows and maintains highly accurate federal, state, and district policies regarding record keeping duties such as daily attendance and student information, performance and assessment data in a timely manner.</p>	<p>The teacher does not always follow and maintain accurate federal, state, and district policies regarding record keeping duties, such as daily attendance and student information, performance and assessment data in a timely manner.</p>	<p>The teacher fails to follow and maintain accurate federal, state, and district policies regarding record keeping duties, such as daily attendance and student information, performance and assessment data in a timely manner.</p>

19. The teacher uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons that meet the needs of individual students.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
The teacher demonstrates leadership among teachers and school staff in addressing student needs.	The teacher consistently uses a variety of data independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons that meet the needs of individual students.	The teacher does not always use data independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons that meet the needs of individual students.	The teacher does not use data independently or with colleagues to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons that meet the needs of individual students.

20. The teacher reflects on instructional practices and engages in targeted professional growth opportunities. The teacher implements knowledge and skills learned in professional development and monitors the impact practices have on student learning. The teacher examines and uses research-based, best practices that have a positive impact on student learning.

Highly Effective (4)	Effective (3)	Needs Improvement Developing (2)	Unsatisfactory (1)
The teacher consistently and skillfully reflects on instructional practices, and engages in targeted professional development opportunities. The teacher implements knowledge and skills learned in professional development and monitors the impact practices have on student learning. The teacher examines and uses researched-based best practices that have a positive	The teacher consistently and skillfully reflects on instructional practices, and engages in targeted professional development opportunities. The teacher implements knowledge and skills learned in professional development and monitors the impact practices have on student	The teacher does not consistently reflect on instructional practices and engage in targeted professional development opportunities. The teacher does not consistently implement new knowledge and skills learned in professional development nor	The teacher does not reflect on instructional practices, engage in targeted professional development, and implement new knowledge and skills. The teacher is resistant to feedback from supervisors or colleagues and may

<p>impact on student learning. The teacher seeks feedback from supervisors and colleagues and implements new ways of teaching and learning. The teacher shares new learning with other colleagues within the school, with other colleagues throughout the district, and is willing to model effective practices for other teachers.</p>	<p>learning. The teacher examines and uses researched-based best practices that have a positive impact on student learning. The teacher welcomes feedback from supervisors and colleagues and implements new ways of teaching and learning. The teacher shares new learning with other colleagues within the school.</p>	<p>examine and use researched-based best practices that have a positive impact on student learning. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>make excuses for poor instructional or student performance.</p>
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For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.

Section 3: Other Indicators of Performance:

DELIBERATE PRACTICE

Deliberate practice is a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration.

Rubric for Deliberate Practice- 10% of the Instructional Practice 10 tallies.

Highly Effective (IPDP S.M.A.R.T goal(s) is/are data driven and aligns with current student data needs, and/or school improvement needs/completed a minimum of 15 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement) **Score: 10**

Effective (IPDP S.M.A.R.T goal(s) is/are data driven and aligns with current student data needs, completed 12-14 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement) **Score: 8**

Needs Improvement (IPDP S.M.A.R.T goal(s) did not meet all expectations/completed 7-11 hours of projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement) **Score: 4-6**

Unsatisfactory (IPDP S.M.A.R.T goal(s) did not meet expectations/projected professional development 1-6 hours completed and limited appropriate artifacts of deliberate practice related to outcome statement) **Score: 2**

6

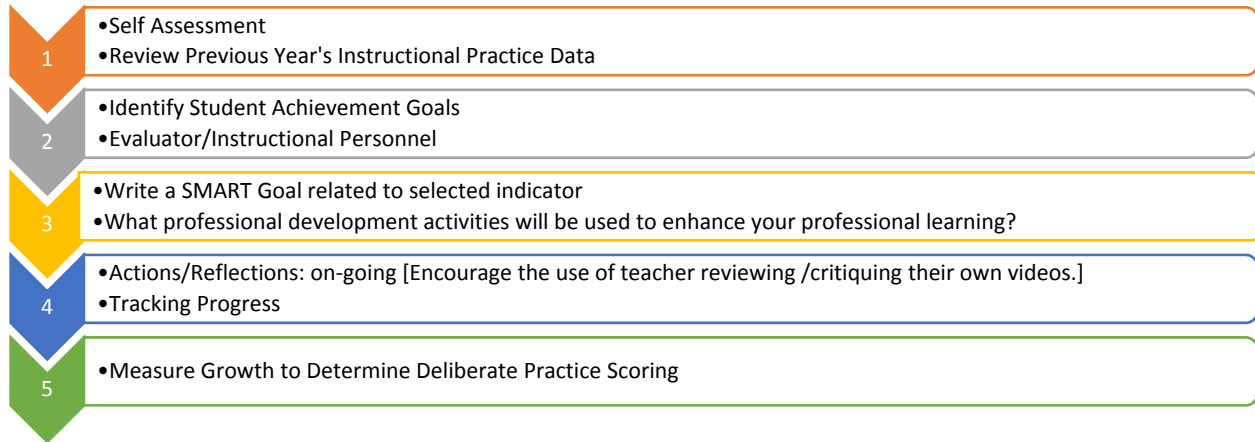
6

Additional performance indicators, pursuant to s. 1012.34(3) (a) 4., F.S.

Deliberate Practice Rubric	Tally from Rubric	= Points Used in Summative Formula
<p>Highly Effective (IPDP S.M.A.R.T goal(s) is/are data driven and aligns with current student data needs, and/or school improvement needs/completed a minimum of 15 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement)</p>	10	4
<p>Effective (IPDP S.M.A.R.T goal(s) is/are data driven and aligns with current student data needs, completed 12-14 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement)</p>	8	3
<p>Needs Improvement (IPDP S.M.A.R.T goal(s) did not meet all expectations/completed 7-11 hours of projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement)</p>	4-6	2
<p>Unsatisfactory (IPDP S.M.A.R.T goal(s) did not meet expectations/projected professional development 1-6 hours completed and limited appropriate artifacts of deliberate practice related to outcome statement)</p>	2	1



Deliberate Practice Plan Process



To ensure accurate observations, a second observer is recommended, primarily the Assistant Principal, which leads to more accuracy. Because practice varies from day to day, multiple observations are important. Research has proven that two individuals conducting one observation will provide more accurate information as compared to one individual conducting two separate observations. This should be considered when planning observations.

Creating S.M.A.R.T. Goals

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location.
- When: Establish a time frame.
- Which: Identify requirements and constraints.
- Why: Specific reasons, purpose or benefits of accomplishing the goal.

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

- To determine if your goal is measurable, ask questions such as.....
- How much? How many?
- How will I know when it is accomplished?

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic- To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Timely – A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency.

T can also stand for **Tangible** – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

CONTINUOUS IMPROVEMENT

The Taylor County School Teacher Evaluation System supports effective instruction and learning growth as delineated in the district assistance and school improvement plans.

A variety of processes are used to ensure that teachers are provided both face-to-face and on-line professional development and technical assistance in order to implement interventions and achieve improvement goals. Every teacher is required to complete a Deliberate Practice Plan focused on student achievement through individual professional development. Each individual is expected to focus on individual professional development and improvement goals to improve student achievement and close the achievement gap between identified subgroups.

Information from the Evaluation system will be shared with the teacher as feedback for individual continuous improvement. Ongoing training will be provided to administrators to insure inter rater-reliability. The results from the evaluation system will be used to determine professional development goals. [Rule 6A-5.030(2)(f)5., F.A.C.].

PARENT INPUT

The Taylor County assessment system includes a mechanism to give parents the opportunity to provide input into employee performance assessment when appropriate. To encourage parent participation in Taylor County Schools, Climate Surveys are made available. Principals will include information as provided by parents in the teachers' evaluation Instructional Practice portion.

PEER/MENTOR REVIEW

Peer assistance/mentors will be provided to beginning teachers; however, it will not be made part of a teacher's summative Evaluation(s).

The final summative evaluation score will be determined by adding the 33% SGM, 57% Administrative Observation/ Evaluation and 10% deliberate practice

Final Note: The recommendations above reflect only the minimum requirements for the observation process. A school principal may determine if the need exists to conduct additional formals, informals, or walk throughs in an effort to support improvement in the instructional practices of a staff member.

Any teacher receiving an unsatisfactory rating on any one or more components MUST receive a Professional Improvement Plan. This is not the same as an "Overall Unsatisfactory" where a teacher is placed on performance probation. The notice may be used with any teacher at any time, but should not come as a surprise. Administrators who observe a teacher having difficulty or not handling a situation properly should use a variety of informal feedback mechanisms before a formal notice.

The administrator schedules a conference to discuss the performance requiring improvement providing prior notice to the teacher. Prior to or during the conference the administrator completes a PIP.

The improvement needed procedure is the district's commitment to provide direction and support to instructional personnel who are experiencing difficulty in meeting professional performance standards. The program calls together professionals to provide assistance in helping an individual be successful as a teacher. The highest level of success is realized when a teacher ceases to rely upon external support and direction and, instead, becomes self-motivated in a personal program of professional growth.

Teachers on PSC Contract who receive an overall unsatisfactory rating will be placed on performance probation. The evaluator shall hold a conference with the teacher and utilizing the 90 Day Probation Notice, describe in writing the unsatisfactory performance, following the NEAT procedural requirements:

- (N) Notification to teacher of all areas of unsatisfactory performance
- (E) Explanations and recommendations given for improvement
- (A) Assistance provided to teacher
- (T) Timeline given for correction of deficiencies

The employee shall, if desired, initiate a written response to the assessment. The response shall become a permanent attachment to the teacher's personnel file.

PERFORMANCE PROBATION (FL 1012.34)

Probation period is 90 calendar days from receipt of performance notice (school holidays and school vacation periods are not counted when calculating the 90-calendar-day period). Specific areas of unsatisfactory performance must be noted. Teacher is assessed periodically and apprised of progress achieved. Provide assistance in helping to correct deficiencies within a prescribed period of time. Must provide assistance and in-service training opportunities to help correct the noted performance deficiencies. [Rule 6A-5.030(2)(f)6.,F.A.C.]

Within 14 calendar days after the close of probation period, the evaluator must assess whether the performance deficiencies have been corrected and forward a recommendation to the Superintendent. Within 14 calendar days after receiving the recommendation, the Superintendent must notify the teacher in writing whether the deficiencies have been satisfactorily corrected and whether the superintendent will recommend that the school board continue or terminate the teacher's employment contract. During any time of the probationary period, the teacher may request a transfer to another appropriate position with a different supervising administrator. The transfer does not extend the period of probation.

If the employee contests the Superintendent's recommendation, a written request for a hearing must be submitted within 15 calendar days. Hearing shall be conducted by the school board (or by an administrative law judge assigned by the Division of Administrative Hearings) within 60 days of receipt of written appeal. Recommendation of the judge is submitted to the school board. Majority vote of the school board is required to sustain the Superintendent's recommendation or majority vote of the school board is required to sustain or change the hearing judge's recommendation. Decision of the school board shall be final relative to the determination of sufficient or insufficient grounds for termination.

The evaluator shall notify district personnel of a teacher's Overall Unsatisfactory performance.

Section 4: Teacher Summative Evaluation Score Sheet

SCHOOL DISTRICT OF TAYLOR COUNTY INSTRUCTIONAL EMPLOYEE

OBSERVATION AND DATA COLLECTION/ANALYSIS FORM

Name _____ Position _____ Employee

Subject/Course _____ School/Dept. _____ School Year _____

Comments of the Evaluator _____

Comments of the Evaluatee _____

Information from parents was collected and analyzed in the preparation of this report. Yes No

This evaluation has been discussed with me. Yes No

Signature of Evaluator

Date

Signature of Evaluatee

Date

Signature does not necessarily indicate agreement with this evaluation.

PLANNING/PREPARATION	Performance Values (Check One)				Notes
	U 1	NI/D 2	E 3	HE 4	
Performance Responsibilities					
1. Create or select long and short-range plans based on district and state content standards and benchmarks, student needs, and instructional priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Lesson design and unit plans demonstrate knowledge of the content, prerequisite between important concepts, instructional strategies specific to the subject matter, and organized strategies and activities that enhance the application of critical, creative and evaluative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Plan/prepare lessons that require students to engage with appropriately rigorous content that require higher order thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Materials and resources are selected, developed, or modified to meet students' varied needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Designs, modifies and uses extensive data from appropriate diagnostic and ongoing assessments to monitor learning, inform instruction, and drive the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
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Summative Scale Value	5	10	15	20	
CLASSROOM CULTURE AND ENVIRONMENT					Notes
Performance Responsibilities	U	NI/D	E	HE	
	1	2	3	4	
6. Provides an organized and safe environment conducive to learning, which accommodates the differing needs and diversity of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Fosters appropriate social behavior, integrity, valuing of cultural diversity, and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Establishes and uses appropriate behavior management techniques and monitors student behavior for adherence to established classroom, school, and district rules and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Establishes routines, procedures, and manages transitions efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value	4	8	12	16

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values				Notes
	(Check)				
Performance Responsibilities	U	NI/D	E	HE	
	1	2	3	4	
10. Communicates high expectations for student learning while providing learning objectives, learning outcomes, explaining the lesson content, and lesson/activity directions and procedures, and relates and integrates the subject matter with other disciplines and life experiences making learning relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Uses a variety of instructional strategies, including content area and literacy strategies, appropriate for teaching all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Uses appropriate questioning and discussion techniques and strategies, including content area and literacy strategies, to enhance the application of critical, creative, and evaluative thinking capabilities of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Provides quality work for students that is focused on meaningful, relevant, and engaging learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Monitors learning, adjusts instruction when needed, and provides feedback and reinforcement during the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Utilizes appropriate communication technologies in instructional delivery and provides opportunities for student use, which includes the incorporation of assistive technology that enables students with need to participate in high-quality communication interaction and achieve their educational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value	6	12	18	24

PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)				Notes
	U 1	NI/D 2	E 3	HE 4	
Performance Responsibilities					
16. Acts in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession, pursuant to Rule 6A110.080 and 6A-10.081, F.A.C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Collaborates knowledgably and responsibly, with the home, school and larger communities to foster communication and to support learning and continued improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Adheres to district, state and federal requirements and procedures regarding record keeping, student information and student assessment/data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons that meet the needs of individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>20. Reflects on instructional practices and engages in targeted professional growth opportunities. The teacher implements knowledge and skills learning in professional development and monitors the impact practices have on student learning. Examines and uses research-based, best practices that have a positive impact on student learning.</p>	□	□	□	□	
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Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value	5	10	15	20

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value	0	21-40	41-63	64-80

SUMMATIVE PERFORMANCE LEVEL

The professional's summative performance level (Highly Effective, Effective, Needs Improvement/Developing, Unsatisfactory) is based on the combined Professional Practices and Student Growth ratings.

Districts may also assign an overall performance rating to the Evaluation Rubric for Professional Practices with the levels of performance used to evaluate the professional practices; however, the overall Evaluation of the professional into one of the four performance levels must be professional practices.

If districts choose to assign a summative rating on the Evaluation Rubric Scoring Protocol that corresponds to the four levels, there are a couple options:

1. Assign TOTAL Score ranges to each of the four levels.
2. Set standards based on the minimum/maximum number of practices in each domain rated as Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory to obtain the overall performance rating (e.g., to be rated as Highly Effective, 50 percent of the practice scores in each domain must be 4s AND no scores below 2).

OVERALL RATING

Instructional Summative Evaluation Form

Scoring Key – HE=4, E=3, NI/D= 2, U=1

VAM Score Conversion	Categorical Score	= Points
4	Highly Effective	4
3	Effective	3
2	Needs Improvement/Developing	2
1	Unsatisfactory	1

Non-VAM Score Conversion (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
85% and up *growth or proficiency based on the assessment	Highly Effective	4
60 – 84% *growth or proficiency based on the assessment	Effective	3
26 – 59% *growth or proficiency based on the assessment	Needs Improvement/Developing	2
0 – 25% *growth or proficiency based on the assessment	Unsatisfactory	1

Deliberate Practice Rubric	Tally from Rubric	= Points Used in Summative Formula
<p>Highly Effective (IPDP S.M.A.R.T goal(s) is/are data driven and aligns with current student data needs, and/or school improvement needs/completed a minimum of 15 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement)</p>	10	4
<p>Effective (IPDP S.M.A.R.T goal(s) is/are data driven and aligns with current student data needs, completed 12-14 hours of projected professional development related to the student data needs indicated, with appropriate artifacts of deliberate practice related to outcome statement)</p>	8	3
<p>Needs Improvement (IPDP S.M.A.R.T goal(s) did not meet all expectations/completed 7-11 hours of projected professional development with limited or inappropriate artifacts of deliberate practice related to outcome statement)</p>	4-6	2
<p>Unsatisfactory (IPDP S.M.A.R.T goal(s) did not meet expectations/projected professional development 1-6 hours completed and limited appropriate artifacts of deliberate practice related to outcome statement)</p>	2	1

Instructional Practice	Total Number/Score (1-4)
Domain 1 Score - 25% (0-20 points)	
Domain 2 Score - 20% (0-16 points)	
Domain 3 Score - 30% (0-24 points)	
Domain 4 Score - 25% (0-20 points)	
Sub Total	
64-80	Highly Effective (HE)
41-63	Effective
21-40	Needs Improvement/Developing
0 - 20	Unsatisfactory
Scoring Key	HE=4, E=3,NI/D=2, U-1
Component	Score
Instructional Practice (57%)	
Deliberate Practice (10%)	
Student Growth and Achievement (33%)	
Overall Evaluation	

Calculations:

Student Growth Score= _____ X 33% = _____ (max = 1.32)

Instructional Practice Score= _____ X 57% = _____ (max = 2.28)

Deliberate Practice Score= _____ X 10% = _____ (max = 0.4)

Final Evaluation Score _____

Overall Evaluation	Performance Rating Level
3.4-4.00	Highly Effective
2.4-3.3	Effective
1.5-2.3	Needs Improvement/Developing
<1.5	Unsatisfactory

Section 5: Additional Requirements:

- Taylor County School District will refer to and follow the procedures outline in FS 1012.33 and FS 1012.34 with regard to employees not performing their duties in a satisfactory manner.
- Taylor County will provide instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- In Taylor County the evaluator is the individual who is responsible for supervising the employee.
- Taylor County School District will provide training in the evaluation system during Orientation at the beginning of each school year. Training for principals will take place during the preceding summer of each school year. These trainings for both parties will include the evaluation instrument and criteria, sources of data, methodologies and procedures associated with the system. All administrators conducting evaluations will participate in training for the components of the revised teacher evaluation system. All principals and district administrators who supervise instructional personnel will receive an update on changes to the evaluation system in August. Administrators that are new to the district will be trained on the evaluation system in July. All administrators will take part in year-long training with Cambridge Education consultant on the Inter Rater Reliability of our teacher evaluations.
- Taylor County School District evaluators will provide necessary and timely feedback to employees being evaluated by providing written documentation of their evaluation no later than 10 days after the evaluation takes place.
- In Taylor County the evaluation system data will be used to plan professional development activities for the district.
- Taylor County will require participation in specific professional development programs by those who have been evaluated as less than effective.
- In Taylor County all instructional personnel must be evaluated at least once a year.
- In Taylor County all classroom teachers are observed and evaluated at least once a year.
- In Taylor County classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district.

Section 6: District Evaluation Procedures

Evaluators are expected to have a full understanding of the proper use of the evaluation criteria and procedures including accuracy and inter-rater reliability. [Rule 6A-5.030(2)(j)1] Evaluators must follow district policies and procedures in the implementation of the evaluation system, use evaluation data to identify individual professional development needs as well as inform school and district improvement plans. [Rule 6A-5.030(2)(j)3, F.A.C; Rule 6A-6.030(2)(j)4., F.A.C.; Rule 6A-5.030(2)(j)5.

The principal must sign all formative evaluations, interim summative evaluations and the final summative evaluation

The teacher is required to sign the evaluation indicating that the document was received.

The administrator may amend an evaluation based on assessment data from the current school year of the data becomes available within 90 days after the close of the school year. The teacher will receive a copy of the amended evaluation within 10 work days.

If an administrator has completed a teacher's summative evaluation and later notices a problem, the next steps depend upon the severity of the problem. If the problem is not a violation of Professional Practices, then the administrator should begin a corrective Action Plan. If the problem is a violation of Professional Practices, the incident must be reported to the Superintendent or the Director of Personnel for further investigation. (SBE Rule 6B-1.006).

The administrator must discuss the written evaluation report with the teacher. The teacher shall have the right to imitate a written response to the evaluation, and the response shall become a permanent attachment to the teacher's personnel file (F.S. 1012.34)

STEP 1: ADMINISTRATOR INFORMS TEACHER ABOUT EVALUATION PROCESS

School administrators meet with instructional staff during pre-planning week to orient and to inform them of assessment criteria and procedures.

Copies of the Taylor County Schools Teacher Evaluation Handbook are made available **on the district website**. As additional staff is employed, administrators review the criteria and procedures of the assessment system within the first ten (10) days of each teacher's employment.

STEP 2: ADMINISTRATOR MEETS WITH TEACHER TO ASSIST IN DEVELOPMENT OF DELIBERATE PRACTICE

Consistent with Florida Statutes the immediate supervisor, the school principal will conduct the teacher evaluations. During the session, the objectives and essential functions focus for both personal and organizational development will be established or reviewed. No later than October 15, administrators collaborate with teachers to develop Individual Professional Development Plans. The plan must clearly relate to specific performance data for the students to whom the teacher is assigned.

Teachers should bring rubric with them at post conference and have evidence of self-assessment. The evaluation process should become a professional conversation.

The plan must include clearly defined training objectives and specific and measurable improvements in student performance that are expected to result from the training activity. The plan must measure the extent to which each training activity did accomplish the performance gains that were predicted to result from the training.

STEP 3: ADMINISTRATOR SCHEDULES OBSERVATION AND OPTIONAL PRE-OBSERVATION CONFERENCE

Collaboratively, the administrator and teacher set an observation date and time. The teacher must be given at least a **two day** notice prior to the announced classroom observation. If a Pre-Observation Conference is requested by either the teacher or the assessor, the administrator schedules the Pre-Observation conference preferably 1 – 5 school days before the observation. Administrator provides a Teacher Pre- Conference Form to the teacher in advance of the conference and asks him or her to bring the completed form to the conference.

STEP 4: ADMINISTRATOR HOLDS PRE-OBSERVATION CONFERENCE (If Applicable)

Teacher brings a copy of the completed Teacher Pre- Conference Form, to the conference. The administrator uses it to guide the conversation and to organize notes as he/she records evidence of Domain 1, Planning and Preparation.

Teacher discusses the lesson to be observed. The teacher should do most of the talking, but the administrator should ask questions and offer suggestions for improvement to the lesson.

STEP 5: ADMINISTRATOR OBSERVES TEACHER

Administrator gathers evidence of the teacher's and students' actions, statements, and questions using an electronic device or evidence collection tool. The length of the announced formal observation may vary from 20 minutes to one full class period.

STEP 6: ADMINISTRATOR SCHEDULES POST-OBSERVATION CONFERENCE

Administrator schedules the post-observation conference for no later than ten (10) teacher working days after the assessment takes place. [Rule 6A-5.030(2)(f)4., F.A.C.]

Administrator gives the teacher the Reflection Conference Form to complete in advance of the post-observation conference.⁷

STEP 7: ADMINISTRATOR ALIGNS EVIDENCE USING THE RUBRICS

After the observation, the administrator identifies the relevant component(s) for each piece of evidence. Administrator compares the evidence listed under each component to the level of performance descriptions, as indicated on the evaluation rubric, and chooses the level of performance for each component that most closely aligns to the evidence.

Administrator completes the Annual Teacher Evaluation Form for the teacher's appropriate job classification, i.e. classroom teacher, guidance counselor, etc.

The principal/supervisor is to provide the employee with coaching and assistance throughout each yearly cycle in meeting any performance expectations where difficulty is encountered. The principal/supervisor also may suggest other forms of assistance such as advice from a colleague, in-service training, observing a master teacher.

For employees whose performance is rated *Highly Effective or Effective*, the principal/supervisor is encouraged to assist them in building on their strengths and further developing their skills. These employees should be encouraged to share their experiences or mentor beginners. When performance is rated as *Needs Improvement or Unsatisfactory* during the interim performance review or the final annual review, the coaching and assistance plan is documented on the Professional Improvement Plan.

STEP 8: ADMINISTRATOR HOLDS POST-OBSERVATION CONFERENCE – PART I

Teacher reflects on the lesson using the Reflection Form. Administrator and teacher discuss the evidence collected and the levels of performance chosen.

Administrator and teacher sign the observation form on a hard copy or via the FASTe Observer digital signature. The teacher will have the right to initiate a written response to the assessment, and the response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file.

STEP 9: ADMINISTRATOR FINALIZES ANNUAL TEACHER ASSESSMENT FORM – PART II

Administrator adds the student growth data as provided by the Florida Department of Education to the Annual Teacher Evaluation Form upon availability of data and pending receipt of data or within 90 calendar days after the close of the school year (June 30).

⁷ Evaluators provide necessary and timely feedback to employees being evaluated. [Rule 6A-5.030(2)(j)2.,F.A.C.].

The final written report will be discussed with the employee and the employee has the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

Rules 6A-5.030(2)(g)2., F.A.C.; Rule 6A-5030(2)(h), F.A.C.

STEP 10: ADMINISTRATOR NOTIFIES TEACHER OF FINAL OVERALL RATING and HOLDS ADDITIONAL POST CONFERENCE

For teachers receiving an overall rating of effective or highly effective:

Administrator notifies teacher of overall final rating and schedules an additional post conference after the receipt of student growth data prior to September 30.

Administrator holds additional post conference with the teacher and presents student growth data and the finalized Annual Teacher Evaluation Form.

Administrator and teacher sign final Annual Teacher Evaluation Form. The teacher will have the right to review the student test data and initiate a written response to the assessment, and the response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file.

The administrator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

Rating Scale Definitions

The district expects its employees to provide competent and professional work that should improve over time. The employee and supervisor should discuss the level of performance that is expected for each dimension in the planning session. In determining the expected performance levels, the requirements of the position and the employee experience are to be considered.

Highly Effective

Refers to professional teaching that innovatively involves students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school. Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues.

Effective

Refers to successful, professional teaching that is consistently at a high level. It would be expected that most experienced teachers would frequently perform at this level. Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee.

Needs Improvement/Developing

Refers to teaching that reflects the necessary knowledge and skills to be effective, but its application is inconsistent. "Needs Improvement" will be used for teachers with 3+ years of experience. "Developing" will be used for teachers with 3 years or less experience and for experienced teachers new to the district.

Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for

the position and experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

Unsatisfactory

Refers to teaching that does not convey understanding of the concepts underlying the component. This level of performance is doing harm in the classroom.

Indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments will be conducted according to the Department of Education Professional Practices Services Section NEAT procedures.

Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.

The administrator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

The District will comply with the requirement that the FLDOE be notified of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment.

Other Documentation Sources

The supervisor and employee will collect data regarding each job service context category. This data collection will reflect current status and the progress made by the employee toward goal and/or context category accomplishment.

Direct Documentation - Written material that follows a direct line of communication between the employee and the supervisor. This section also contains information:

1. Self-Evaluation
2. School Improvement Plan
3. Student Assessment Data
 - Classroom based assessment
 - Performance tests such as Florida Comprehensive Assessment Test, FSA, EOCs, AP exams, DEA, and other standardized achievement tests
 - Formal and informal program reviews Taylor County
4. School Climate Survey Instruments from **parents and students**.
5. Collect parent input by including the following statement on the Annual School Climate Survey: ***“If an educator at this school has had a significant impact on your child’s education during this school year, please explain in the space provided or contact the appropriate school district administrator.”***
7. All duties required of the position (job descriptions)
8. School Performance Data and Grade

C. Indirect Documentation - Other written materials to which the supervisor has access which typically follow a communication line between the employee and the school-district level function.

D. Training Programs Competency Acquisition - Verified acquisition of specific competencies obtained through designated training programs.

E. Evaluatee Provided - Data provided by the employee receiving the evaluation that supports the concept that this evaluation procedure is participatory. Examples may include communications between the employee and supervisor that document parent interaction, and evidence of student growth.

F. Confirmed Observation - Direct observation by the supervisor of an instructional employee exhibiting behavior relating to a job context service category or performance expectations that may be confirmed.

Teacher Pre-Conference Form

Directions for teacher completing form: Planning and Preparation is a “behind-the-scene” part of the observation. For this reason, please complete this form in as much detail as possible in an effort to enable your assigned evaluator to gather evidence of your planning and preparation for the lesson to be observed.

1. What is the content you will teach and what are the prerequisites needed?
2. How do you use knowledge of students to plan for instruction?
3. What considerations did you give to your classroom environment and what was the impact on student learning?
4. What do you want students to learn during the lesson and why?
5. What resources did you consider using for this lesson and which ones will you use?
6. How will you sequence the instructional activities, including the use of planned questions, to advance the learning of all students?
7. What criteria or methods will you use to monitor the progress of student learning?

Reflection Conference Form

Directions for teacher completing form: The reflection conference is an important part of identifying areas of strength and needed areas of focus. In an effort to facilitate teacher reflection on instruction and student learning, please complete this form in as much detail as possible and bring to your reflection conference to discuss with your assigned observer.

1. Specifically, share what went well within your lesson?
2. What within the lesson did not go as well as you had intended?
3. Did the students learn what you intended for them to learn based on the learning objective and essential question? How do you know (please site specific evidence)?
4. To what degree were the students productively and cognitively engaged in the activities you provided?
5. Comment on your classroom routines, procedures, student conduct, and your use of physical resources and space (i.e. your classroom environment). To what extent did these contribute to student learning?
6. Did you depart from your intended lesson plan during the observed lesson? If so, how and why?
7. Comment on different aspects of your instructional delivery (to include instructional strategies). To what extent were they effective?
8. How were students empowered to take responsibility for their learning? To what degree do you think they understood the importance of the day's learning and the connection to the real world?
9. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

Taylor County will provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
 - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - submit the written report to the employee no later than 10 days after the evaluation takes place.
 - discuss the written evaluation report with the employee.
 - Taylor County employees will 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.
- Taylor County will provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements.

Taylor County school superintendent will annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and will notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment.

7. District Self-Monitoring

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district self-monitoring shall determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

The district personnel and principals meet annually to review the Instructional Evaluation System to determine compliance with the Florida Statute. The team usually meets in the summer of each year to evaluate the effectiveness of the system. During the review, the team determines if:

- The evaluator understands of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- The evaluator provides necessary and timely feedback to the employees being evaluated.
- The use of evaluation data is used to identify individual professional development.
- The use of evaluation data is used to inform school and district improvement plan.

The team looks at the performance evaluation results from the prior school year for all instructional personnel using the four levels of performance. The performance evaluation results for instructional personnel are disaggregated by classroom teacher and all other instructional personnel; by school site; and by instructional level. School grades and state and local assessment data are also reviewed by school and district and compared to the performance evaluation data. Results of this data analysis are used by individual schools and the district to set school improvement goals and plan for individual, school and district professional development activities.

Changes and revisions to the teacher evaluation system will be recommended. All substantial revisions will be reviewed and approved by the district school board before being used to evaluate teachers.

Student Services Personnel Evaluation Model and Guide

Taylor County School District

Comprehensive System of Learning Supports and Student Services

A comprehensive system of student learning supports is fundamental to promoting student success, addressing the barriers to learning, and re-engaging disconnected students.

Florida’s multi-tiered system of supports (MTSS) focuses on increasing academic and behavioral outcomes for all students consistent with the State Board of Education mission by:

- Enhancing the capacity of all Florida school districts to successfully implement and sustain a multi-tiered system of student supports with fidelity in every school
- Accelerating and maximizing student academic and social-emotional outcomes through the application of data-based problem solving used by effective leadership at all levels of the educational system
- Informing the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for post-secondary education and/or successful employment within our global society

Student services personnel perform critical tasks in schools that support FDOE’s mission to “increase the proficiency of all students within one seamless, efficient system” and contribute to positive student outcomes through a multi-tiered system of support that promotes student achievement by lowering barriers to learning and providing interventions and other supports matched to student need.

Student services personnel provide professional services that promote effective classroom learning and positive and safe school environments, and ensure all students receive high-quality instruction that is responsive to their diverse and developmental needs. Student services personnel coordinate and collaborate with teachers, administrators, families, and community-based professionals to provide the academic, social, behavioral, health, and

mental health learning supports necessary for a positive school climate and student success. Student services personnel are integral to implementing school-wide initiatives, such as response to intervention (RtI), positive behavior interventions and supports, social emotional learning programs, college and career planning, and bullying prevention. Some of the critical functions student services personnel perform include the following:

- Supporting effective teaching and improved student learning and facilitating collaboration among school staff, families, and the community
- Providing a variety of prevention and intervention services in schools that promote effective classroom learning and teaching
- Working together with teachers and administrators to develop a positive school climate, improving classroom management skills, providing behavioral interventions to reduce discipline infractions, improving school safety, and removing barriers to learning
- Providing educational programs and activities that support student learning and teaching, including consultation with teachers and families, assessments linked to instruction, individual and group counseling, problem-solving instruction, and remedial interventions
- Collaborating with teachers and school staff to ensure students receive high-quality instruction that is responsive to the diverse and developmental needs of all students, create a continuum of support services for all students, and provide various instructional strategies to facilitate learning in all classrooms
- Participating, as members of the school team, in professional development to ensure high-quality learning
- Fostering collaboration between general and special education, and between community and schools, and schools and parents

Research demonstrates that students who receive social-emotional support and prevention

services achieve better academically in school (Durlak, Weissberg, Dymnicki, Taylor, & Shellinger, 2011; Greenberg et al., 2003; Welsh, Parker, Widaman, & O'Neill, 2001; Zins, Bloodworth, Weissberg, & Walberg, 2004). Comprehensive student support services in schools have been found to improve school climate and produce declines in disciplinary referrals, suspension, grade retention, and special education referrals and placement among at-risk students (Bruns, Walrath, Glass-Siegel, & Weist, 2004).

Consultation yields positive results, such as remediating academic and behavior problems for children in school settings; changing teacher's and parent's behavior, knowledge, attitudes, and perceptions; and reducing referrals for special education.

Comprehensive Evaluation System Model for Student Services Personnel

This comprehensive performance evaluation system for student services personnel serves multiple functions and is designed to accomplish the following:

- Establish the practices and expectations of the position or profession that are based on research and linked to student outcomes
- Develop evaluation procedures that align with professional standards and accomplished educator practices (FEAPs)
- Evaluate individual performance relative to expectations by assessing the quality and effectiveness of the services
- Provide feedback to the professional that recognizes effective performance, identifies areas for improvement, and directs professional growth activities
- Provide support to supervisees and practitioners not meeting performance expectations

A comprehensive, evidence-based evaluation system uses a Multi-Source, Multi-Method, Multi-Trait model. This model ensures no single source of data, single data type, or single

trait or attribute will be used to evaluate complex patterns of human behavior. When a single element model is used, the probability of making errors in the interpretation of the data is high. In the evaluation of student services personnel, the Multi-Source refers to collecting data from multiple settings and/or individuals who are familiar with the work of the professional being evaluated. Examples of Multi-Source include the following:

- Reviewing permanent products (e.g., intervention plans)
- Interviewing stakeholders (e.g., teachers, administrators)
- Observing directly the professional at work (e.g., leadership meetings, problem-solving sessions)

The Multi-Method refers to using Review, Interview, and Observation methods to collect the data.

Finally, the Multi-Trait refers to assessing multiple areas of expertise and role function (e.g., consultation, assessment, professional behaviors, leadership). Consistent levels of performance across the sources, methods, and traits are clear indicators of the performance level. Inconsistent levels of performance across the sources, methods, and traits may indicate areas of strengths and weaknesses in skill sets (e.g., traits) and/or settings in which those skills are applied.

Description of the Evaluation Rubric for Professional Practices

The primary responsibility of student services personnel is to remove barriers to learning by providing a multi-tiered system of support that promotes positive academic, behavioral, and healthy outcomes for students and for teachers, school administration, and families. Providing a multi-tiered system of supports depends on a multi-dimensional process. At the core of this process are four foundational skill sets:

- Problem Solving and Data-Based Decision Making—Expectations for student achievement are expressed in the collection and analysis of student, school, and district data to identify the barriers to learning.
- Instruction/Intervention Planning, Design, and Implementation—Ability to implement a multi-tiered system of supports by identifying research-based interventions and strategies that have a high probability of increasing student learning and engagement.
- Facilitation of Collaboration Through a Resource-Oriented Team Process—Use of skills to develop linkages with other district and community programs and facilitate relevant staff development.
- Professional Practice—Knowledge of unique professional skills, responsibility, and ethical practice in assessment and program development, and proficiency, self-reflection, professional growth planning, team learning, and collegial engagement.

The Evaluation Rubric for Professional Practices integrates these foundational skills within a multi-tiered system of support. The Evaluation Rubric is structured around four domains, sets of practice standards within each domain, and indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Emerging, and Ineffective). The Evaluation Rubric includes the following key components:

- Domains—Broad categories used to organize professional practices and structure evaluation criteria.
- Practices—Descriptive standards of a domain related to a specific area of professional skill.
- Indicators—A continuum of descriptive statements that assist in differentiating between levels of performance for each practice.

Mastery of professional skills is a career-long and continuous process achieved through professional practices that focus on the four broad domains addressed in the Florida SSPEM:

- Data-Based Decision Making and Evaluation of Practices
- Instruction/Intervention Planning and Design
- Instruction/Intervention Delivery and Facilitation
- Learning Environment

The four domains include 20 practice standards with indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Needs Improvement/ Developing, and Unsatisfactory). The indicators for each practice standard include suggested artifacts or evidence that student services personnel may use to help demonstrate their level of performance for that indicator.

The indicator descriptors provide criteria that distinguish among the performance levels on each practice standard. It is important to clearly understand the indicator statements under each practice standard in order to find the level of proficiency that best describes the student services professional's performance related to the indicator. The indicators provide for a formative as well as a summative assessment of the student services personnel's strengths and weaknesses and contribute to the development of a plan for improving performance.

The "Effective" level describes performance that has school-wide impact and clearly makes a significant contribution to the school. In addition, the effective student services professional demonstrates a willingness to learn and apply new skills.

The "Highly Effective" level describes performance that is well above the Effective and results from consistent engagement with "professional practice." The highly effective student services professional frequently serves as a role model to others. Some professionals will be rated highly effective on some indicators, but few will be rated consistently highly effective on the summative evaluation.

The "Needs Improvement/ Developing" level describes student services professionals who show an understanding of what is required for success, but require support and direction to become effective. Emerging personnel will require raising their expectations and their standards of practice made more specific. The addition of focused professional learning will assist emerging personnel toward more effective performance.

The "Unsatisfactory" level describes student service professionals who are not demonstrating proficiency through their actions or inactions on the skill sets needed for improved student learning. Personnel at this level may require prescribed goal setting and professional development and in time may not be recommended for continued employment.

Domain A: Data-Based Decision Making and Evaluation of Practices

A-1 Collects and uses data to develop and implement interventions within a problem-solving framework

A-2 Analyzes multiple sources of qualitative and quantitative data to inform decision making.

A-3 Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement

A-4 Shares student performance data in a relevant and understandable way with students, parents, and administrators

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
A-1	Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	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.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
A-2	Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.

Domain A: Data-Based Decision Making and Evaluation of Practices

- A-1 Collects and uses data to develop and implement interventions within a problem-solving framework
- A-2 Analyzes multiple sources of qualitative and quantitative data to inform decision making.
- A-3 Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement
- A-4 Shares student performance data in a relevant and understandable way with students, parents, and administrators

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
A-3	Uses school or 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 monitor student progress or evaluate the effectiveness of academic and behavioral instruction/ intervention OR ineffectively demonstrates the practice/skill required.

Domain A: Data-Based Decision Making and Evaluation of Practices

- A-1 Collects and uses data to develop and implement interventions within a problem-solving framework
- A-2 Analyzes multiple sources of qualitative and quantitative data to inform decision making.
- A-3 Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement
- A-4 Shares student performance data in a relevant and understandable way with students, parents, and administrators

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
A-4	Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other 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.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.

Domain B: Instruction/Intervention Planning and Design

1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.
4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.
5. Engages parents and community partners in the planning and design of instruction/interventions.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
B-1	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.

Domain B: Instruction/Intervention Planning and Design

1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.
4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.
5. Engages parents and community partners in the planning and design of instruction/interventions.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
B-2	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.
B-3	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.

Domain B: Instruction/Intervention Planning and Design

1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.
2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.
3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.
4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.
5. Engages parents and community partners in the planning and design of instruction/interventions.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
B-4	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).
B-5	Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Does not engage OR ineffectively engages families and community when planning and designing instruction/intervention.

Domain C: Instruction/Intervention Delivery and Facilitation

1. 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.
2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.
3. Implements evidence-based practices within a multi-tiered framework.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.
5. Promotes student outcomes related to career and college readiness.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
C-1	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.

Domain C: Instruction/Intervention Delivery and Facilitation

1. 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.
2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.
3. Implements evidence-based practices within a multi-tiered framework.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.
5. Promotes student outcomes related to career and college readiness.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
C-2	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.

Domain C: Instruction/Intervention Delivery and Facilitation

1. 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.
2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.
3. Implements evidence-based practices within a multi-tiered framework.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.
5. Promotes student outcomes related to career and college readiness.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
C-3	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.

Domain C: Instruction/Intervention Delivery and Facilitation

1. 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.
2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.
3. Implements evidence-based practices within a multi-tiered framework.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.
5. Promotes student outcomes related to career and college readiness.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
C-4	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 demonstrates the practice/skill required.

Domain C: Instruction/Intervention Delivery and Facilitation

1. 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.
2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.
3. Implements evidence-based practices within a multi-tiered framework.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.
5. Promotes student outcomes related to career and college readiness.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
C-5	Develops/plans district-level or school-level policies/interventions/supports that address student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, and participation in school activities) and support attainment of post-secondary goals.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.

Domain C: Instruction/Intervention Delivery and Facilitation

1. 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.
2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.
3. Implements evidence-based practices within a multi-tiered framework.
4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.
5. Promotes student outcomes related to career and college readiness.
6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
C-6	Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is emerging but requires supervision, support, and/or training to be independently effective.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.

Domain D: Learning Environment

1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).
3. Promotes safe school environments.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.
5. Provides a continuum of crisis intervention services.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
D-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.	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.

Domain D: Learning Environment

1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).
3. Promotes safe school environments.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.
5. Provides a continuum of crisis intervention services.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
D-2	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 interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.

Domain D: Learning Environment

1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).
3. Promotes safe school environments.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.
5. Provides a continuum of crisis intervention services.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
D-3	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.

Domain D: Learning Environment

1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.
2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).
3. Promotes safe school environments.
4. Integrates relevant cultural issues and contexts that impact family–school partnerships.
5. Provides a continuum of crisis intervention services.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
D-4	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.
D-5	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.

Evaluating Professional Practice—Methods and Sources of Evidence

When evaluating professional practices it is necessary to use multiple methods of collecting evidence (e.g., Review, Interview and Observation) to document the professional’s performance in each practice. This may include reviewing permanent products (e.g., intervention plans), interviewing stakeholders (e.g., teachers, administrators), and observing the professional at work (e.g., leadership meetings, problem-solving sessions).

Each Table provides examples of multiple methods and sources of evidence data to evaluate the demonstration of the practice standards in each of the four domains. Districts may modify and add to these evidences to reflect the sources used locally to determine the student services professional’s performance level. These sources and methods should be shared at the beginning of each Evaluation cycle to allow the evaluatee the opportunity to document practices.

Methods and Sources of Evidence

Data-Based Decision Making and Evaluation of Practices	
<p>Sources of Evidence:</p> <ul style="list-style-type: none"> ○ Artifacts ○ Observation ○ Stakeholder Feedback ○ Conference/Interview ○ Self-Assessment ○ Professional Growth Plan ○ Other: 	<p>Types of Evidence:</p> <p>Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, process monitoring, diagnostic assessment)</p> <p>Problem-Solving Intervention Plan</p> <p>Academic Intervention Record</p> <p>Behavior Intervention Plan</p> <p>Progress Monitoring Plan</p> <p>Section 504 Plan</p> <p>Reports with data analysis and interpretation (e.g., psycho educational, psychological, counselors, school health report)</p> <p>Data platforms, electronic documentation systems (Focus, Performance Matters)</p>

	<p>Critical Components checklist</p> <p>Counseling Plan and logs</p> <p>Needs Assessments</p>
Instruction/Intervention Planning and Design	
<p>Sources of Evidence:</p> <ul style="list-style-type: none"> ○ Artifacts ○ Observation ○ Stakeholder Feedback ○ Conference/Interview ○ Self-Assessment ○ Professional Growth Plan <p>Other:</p>	<p>Types of Evidence:</p> <p>Problem solving/ intervention meeting/plan-documentation of intervention design and development (with targets, goals, delivery methods, etc.)</p> <p>Critical Component Checklist</p> <p>Functional Behavioral Assessment (FBA)</p> <p>Individual Educational Plan (IEP)</p> <p>Section 504 Plan</p> <p>Emergency Action Plan</p> <p>Individualized Health Care Plan</p> <p>School Health Plan</p> <p>Electronic documentation systems (school-entry health exam, immunization certification, health records, emergency information)</p> <p>In-service trainings/presentations (handouts, agenda, PowerPoint)</p> <p>Learning Community discussions/presentations (agenda)</p> <p>School /District Improvement Plans-documentation of participation</p>

Instruction/Intervention Delivery and Facilitation	
<p>Sources of Evidence:</p> <ul style="list-style-type: none"> ○ Artifacts ○ Observation ○ Stakeholder Feedback ○ Conference/Interview ○ Self-Assessment ○ Professional Growth Plan <p>Other:</p>	<p>Types of Evidence:</p> <p>Problem solving/ Intervention Plan- documentation of intervention and monitoring of student response (e.g., RtI data, progress monitoring data)</p> <p>Monitoring intervention implementation (dosage and fidelity)</p> <p>Electronic documentation systems</p> <p>Case consultation summary</p> <p>Parent Conference notes/logs</p> <p>Newsletters, emails, webpage, and other communication methods</p> <p>Critical Component Checklist</p> <p>In-service Trainings/presentations related to intervention delivery and facilitation (handouts, agendas, PowerPoint)</p> <p>Pre/Post Surveys</p> <p>School/District Improvement- documentation of participation</p> <p>Customer satisfaction surveys</p> <p>Family participation and engagement</p>

Learning Environment	
<p>Sources of Evidence:</p> <ul style="list-style-type: none"> ○ Artifacts ○ Observation ○ Stakeholder Feedback ○ Conference/Interview ○ Self-Assessment ○ Professional Growth Plan <p>Other:</p>	<p>Types of Evidence:</p> <p>Threat Assessment</p> <p>Crisis intervention participation//facilitation</p> <p>School Climate Surveys</p> <p>In-service Trainings/presentations related to school climate, violence preventions, crisis intervention and mental health issues</p> <p>School-based programs-development and implementation</p> <p>Health education, medication administration, first aid, blood borne pathogens, CPR and automated external defibrillator (AED) trainings</p>

Scoring the Evaluation Rubric for Professional Practices

GENERAL INSTRUCTIONS

The Evaluation Rubric for Professional Practices should be completed using evidence from multiple methods and sources. Prior to completing the Evaluation Rubric Scoring Protocol, the evaluator should be familiar with the four domains, the four levels of performance in each of the practices, and the methods and sources of evidence that will be used to determine the professional's level of performance. The performance expectations, performance criteria, and the evidence/documentation should be communicated to the professional being evaluated at the beginning of the Evaluation cycle (e.g., pre-Evaluation planning phase).

COMPLETING THE EVALUATION RUBRIC SCORING PROTOCOL

For each practice on the Evaluation Rubric for Professional Practices, the evaluator must determine the professional's performance level using the indicator statements as a guide. The evaluator will need to refer to the indicator statements on the Evaluation Rubric for Professional Practices when completing the scoring protocol. It is recommended that the evaluator start with the indicator statement for Effective, as this is the performance level most likely to capture the majority of student services employees, and then move up or down the performance level/effectiveness scale as needed.

The indicator statements correspond to four levels of performance: Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory. Each practice is scored 4, 3, 2, or 1— Highly Effective = 4, Effective = 3, Needs Improvement/Developing = 2, and Unsatisfactory = 1. Determine the indicator statement that best describes the level of performance for the professional being evaluated.

For each practice, identify the evidence used as documentation of performance under the practice statement. It is best to establish documentation evidence in the pre-Evaluation phase. There is a comments section at the end of each domain. General comments about the domain may be captured here. Ratings of Needs Improvement/Developing or Unsatisfactory require a statement of the specific supports and activities (e.g., training, supervision, professional development) that will be implemented to move the professional to becoming Effective in that practice

SCORING INSTRUCTIONS

- **For each practice statement:** Check the box that corresponds to the level of performance for the professional (4, 3, 2, 1). This is the practice rating score.
- **For each domain:** Sum the ratings (4, 3, 2, 1) for each of the practices; Divide by the number of practices; Multiply by the number in each box to obtain the total score. This is the domain score.
- **TOTAL:** Sum the scores from each of the four domains. This is the TOTAL score (20–100).

Name:		Employee ID#:	
Position:	Assignment:		
Evaluator:		Date:	

Scoring Key:

HE (<i>Highly Effective</i>) = 4	E (<i>Effective</i>) = 3	NI/D (<i>Needs Imp/Developing</i>) = 2	U (<i>Unsatisfactory</i>) = 1
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Domain A: Data-Based Decision Making and Evaluation of Practices	Rating Scores			
	HE	E	NI/D	U
A-1. Collects and uses data to develop and implement interventions within a problem-solving framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-3. Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
A-4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the practice rating scores in Domain A ÷ 4, then multiply by 6.25 = <input type="text"/>)				
<i>Domain A Section Comments:</i>				

Domain B: Instruction/Intervention Planning and Design	Rating Scores			
	HE	E	NI/D	U
B-1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic and behavioral interventions and supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				

B-3. Applies evidence-based research and best practices to improve instruction/interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-4. Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
B-5. Engages parents and community partners in the planning and design of instruction/interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the practice rating scores in Domain B ÷ 5, then multiply by 5 =				
<i>Domain B Section Comments:</i>				

Domain C: Instruction/Intervention Delivery and Facilitation	Rating Scores			
	HE	E	NI/D	U
C-1. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-3. Implements evidence-based practices within a multi-tiered framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-5. Promotes student outcomes related to career and college readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
C-6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the practice rating scores in Domain C ÷ 6, then multiply by 7.5 =				
<i>Domain C Section Comments:</i>				

Domain D: Learning Environment	Rating Scores			
	HE	E	Ni/D	U
D-1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-3. Promotes safe school environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-4. Integrates relevant cultural issues and contexts that impact family-school partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
D-5. Provides a continuum of crisis intervention services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>				
TOTAL (Add the practice rating scores in Domain D ÷ 5, then multiply by 6.25 =				
<i>Domain D Section Comments:</i>				

Rating Scores			
HE	E	Ni/D	U
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVALUATION RUBRIC TOTAL SCORE:

Domain A Score	
Domain B Score	
Domain C Score	
Domain D Score	
TOTAL	

OVERALL RATING for the *EVALUATION RUBRIC*:

Highly Effective
 Effective
 Needs Imp/Developing
 Unsatisfactory

Total Score (range)*	Performance Level Rating
80-100	<i>Highly Effective</i>
51-79	<i>Effective</i>
26-50	<i>Needs Improvement/Developing</i>
0-25	<i>Unsatisfactory</i>