Washington County School District

652 3rd Street
Chipley, FL 32428

2016-17

Instructional Evaluation System Template

Washington County School District

Joseph Taylor, Superintendent of Schools

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

1. **Performance of Students**

- **For all instructional personnel, the percentage of the evaluation that is based on the 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 [Rule 6A-5.030(2)(a)1., F.A.C.].**

   Percentages of the evaluation that are based on the performance of students can be found in the chart, Student Performance Measures, on page 4. Student Performance for all instructional personnel will be 35%.

   An explanation of the scoring method, including how it is calculated and combined can be found on pages 6 and 7 in the Overall Summative Evaluation Process and in the Calculation of Total Points on Teacher Performance for Annual Evaluation on page 8.

   Pursuant to Section 1088.22, F.S. and Section 1012.34(3) (a)1., F.S., student performance scores will be used in calculation of a 35% portion of the teacher's overall annual evaluation score. The other indicators used to determine the overall annual evaluation score will be based on 55% of the total score from the Principal Observation/Deliberate Practice portion and 10% of the total will be based on Other Factors of Professional Practice such as professional development, development of the professional development plan or completion of college courses or other academic work.

   Value Added Measures (VAM) will be determined by student performance on the Florida Standards Assessment (FSA) tests beginning with the 2015-16 school year and continuing as may be required based on current state statute.

- **For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].**

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

   An explanation of the scoring method, including how it is calculated and combined can be found on pages 6 and 7 in the Overall Summative Evaluation Process and in the Calculation of Total Points on Teacher Performance for Annual Evaluation on page 8.

- **For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].**

   When possible, the three most recent years of data will be used as student performance (two years immediately preceding the current year will be used). If three years of data are not available the current year will be used. The district will not use more than three years of data.

- **For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].**

  Percentages of the evaluation that is based on the performance of students can be found in the chart, Student Performance Measures, on page 4. Student Performance for all instructional personnel will be 35%.

- **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.].**

  The district-determined student performance measures for classroom teachers of students for courses not assessed by statewide, standardized assessments, may be found on the Student Performance Measures chart, under the column "Performance Measures for Evaluation Purposes," on page 4 and the Student Growth Measurement Chart on pages 9 and 10.

- **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.].**

  The district-determined student performance measures for classroom teachers of students for courses not assessed by statewide, standardized assessments, may be found on the Student Performance Measures chart, under the column "Performance Measures for Evaluation Purposes," on page 4. They will be listed as District Non-Classroom Instructional Personnel and also in the Student Growth Measurement Chart on pages 9 and 10, listed as Academic Analysts, Media Specialist, Staffing Specialists, School Psychologist, and Speech and Language Therapists.

The following optional chart is provided for your convenience. Other ways to display information are acceptable. This chart is intended to address some of the bullets listed above, but additional documentation may be needed.

Student Performance Measures

Student Performance Measure:

All instructional personnel, including newly hired teachers, 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.

Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Percentage Associated with Final Summative Evaluation
Pre-Kindergarten (PK)	Unique Learning Curriculum	35
Kindergarten (K)	IReady	35
First Grade (1)	IReady	35
Second Grade (2)	IReady	35
Third Grade (3)	FSA VAM Growth	35
Fourth Grade (4)	FSA VAM Growth	35
Fifth Grade (5)	FSA VAM Growth	35
Other (K-5) instructional personnel - media personnel, guidance, speech, academic analysts	FSA VAM – Growth; SAE, Portfolio for non-FSA VAM teachers	35
Math Courses (6-8)	FSA VAM Growth	35
Science Courses (4-12)	FSA VAM Growth ,SAE	35
Science Courses (5 & 8)	FCAT Science 2.0	35
English/Language Arts/Reading Courses (6-8)	FSA VAM Growth	35
Other (6-8) instructional personnel - media personnel, guidance, speech, academic analysts	FSA VAM – Growth; SAE, Portfolio for non-FSA VAM teachers	35
Civics	EOC	35
English 1	FSA VAM Growth	35
English 2	FSA VAM Growth	35
English 3	SAE	35
English 4	SAE	35
AP English Comp	AP Test Results	35
Algebra 1; Algebra 1 Honors;	EOC	35
Geometry; Geometry Honors	EOC	35

Biology 1; Biology 1 Honors;	EOC	35
United States History	EOC	35
ROTC	SAE, Portfolio	35
Other (9-12) instructional personnel – media personnel, guidance, speech, academic analysts	==FSA VAM – Growth==; SAE, Portfolio ==for non-FSA VAM teachers==	35
District Non-Classroom Instructional Personnel	District-wide results on FSA VAM /EOC tests or school-wide results on FSAVAM /EOC tests for the schools to which the Non-Classroom Instructional Personnel is assigned	35

Overall Summative Evaluation Process

The method to be used to determine the overall rating for the summative evaluation will be as follows:

The Danielson Frameworks for Teaching will be the foundation of the instructional evaluation process. This will be based on a 600 point scale. The scale as shown below will be used to calculate the overall rating for all teachers.

- 55% or a maximum of 330 points will be based on Principal Observations and Deliberate Practice
- 35% or a maximum of 210 points will be based on Student Growth and/or Student Achievement measures
- 10% or a maximum of 60 points will be based on Other Professional Performance Indicators as described below

Other Professional Performance Indicators will be used to determine 10% of the total evaluation. These indicators may include but not be limited to professional development activities, participation in professional learning community (PLC), implementation of professional learning elements into lesson plans, development and implementation of professional development plan and other professional development activities.

Method of calculation for 60 points metric based on IPLP, Professional Growth/Professional Development, completion and/or implementation of PD activities
20 points possible – Completion of Individual Professional Learning Plan

20 points possible – Completion of at least 1 professional development activity including follow-up and implementation (Must complete a minimum of 10 hours of in-service or professional development credit either in a single activity or in multiple activities.

40 points possible – Completion of 2 or more professional development activities including follow-up and implementation (Must complete a minimum of 20 hours of in-service or professional development credit either in 2 individual activities or a combination of multiple activities (3 or more) that total 20 hours of credit.

60 points possible – Combination of items as listed above and/or completion of academic course at a college or university related to professional job responsibilities with the general rule being that for each 1 hour class, 20 points would be earned. (Example: A 3 hour semester class would count as 60 points)

For those teachers who have multiple sources of Student Growth Measures or Student Achievement data, such as a teacher who teaches a class or classes with a state mandated EOC or DOE provided VAM scores and other classes with SAEs to determine student performance, a multi-dimensional conversion table will be used to convert the data from each assigned instructional responsibility to an overall score based on the 210 point scale. Each of the instructional areas will be counted for that portion of the teacher's overall score equal to the percent of time the teacher would be assigned to each instructional responsibility. Example – If a teacher has 3 periods of classes with DOE provided VAM data and 3 periods with SAEs scores, each of these would count as 50% of the overall score.

For co-teaching and inclusion classes, both teachers will receive the student growth and/or student achievement scores for <u>all</u> students in the classes taught. The multi-dimensional conversion table to be used in this process has been developed with personnel from PAEC with input from district personnel throughout the PAEC area.

School wide data will be used to determine student growth for Guidance, Media Specialists and Staffing Specialists as listed in the Student Growth Measurement Chart as the personnel in these positions have responsibilities for all students within the school. For the staffing specialists, who have responsibilities in 3 schools, the school wide student data in reading and math from each school will count as 1/3 of the total student performance growth measure.

Calculation of Total Points on Teacher Performance for Annual Evaluation

To calculate total points on teacher performance for the Annual Evaluation Summary, take the points (0, 1, 2 or 3) times the weighting factor for each component (number on far left seen on following page) and total all components.
>   i.e.: a rating of "Proficient" /"Effective" in Domain 1-c Setting Instructional Outcomes is worth 10 points
>   (weight of 5 x 2 points=10)

The total possible for each domain is as follows:

Domain 1 – Planning and Preparation -	75 points
Domain 2 – The Classroom Environment -	90 points
Domain 3 – Instruction -	90 points
Domain 4 – Professional Responsibilities -	75 points

Total possible for a teacher performance segment of evaluation including domains 1-4 is 330 points.

Calculation of Student Performance and Growth

Pursuant to Section 1088.22, F.S. and Section 1012.34(7) F.S., student performance scores will be used in calculation of the 35% portion (or required portion) of the teacher's overall annual evaluation score.

School Board Policy 6.40 – Assessment of Employees and 6.41 –Instructional Employee Performance Criteria – These 2 board policies address statutory requirements for including assessments that are locally developed and scored.

 Student performance and growth measures will be calculated using the information as shown in the tables in Appendix C. These performance scores will also produce scores on a 210 point scale for use in calculating the overall rating for teacher effectiveness.

The following formula will be used to calculate Washington County VAM scores.
Washington County will accept the state VAM cut scores as follows:

- 4 -Highly Effective
- 3 – Effective
- 2 - Needs Improvement
- 1 - Unsatisfactory.

This will convert to the following points which will be used in the final summative calculation formula:

- Highly Effective ratings will receive 210 points, which is 35% 0f 600.
- Effective ratings will receive 175 points which is 35% of 499.
- Needs Improvement ratings will receive 131 points which is 35% of 374.
- Unsatisfactory ratings will receive 87 points which is 35% of 249.

Note: The actual calculations for this conversion will be performed by personnel from PAEC (Panhandle Area Educational Consortium) with whom the district has contracted to perform these services. The conversion for each individual teacher will be based on the data sent to the district from DOE.

Overall Scoring Rubric for Teacher Evaluations

The overall scoring rubric for the Washington County Teacher Evaluation System will be based on a 600 point scale. This scale will include 55% of points or 330 points from the Principal Observation/Deliberate Practice section of the evaluation process and 35% or 210 points from the Student Performance and/or Growth section and 10% or 60 points from Other Indicators of Professional Performance section. The sum total for the three (3) elements will be used to determine an overall rating for each teacher using the following scoring rubric:

Highly Effective / Distinguished– Points Range –   500 – 600
Effective / Proficient – Points Range –   375 – 499
Needs Improvement / Basic – Points Range -   250 – 374
Unsatisfactory –Points Range – Less than 250   249 and below

Student Growth Measurement – 2015-2016

Grade	Assessment(s) to be used	Proficiency Level
Pre-K	Unique Learning	Points earned for the student growth or achievement portion of the evaluation will be determined as per the information shown in Chart A.
K-2	IReady – Reading and Math	Student Performance will be determined using Chart B of this attachment.
3rd – 8th	FSA Proficiency (3rd	Student Performance for FSA VAM, FCAT 2.0 Science (Grades 5

	grade) or VAM (4th – 8th) in Reading & Math; FCAT 2.0 Science (5th and 8th Grades), Science Grades 2, 4,6 & 7, SAE and/or EOC Tests as Per Requirements in state statute	& 8), and EOCs will be used as per the information provided by DOE. For other assessments, points earned for the student growth or achievement portion of the evaluation will be based on the information in Chart C of this attachment.
9th – 12th	FSA VAM in Reading & Math or EOC Tests as Per Requirements in state statute; SAE tests and/or portfolio assessments will be used for subject areas not assessed by the state tests	Student Performance data for FSA VAM and EOCs will be provided by DOE. Points earned for the student growth or achievement portion of the evaluation for other assessments (SAE, Portfolios) will be based on the information in Chart C.
Project Lead the Way (PLTW) Teachers	PLTW Assessment	Student Performance will be determined using Chart D
Advanced Placement Teachers	AP Tests	Student Performance on the AP Test will be determined using Chart E
Teachers of Alternate Assessed Students Grades K-11	K-3 -Unique Learning; Gr. 4 -11 – Florida Alternate Assessment	Learning Gains on Unique Learning Assessments – Chart F Learning Gains on Florida Alternate Assessments – Chart F
Academic Analysts K-2	IReady Reading and Math	Student Performance will be determined as per the information shown in Charts B of this attachment for
Academic Analysts Grades 3-12	FSA Proficiency or VAM, EOCs as per state requirements (Algebra I, Geometry, Civics, U.S. History, FCAT 2.0 Science (Grades 5 & 8), SAE Science (Grades 3, 4, 6 & 7) Biology, other SAE Tests	Student Performance will be determined based on Assigned Academic Area(s) of Responsibility at the school(s) to which the analysts is assigned Student Performance will be based on the assessments identified as an "academic area of responsibility" for each analysts Student Performance will be determined based on the performance of **all** students for which the analysts has responsibility including all examples as shown in Column 2 of this information and/or others that may not have been listed Student Performance will be based on the information in Chart C of this attachment. Student Performance will be based on the results on the FSA

		and EOCs as per information provided by DOE			
Guidance	FSA VAM	School wide FSA data for school to which assigned – reading and math + IReady K-2			
Media Specialist	FSA VAM	School wide FSA reading data + IReady K-2 for school to which assigned			
Staffing Specialists	FSA VAM	School wide FSA data for school(s) to which assigned– reading and math + IReady K-2			
School Psychologist	FSA VAM	District wide FSA data – reading and math + IReady K-2			
Speech and Language Therapists	FSA VAM	School wide FSA data – reading + IReady K-2 (For schools to which SLT is assigned)			
Florida Panhandle Technical College FPTC	Industry Certification or COE Data	100% - 80%	79% - 60%	59% - 40%	Less than 40%

2. **Instructional Practice**

Directions:

The **district shall provide:**

- **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.].**

  The percentage of the evaluation that is based on the instructional practice is explained in the Overall Summative Evaluation Process, on pages 6 and 7 and in Calculation of Total Points on Teacher Performance for Annual Evaluation on page 8.

- **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.].**

The Washington County School District uses the Charlotte Danielson Framework for Teaching Evaluation Instrument – 2013 Edition as the basis of the instructional evaluation process. This system is a research based model for teacher evaluations that is used by many districts throughout the state of Florida and the entire nation. The system is based on educational research conducted by the Charlotte Danielson organization utilizing information from a wide variety of nationally recognized experts in effective teaching practices.

The Framework for Teaching Evaluation Instrument consists of 4 domains that have been identified as being essential for effective teaching and instructional practices. These 4 domains are:
- Domain 1 – Planning and Preparation
- Domain 2 – The Classroom Environment
- Domain 3 – Instruction
- Domain 4 – Professional Responsibilities

Within each of these domains are indicators or components that identify specific behaviors or actions that should be performed by teachers to be effective. Each of these specific components includes a description of the area and a listing of indicators or "look fors" along with a rubric identifies 4 levels of proficiency within each component. These 4 levels are:
- Distinguished (Highly Effective)
- Proficient (Effective)
- Basic (Needs Improvement)
- Unsatisfactory

These domains and indicators within the domains are provided in this document beginning on pages 18 – 122 for the various categories of teachers in the Washington County School District.

Teacher Evaluation in the State of Florida

The purpose of the annual assessment and evaluation process is to enhance instruction for students by assisting teachers in continuous quality improvement of their professional skills. The method designed to achieve this goal must be formalized to the extent it supports decisions on salary, transfers, promotions and dismissals.

WCSD's teacher evaluation system has been developed in collaboration with the Washington County School District and the Washington County Education Association in accordance with the requirements of Race to the Top and statute S.B. 736.

School level administrators (principals and assistant principals) and/or district level administrators will conduct the necessary observations and the principal will complete the Year-End Final Evaluation Summary after reviewing all criteria including the parent input from the school's Climate Survey.

The individuals named in the table below will serve on the teacher evaluation committee for the Washington County School District. The district's teacher evaluation committee will convene semi-annually to discuss any areas of concern as well as to monitor the ongoing evaluation process. Each spring, district staff will have the opportunity to share suggestions for the revision process which the evaluation committee will oversee. The work of the teacher evaluation committee shall be subject to the collective bargaining process.

The committee includes the following members:

Pat Collins	Director of Administrative Services
Bill Lee	Director of School Leadership and Management
Gail Riley	Director of Curriculum and Instruction
Dr. Bobbie Dawson	Director of Federal Programs
Steve Griffin	Principal – Vernon Elementary School
Lesa Burdeshaw	Principal – Kate M. Smith Elementary School
Brian Riviere	Principal – Vernon High School
Greta Draayom	Teacher – Roulhac Middle School
Linda Mincey	Teacher – Vernon Elementary School
Monica Rehberg	Teacher – Vernon High School
Patty Carter	Teacher – Roulhac Middle School
Curtis Green	Teacher – Florida Panhandle Technical College – WCEA President

References and Contemporary Research

American Educational Research Association. (2005). Teaching teachers: Professional development to improve student achievement. *Research Points* 3,1.

Danielson, C. (2011). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2010). Evaluations that help teachers learn. *The Effective Educator.* 68, (4), 35-39.

Danielson, C. & McGreal, T. (2000). *Teacher Evaluation to enhance professional   practice.* Alexandria, VA: Association for Supervision and Curriculum   Development.

Gilbert, J., & Matvuik, S. (2008). The symbiotic nature of the leader-follower relationship and its impact on organizational effectiveness. *Academic Leadership.* Retrieved December 3, 2008, from

http://www.academicleadership.org/empirical_research/

Killion, J. & Roy, P. (2009). *Becoming a learning school.* Oxford, OH: National Staff Development Council

Palestini, R. (2005). *Educational administration: Leading with mind and heart* (2nd ed.). Lanhan, MD: Rowman & Littlefield Education.

Schmoker, M. (2006). *Results now.* Alexandria, VA: Association for Supervision and Curriculum Development.

Sparks, D. (2002). Amplifying positive deviance in schools. *Results, 6,* 2.

- **For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].**

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;	1a, 1c, 3b
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1c, 1e, 3b
c. Designs instruction for students to achieve mastery;	1e, 2b, 3b
d. Selects appropriate formative assessments to monitor learning;	1f, 2b, 3b
e. Uses diagnostic student data to plan lessons; and,	1b, 3b, 4a, 4b, 4c, 4d, 4e, 4f
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1e, 2b, 3b
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;	1b, 2c, 2e
b. Manages individual and class behaviors through a well-planned management system;	2b, 2d
c. Conveys high expectations to all students;	3a, 3c, 3d, 3e
d. Respects students' cultural linguistic and family background;	2a, 4c
e. Models clear, acceptable oral and written communication skills;	1f, 3a
f. Maintains a climate of openness, inquiry, fairness and support;	2a
g. Integrates current information and communication technologies;	1d
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	1b, 2a, 2b, 2c, 2d, 2e
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	2i,
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;	3a, 3c, 3d, 3e
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3a, 3c, 3d, 3e
c. Identify gaps in students' subject matter knowledge;	3a, 3c, 3d, 3e
d. Modify instruction to respond to preconceptions or misconceptions;	3a, 3c, 3d, 3e
e. Relate and integrate the subject matter with other disciplines and life experiences;	1a, 1b, 1c, 1d, 1e, 2a, 2b,, 3e, 2c, 2d, 2e, 3a, 3c, 3d, 3e
f. Employ higher-order questioning techniques;	3c, 3a, 3d, 3e
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	1e, 3c
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1b, 3d
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	3a, 3d
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	
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;	1b, 3a, 3b, 3c, 3d, 3e
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1f

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	1f, 3d
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1f, 3d, 3e
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	3d, 4e
f. Applies technology to organize and integrate assessment information.	1f

5. Continuous Professional Improvement
The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4a, 4b, 4d, 4e
b. Examines and uses data-informed research to improve instruction and student achievement;	4a, 4b, 4e
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;	4a, 4b, 4e
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4a, 4b, 4c, 4d, 4e
e. Engages in targeted professional growth opportunities and reflective practices; and,	4a, 4b, 4d, 4e
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4d

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.	4f

- **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.].**

Washington County Teacher Formal Observation Rubric

For use during school year 2015-16

Teacher _____ School _____ Grade Level(s) _____
Subject(s) _____ Observer _____ Date _____
Summary of the Lesson _____

Domain 1: Planning and Preparation Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
1a Demonstrating Knowledge of Content and Pedagogy **[FEAPs (a)1.a.; (a)3.e.]** **weight 4.0**	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Evidence				
NOTE: The Washington County School District Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
1b **Demonstrating Knowledge of Students** **[FEAPs (a)1.e.; (a)2.a.; (a)2.h.; (a)3.e.; (a)3.h.; (a)4.a.]** **weight 4.0**	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
1c **Setting Instructional Outcomes** [FEAPs (a)1.a.; (a)1.b.; (a)3.e.] **weight 5.0**	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
1d **Demonstrating Knowledge of Resources and Technology** [FEAPs (a)2.g.; (a)3.e.] **weight 3.0**	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
1e **Designing** **Coherent** **Instruction** [FEAPs (a)1.b.; (a)1.c.; (a)1.f.; (a)3.e.; (a)3.g.] **weight 4.0**	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
1f **Designing** **Student** **Assessments** [FEAPs (a)1.d.; (a)3.e.; (a)4.b.; (a)4.c.; (a)4.d.; (a)4.f.] **weight 5.0**	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. • Assessments do not match instructional outcomes.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Evidence				

Domain 2: The Classroom Environment Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
2a **Creating an Environment of Respect and Rapport** [FEAPs (a)2.d.; (a)2.f.; (a)2.h.; (a)3.e.] **weight 7.0**	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Evidence				

Component	Unsatisfactory	Needs Improvement/ Developing	Proficient -Effective	Distinguished – Highly Effective
2b **Establishing a Culture for Learning** [FEAPs (a)2.c.; (a)2.d.; (a)2.f.; (a)2.h.; (a)3.e.] **weight 7.0**	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
2c **Managing Classroom Procedures** [FEAPs (a)2.a.; (a)2.h.; (a)3.e.] **weight 6.0**	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
2d **Managing Student Behavior** [FEAPs (a)2.b.; (a)2.h.; (a)3.e.] **weight 6.0**	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
2e **Organizing Physical Space** **[FEAPs (a)2.a.; (a)2.h.; (a)3.e.]** **weight 4.0**	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Evidence				

Domain 3: Instruction Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
3a **Communicating** **with Students** [FEAPs (a)2.e.; (a)3.a.b.c.d.e.i; (a)4.a.] **Weight 5.0**	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
3b **Using Questioning and** **Discussion Techniques** [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.] **weight 7.0**	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Evidence

mponent	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
3c **Engaging Students in Learning** **[FEAPs (a)3.a.b.c.d.e.f.g.; (a)4.a.]** **weight 7.0**	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

Evidence

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
3d **Using Assessment in Instruction** **[FEAPs (a)3.a.b.c.d.e.h.i.j.; (a)4.a.c.d.e.]** **weight 7.0**	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed

self- or peer assessment.	rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

Evidence

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
3e **Demonstrating Flexibility and Responsiveness** **[FEAPs (a)3.a.b.c.d.e.j.; (a)4.a.d.]** **weight 4.0**	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Evidence

Domain 4: Professional Responsibilities Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
4a **Reflecting on Teaching** [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] **weight 6.0**	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
4b **Maintaining Accurate Records** [FEAPs (a)1.e.; (b)1.a.b.c.d.e.] **weight 6.0**	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
4c **Communicating with Families** [FEAPs (a)1.e.; (b)1.a.b.c.d.e.; (a)4.e.] **weight 4.0**	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
4d **Participating in the Professional Community** [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship] **weight 3.0**	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
4e **Growing and Developing Professionally** [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship] **weight 3.0**	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
4f **Showing Professionalism** [FEAPs (a)1.e.; (b)2.] **weight 3.0**	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some student being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high levels of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fairy opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or department decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Evidence				

➢ Form to be filled out by teacher and electronically submitted or hard copy brought to conference

Teacher _____ **School** _____ **Date** _____

1. To which part of your curriculum does this lesson relate?

2. How does this learning fit in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs.

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

WALK THROUGH OBSERVATION

Observer's Name: _____   **Observer Role:** _____

Teacher's Name: _____   **Subject Area:** _____

Grade Level: _____   **Date:** _____   **Time:** _____

Domain	Components- Evidence (notes)
1.Planning & Preparation	a. Demonstrating Knowledge of Content and Pedagogy b. Demonstrating Knowledge of Students c. Setting Instructional Outcomes d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Designing student assessments
2. The Classroom Environment	a. Creating an Environment of Respect and Rapport b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior e. Organizing Physical Space
3. Instruction	a. Communicating with Students b. Using Questioning and Discussion Techniques c. Engaging Students in Learning d. Using Assessment in Instruction e. Demonstrating Flexibility and Responsiveness
4. Professional Responsibilities	a. Reflecting on Teaching b. Maintaining Accurate Records c. Communicating with Families d. Growing and Developing Professionally e. Showing Professionalism

Interview Protocol for a Reflection Conference

➢ Form to be filled out by teacher and electronically submitted or hard copy brought to conference

Teacher _____   **School** _____   **Date** _____

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

YEAR-END ANNUAL EVALUATION
INSTRUCTIONAL PERSONNEL - TEACHERS
SUMMATIVE TOTAL

NAME   SCHOOL   YEAR

_____   _____   _____

GRADE LEVEL/DEPT.   SUPERVISOR

_____   _____

A. Total Points – Principal Observation / Deliberate Practice _____ (330 points possible)

B. Total Points – Student Performance (3 Years of Data) _____ (210 points possible)

C. Total Points – Other Professional Performance Indicators –) _____ (60 points possible)

Combined Total of Points Using A, B, & C _____

Rating Scale:	**HE/Distinguished –**	**500 -600**	**Effective/Proficient -**	**375 - 499**
	Needs Improvement/Basic –	**250 - 374**	**Unsatisfactory – Less than -**	250

Overall Rating: ☐ **Unsatisfactory** ☐ **Improvement Needed/Developing** ☐ **Effective** ☐ **Highly Effective**

_____

Signature of Teacher   Date

_____

Signature of Supervisor

                                            Date

NOTE: Signatures indicate the evaluation has been discussed and a copy has been given to the teacher. It does not necessarily indicate agreement by the teacher. Teacher signature also denotes receipt of points earned only from the teacher performance portion of the evaluation.

Teacher Comments:

YEAR-END ANNUAL EVALUATION SUMMARY
Instructional Personnel - Teachers
Washington County School District

NAME _____   SCHOOL _____   YEAR _____

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 1 – PLANNING AND PREPARATION				
4.0 – 1-a Knowledge of Content and Pedagogy	☐	☐	☐	☐
4.0 – 1-b Knowledge of Students	☐	☐	☐	☐
5.0 – 1-c Setting Instructional Outcomes	☐	☐	☐	☐
3.0 – 1-d Knowledge of Resources and Technology	☐	☐	☐	☐
4.0 – 1-e Coherent Instruction	☐	☐	☐	☐
5.0 – 1-f Student Assessments	☐	☐	☐	☐

Total Points – Domain 1 _____ (75 points possible)

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 2 – CLASSROOM ENVIRONMENT				
7-0 – 2-a Creating Environment of Respect and Rapport	☐	☐	☐	☐
7.0 – 2-b Establishing a Culture for Learning	☐	☐	☐	☐
6.0 – 2-c Managing Classroom Procedures	☐	☐	☐	☐
6.0 – 2-d Managing Student Behavior	☐	☐	☐	☐
4 0 – 2-e Organizing Physical Space	☐	☐	☐	☐

Total Points – Domain 2 _____ (90 points possible)

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 3 – INSTRUCTION				
5.0 – 3-a Communicating with Students	☐	☐	☐	☐
7.0 – 3-b Questioning and Discussion Techniques	☐	☐	☐	☐
7.0 – 3-c Engaging Students in Learning	☐	☐	☐	☐
7.0 – 3-d Using Assessment in Instruction	☐	☐	☐	☐
4.0 – 3-e Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐

Total Points – Domain 3 _____ (90 points possible)

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES				
6.0 – 4-a Reflecting on Teaching	☐	☐	☐	☐
6.0 – 4-b Maintaining Accurate Records	☐	☐	☐	☐
4.0 – 4-c Communicating with Families	☐	☐	☐	☐
3.0 – 4-d Participating in Professional Community	☐	☐	☐	☐
3.0 – 4-e Growing and Developing Professionally	☐	☐	☐	☐
3.0 – 4-f Showing Professionalism	☐	☐	☐	☐

Total Points – Domain 4 _____ (75 points possible)

Total Points – Teacher Performance _____ - (330 points possible)

Washington County School District
Teacher Evaluations – 2015-16

- The overall rating for the Washington County School District Teacher Evaluation System will be as shown below:

- Highly Effective / Distinguished– Points Range -   500 – 600
- Effective / Proficient – Points Range –   375 – 499
- Needs Improvement / Basic – Points Range -   250 – 374
- Unsatisfactory –Points Range – Less than   250

NAME _____   SCHOOL _____   YEAR _____

GRADE LEVEL/DEPT. _____   SUPERVISOR _____

    D. Total Points – Principal Observation / Deliberate Practice _____ (330 points possible)
    E. Total Points – Student Performance (3 Years of Data) _____ (210 points possible)
    F. Total Points – Other Professional Performance Indicators –) _____ (60 points possible)
Combined Total of Points Using A, B, & C _____

Rating Scale:	**HE/Distinguished –** **500 -600**	**Effective/Proficient -**	**375 - 499**
	Needs Improvement/Basic – **250 - 374**	**Unsatisfactory – Less than -**	**250**

Overall Rating: ☐ **Unsatisfactory** ☐**Improvement Needed/Developing** ☐**Effective** ☐ **Highly Effective**

_____

Signature of Teacher   Date

_____

Signature of Supervisor   Date

NOTE: Signatures indicate the evaluation has been discussed and a copy has been given to the teacher. It does not necessarily indicate agreement by the teacher. Teacher signature also denotes receipt of points earned only from the teacher performance portion of the evaluation.

Teacher Comments:

- **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.C.].**

The following annual evaluation instruments will be used to provide a more accurate evaluation of non-classroom instructional personnel. The Director of Student Services meets with the non-classroom instructional personnel under their department (Counselors, Social Workers, School Psychologists, Staffing Specialists, Speech/Language Therapists, Occupational at their first meeting of the year to train on the specifics of the rubrics, the evaluation criteria and processes. At subsequent meetings during the year, the evaluation system is discussed among the Director and the specific groups. Non-classroom itinerant instructional personnel are evaluated by a district level administrator who serves as their supervisor. Non-classroom instructional personnel who are at a school for the majority of the week are supervised and evaluated by the school principal or designee.

The following are the categories of instruments and the sub areas of these categories:

Instructional Specialists:
1. Hearing Impaired Teachers
2. Visually Impaired Teachers

Instructional Support Personnel:
1. Academic analysts

Media Specialists

Staffing Specialists:
1. Staffing Specialists

Student Services:
1. Guidance Counselors
2. School Psychologists
3. Social Workers

Therapeutic Specialists:
1. Occupational Therapists
2. Physical Therapists
3. Speech/Language Pathologists
4. Adaptive PE

➤ Form to be filled out by teacher and electronically submitted or hard copy brought to conference

Teacher _____   School _____

1. To which part of your specialized area does this activity relate?

2. Briefly describe the participants in this activity, including those with special needs.

3. What are your expected outcomes for this activity?

4. Describe the sequence of steps and that will be observed during this activity. Describe any materials that will be used.

5. How will you differentiate this activity based on the needs of participants?

6. How will the effectiveness of the activity be evaluated?

7. Is there anything that you would like me to specifically observe during the activity?

WALK THROUGH OBSERVATIONS
Non-Classroom Instructional Personnel

Observer's Name: _____   Observer Role: ☐ Principal ☐ AP ☐ Peer Mentor ☐ Other

Teacher's Name: _____   Special Area: _____

Activity: _____   Date: _____   Time: _____   ☐ AM ☐ PM

Domain 1: Planning and Preparation

Establishing goals/outcomes

Purposeful Activity   ☐ Evident   ☐ Not Evident

Identifying grouping format (you may select more than one) ☐ Whole group ☐ Individual ☐ Small Group ☐ Paired

Domain 2: Classroom Environment

Creating an environment of respect and rapport

Specialist interacts with others   ☐ Yes   ☐ No

Managing procedures

Procedures evident   ☐ Yes   ☐ No

Managing appropriate norms of conduct   ☐ Yes   ☐ No

Domain 3: Delivery of Service

Using techniques

Using techniques appropriate to specialty   ☐ Yes   ☐ No

Engaging Participants in Activity

Engagement level of participants

☐ Engaged
☐ Managed
☐ Not engaged

Practices used (Mark all that apply)

☐ Hands-On Experiences ☐ Lecture ☐ Presentation ☐ Cooperative Learning
☐ Modeling/Explaining ☐ Learning Stations ☐ Practice Activity ☐ Movie/TV/Video/Audio
☐ Assessment ☐ Discussion ☐ Differentiated Instruction ☐ Conferencing w/ Student
☐ Use of Technology ☐ Providing Directions/Instructions ☐ Problem Solving
☐ Collaboration ☐ Differentiated Interaction ☐ None (no educational activity)

Specialist was:

☐ Providing therapy/counseling ☐ Teaching a lesson ☐ Interacting w/student(s) for assessment purposes
☐ Interacting with colleagues and/or parents, student academic needs
☐ Interacting with colleagues and/or parents, student behavior needs
☐ Working at desk

Notes:

Interview Protocol for a Reflection Conference
Non-Classroom Instructional Personnel

Washington County School District
652 3rd Street
Chipley, FL 32428

> ➢ Form to be filled out by teacher and electronically submitted or hard copy brought to conference

Teacher _____ School _____ Date _____

1. How successful was the activity? Did the activity accomplish the expected outcome(s)?

2. How were you able to determine the participants' levels of engagement and understanding?

3. Comment on your activity procedures, participants' conduct, and your use of physical space. To what extent did these contribute to the accomplishment of desired outcomes?

4. Did you depart from your plan? If so, how and why?

5. Comment on different aspects of your activity (e.g., activities, materials and resources). To what extent were they effective?

6. If you had an opportunity to engage in this activity again with the same group of participants, what would you do differently?

Formal Observation Rubric – Academic Analysts and Specialists

Teacher _____ School _____ Participants_____

Type of Specialist_____ Observer _____ Date _____

Summary of the Activity _____

Evidence of Professional Activity

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
1a Demonstrating Knowledge of Current Trends in Specialty Area Weight 5.0	Academic Analysts and Specialists demonstrate little or no familiarity with specialty area.	Academic Analysts and Specialists demonstrate basic familiarity with specialty area.	Academic Analysts and Specialists demonstrate thorough knowledge of specialty area.	Academic Analysts and Specialists' knowledge of specialty area are wide and deep; Academic Analysts and Specialists are regarded as experts by colleagues.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
1b Demonstrating Knowledge of the School's Program and Levels of Teacher Skill in Delivering that Program Weight 4.0	Academic Analysts and Specialists demonstrate little or no knowledge of the school's program or of teacher skill in delivering that program.	Academic Analysts and Specialists demonstrate basic knowledge of the school's program and of teacher skill in delivering that program.	Academic Analysts and Specialists demonstrate thorough knowledge of the school's program and of teacher skill in delivering that program.	Academic Analysts and Specialists are deeply familiar with the school's program and work to shape its future direction and actively seek information as to teacher skill in that program.
Evidence				

NOTE: The Washington County School District Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching.*

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
1c Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served **Weight 4.0**	Academic Analysts and Specialists have no clear goals for the instructional support program. Goals are inappropriate to either the situation or the needs of the staff.	Academic Analysts and Specialists' goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Academic Analysts and Specialists' goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Academic Analysts and Specialists' goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultation with administrators and colleagues.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
1d Demonstrating Knowledge of Resources, both Within and Beyond the School and District **Weight 3.0**	Academic Analysts and Specialists demonstrate little or no knowledge of resources available in the school or district for teachers to advance their skills.	Academic Analysts and Specialists demonstrate basic knowledge of resources available in the school and district for teachers to advance their skills.	Academic Analysts and Specialists are fully aware of the resources available in the school and district and in the larger professional community for teachers to advance their skills.	Academic Analysts and Specialists actively seek out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
1e Planning the Instructional Support Program, Integrated with the Overall School Program **Weight 5.0**	Academic Analysts and Specialists' plan consist of random collections of unrelated activities, lacking coherence or an overall structure.	Academic Analysts and Specialists' plans have guiding principles and include a number of worthwhile activities, but some of them don't fit with the broader goals.	Academic Analysts and Specialists' plans are well designed to support teachers in improvement of their instructional skills.	Academic Analysts and Specialists' plans are highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and colleagues.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
1f Developing a Plan to Evaluate the Instructional Support Program **Weight 4.0**	Academic Analysts and Specialists have no plan to evaluate the program or resists suggestions that such an evaluation is important.	Academic Analysts and Specialists have a rudimentary plan to evaluate the instructional support program.	Academic Analysts and Specialists' plans to evaluate the program are organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Academic Analysts and Specialists evaluation plans are highly sophisticated, with various sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence				

Domain 2: The Environment

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
2a Creating an Environment of Trust and Respect **Weight 7.0**	Teachers are reluctant to request assistance from the Academic Analysts and Specialists, fearing that such a request will be treated as a sign of deficiency.	Relationships with the Academic Analysts and Specialists are cordial; teachers do not resist initiatives established by the Academic Analysts and Specialists.	Relationships with the Academic Analysts and Specialists are respectful, with some contacts initiated by teachers.	Relationships with the Academic Analysts and Specialists are highly respectful and trusting, with many contacts initiated by teachers.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
2b Establishing a Culture for Ongoing Instructional Improvement **Weight 7.0**	Academic Analysts and Specialists convey the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the Academic Analysts and Specialists.	Academic Analysts and Specialists promote a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Academic Analysts and Specialists have established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
2c Establishing Clear Procedures for Teachers to Gain Access to Instructional Support **Weight 5.0**	When teachers want to access assistance from the Academic Analysts and Specialists, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Academic Analysts and Specialists have established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and colleagues.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
2d Establishing and Maintain-ing Norms of Behavior for Professional Interactions **Weight 7.0**	No norms of professional conduct have been established; teachers are frequently disrespectful in their interaction with one another.	Academic Analysts and Specialists' efforts to establish norms of professional conduct are partially successful.	Academic Analysts and Specialists have established clear norms of mutual respect for professional interaction.	Academic Analysts and Specialists have established clear norms of mutual respect for professional interaction. Teachers take an active role in adhering to these standards of conduct.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
2e Organizing Physical Space for Professional Learning Activities **Weight 4.0**	Academic Analysts and Specialists make poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the professional learning activities.	The physical environment does not impede professional learning activities.	Academic Analysts and Specialists make good use of the physical environment, resulting in engagement of all participants in the professional learning activities.	Academic Analysts and Specialists make highly effective use of the physical environment with teachers contributing to the physical arrangement.
Evidence				

Domain 3: Delivery of Service

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
3a Collaborating with Teachers in the Design of Instruc-tional Units and Lessons **Weight 5.0**	Academic Analysts and Specialists decline to collaborate with classroom teachers in the design of instructional lessons.	Academic Analysts and Specialists collaborate with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Academic Analysts and Specialists initiate collaboration with classroom teachers in the design of instructional lessons and units.	Academic Analysts and Specialists initiate collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources outside the school.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
3b Engaging Teachers in Learning New Instructional Skills **Weight 7.0**	Teachers decline opportunities to engage in professional learning.	Academic Analysts and Specialists' efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills, and take initiative in suggesting new areas for growth.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
3c Sharing Expertise with Staff **Weight 7.0**	Academic Analysts and Specialists' model lessons and/or professional learning activities are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the Academic Analysts and Specialists' model lessons and/or professional learning activities is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the Academic Analysts and Specialists' model lessons and/or professional learning activities is uniformly high and appropriate to the needs of the teachers being served.	The quality of the Academic Analysts and Specialists' model lessons and/or professional learning activities is uniformly high and appropriate to the needs of the teachers being served. The Academic Analysts and Specialists conduct extensive follow-up work with teachers.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
3d Locating Resources for Teachers to Support Instructional Improvements **Weight 6.0**	Academic Analysts and Specialists fail to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Academic Analysts and Specialists effort to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Academic Analysts and Specialists locate appropriate and sufficient resources for instructional improvement for teachers when asked to do so.	Academic Analysts and Specialists are highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
Evidence				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
3e Demonstrating Flexibility and Responsiveness **Weight 5.0**	Academic Analysts and Specialists adhere to his/her plan, in spite of evidence of its inadequacy.	Academic Analysts and Specialists make modest changes in the support program when confronted with evidence of the need for change.	Academic Analysts and Specialists make revisions to the support program when it is needed.	Academic Analysts and Specialists are continually seeking ways to improve the support program and make changes as needed in response to student, parent, or teacher input.
Evidence				

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
4a **Reflecting on Practice** **Weight 5.0**	Academic Analysts and Specialists do not reflect on practice, or the reflections are inaccurate or self-serving.	Academic Analysts and Specialists' reflection on practice are moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Academic Analysts and Specialists' reflections provide an accurate and objective description of practice, citing specific positive and negative characteristics. Academic Analysts and Specialists make some specific suggestions as to how the support program might be improved.	Academic Analysts and Specialists' reflections are highly accurate and perceptive, citing specific examples. Academic Analysts and Specialists draw on an extensive repertoire to suggest alternative strategies.
Evidence 				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
4b **Preparing and Submitting Reports** **Weight 4.0**	Academic Analysts and Specialists do not follow established procedures for preparing and submitting reports. Reports are routinely late.	Academic Analysts and Specialists' efforts to prepare reports are partially successful and follow established procedures. Reports are sometimes submitted on time.	Academic Analysts and Specialists' reports are complete and follow established procedures. Reports are submitted on time.	Academic Analysts and Specialists anticipate and respond to teacher needs when preparing reports, following established procedures and suggesting improvements to those procedures. Reports are always submitted on time.
Evidence 				

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
4c **Coordinating Work with Other Instructional**	Academic Analysts and Specialists make no effort to collaborate with other instructional specialists within the district.	Academic Analysts and Specialists respond positively to the efforts of other instructional specialists within the district to collaborate.	Academic Analysts and Specialists initiate effort to collaborate with other Academic Analysts and Specialists within the district.	Academic Analysts and Specialists take a leadership role in coordinating projects with other Academic Analysts and Specialists within and beyond the district.

Specialists **Weight 4.0**			
Evidence			
4d **Participating in a Professional Community** **Weight 4.0**	Academic Analysts and Specialists' relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school/ district events and initiatives.	Academic Analysts and Specialists' relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested.	Academic Analysts and Specialists participate actively in school/district events and initiatives. Academic Analysts and Specialists maintain positive and productive relationships with colleagues.	Academic Analysts and Specialists make a substantial contribution to school/district events and initiatives. Academic Analysts and Specialists assume a leadership role with colleagues.
Evidence			

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
4e **Engaging in Professional Development** **Weight 3.0**	Academic Analysts and Specialists do not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Academic Analysts and Specialists' participation in professional development activities is limited to those that are convenient or are required.	Academic Analysts and Specialists seek out opportunities for professional development based on an individual assessment of need.	Academic Analysts and Specialists actively pursue professional development opportunities and make a substantial contribution to the profession through such activities as participating in professional learning activities outside the district.
Evidence				
4f **Showing Professionalism including Integrity and Confidentiality** **Weight 5.0**	Academic Analysts and Specialists display dishonesty in interactions with colleagues and violates norms of confidentiality.	Academic Analysts and Specialists are honest in interactions with colleagues and respects norms of confidentiality.	Academic Analysts and Specialists display high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Academic Analysts and Specialists can be counted on to hold the highest standards of honesty and integrity. Academic Analysts and Specialists take a leadership role with colleagues in respecting the norms of confidentiality.
Evidence				

Year-End Annual Evaluation Summary
Academic Analysts and Specialists
Washington County School District
652 3rd Street
Chipley, FL 32428

NAME _____   SCHOOL _____   YEAR _____

GRADE LEVEL/DEPT. _____   SUPERVISOR _____

   A. Total Points – Principal Observation / Deliberate Practice _____ (330 points possible)
   B. Total Points – Student Performance (3 Years of Data) _____ (210 points possible)
   C. Total Points – Other Professional Performance Indicators –) _____ (60 points possible)
   Combined Total of Points Using A, B, & C _____

Rating Scale:	**HE/Distinguished –**	**500 -600**	**Effective/Proficient -**	**375 - 499**
	Needs Improvement/Basic –	**250 - 374**	**Unsatisfactory – Less than -**	**250**

Overall Rating: ☐ **Unsatisfactory** ☐**Improvement Needed/Developing** ☐**Effective** ☐ **Highly Effective**

_____
Signature of Teacher   Date

_____
Signature of Supervisor   Date

NOTE: *Signatures indicate the evaluation has been discussed and a copy has been given to the teacher. It does not necessarily indicate agreement by the teacher. Teacher signature also denotes receipt of points earned only from the teacher performance portion of the evaluation.*

Teacher Comments:

Signature of Supervisor   Date

NOTE: *Signatures indicate the evaluation has been discussed and a copy has been given to the teacher. It does not necessarily indicate agreement by the teacher. Teacher signature also denotes receipt of points earned only from the teacher performance portion of the evaluation.*

NAME _____ SCHOOL _____ YEAR _____

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 1 – PLANNING AND PREPARATION				
5.0 – 1-a Knowledge of Current Trends in Specialty	☐	☐	☐	☐
4.0 – 1-b Knowledge of School Program	☐	☐	☐	☐
4.0 – 1-c Setting Support Goals	☐	☐	☐	☐
3.0 – 1-d Knowledge of Resources	☐	☐	☐	☐
5.0 – 1-e Planning for Instructional Support	☐	☐	☐	☐
4.0 – 1-f Plan for Eval. of Instructional Support Program	☐	☐	☐	☐

Total Points – Domain 1 _____ (75 points possible)

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 2 – THE ENVIRONMENT				
7.0 – 2-a Creating Environment of Trust and Respect	☐	☐	☐	☐
7.0 – 2-b Establishing Instructional Improvement	☐	☐	☐	☐
5.0 – 2-c Establishing Procedures for Access of Support	☐	☐	☐	☐
7.0 – 2-d Establishing Norms of Behavior	☐	☐	☐	☐
4.0 – 2-e Organizing Physical Space	☐	☐	☐	☐

Total Points – Domain 2 _____ (90 points possible)

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 3 – INSTRUCTION				
5.0 – 3-a Collaborating with Teachers	☐	☐	☐	☐
7.0 – 3-b Engaging Teachers in Learning New Skills	☐	☐	☐	☐
7.0 – 3-c Sharing Expertise with Staff	☐	☐	☐	☐
6.0 – 3-d Locating Resources to Support Instruction	☐	☐	☐	☐
5.0 – 3-e Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐

Total Points – Domain 3 _____ (90 points possible)

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES				
5.0 – 4-a Reflecting on Practice	☐	☐	☐	☐
4.0 – 4-b Preparing and Submitting Reports	☐	☐	☐	☐
4.0 – 4-c Coordinating with Other Specialists	☐	☐	☐	☐
4.0 – 4-d Participating in a Professional Community	☐	☐	☐	☐
3.0 – 4-e Engaging in Professional Development	☐	☐	☐	☐
5.0 – 4-f Showing Professionalism	☐	☐	☐	☐

Total Points – Domain 4 _____ (75 points possible)

Total Points – Teacher Performance _____ (330 points possible

Formal Observation Rubric – Literacy Coaches

Teacher _____ School _____ Participants_____

Type of Specialist_____ Observer _____ Date _____

Summary of the Activity _____

Evidence of Professional Activity

Domain 1: Professional Knowledge and Planning

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1a Demonstrates Professional Knowledge **Weight 5.0**	Literacy Coach imparts incorrect or incomplete information/research during professional learning activities and/or does not take advantage of opportunities to grow knowledge base (does not complete self-selected professional learning activities, does not engage in collaborative conversation with other Literacy Coaches and/or does not engage in professional reading of research based literature).	Literacy Coach inconsistently imparts correct and complete information and research during professional learning activities. Literacy Coach inconsistently applies accurate research and professional knowledge that is valid across a limited range of grade levels/ departments and/or professional topics. Literacy Coach occasionally seeks new experiences and opportunities in learning in order to deepen current knowledge base (completes some self-selected professional learning activities, engages in few collaborative conversation with other Literacy Coaches and/or has limited engagement in professional reading of research based literature).	Literacy Coach imparts correct and complete information and research during professional learning activities. Literacy Coach intentionally applies accurate research and professional knowledge to prepare appropriate learning activities that are valid across a broad range of grade levels/ departments and/or professional topics. Literacy Coach seeks new experiences and opportunities in learning in order to deepen current knowledge base (completes self-selected professional learning activities, engages in collaborative conversations with other Literacy Coaches and /or engages in professional reading of research based literature).	Literacy Coach imparts correct and complete information and research during professional learning activities. Literacy Coach intentionally applies current and accurate research and professional knowledge to prepare appropriate learning activities that are valid across a broad range of grade levels/ departments and/or professional topics. During professional learning activities the Literacy Coach relates/connects learning activities /concepts to other objectives in the Professional Development Plan. Literacy Coach is proactive and anticipates/uncovers teacher misconceptions and is prepared to address those misconceptions. Literacy Coach seeks new experiences and opportunities in learning in order to deepen current knowledge base (completes self-selected professional learning activities, engages in collaborative conversation with other Literacy Coaches and /or engages in professional reading of research based literature).
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1b Supporting Teachers' Development of Content Knowledge **Weight 4.0**	Fails to support teachers' development of literacy content knowledge and best practices for student learning or provides support to teachers only when directed to so. Support is limited to direct instruction as part of planned professional development.	Provides inconsistent or incorrect support to teachers through limited learning activities. Support may include co-teaching, modeling, conferencing, coaching, providing resources, informal conversations, and professional learning communities. Activities are inconsistently focused on developing deeper literacy content knowledge and awareness of best pedagogical practices	Provides support to teachers through direct instruction, co-teaching, modeling, conferencing, coaching, providing resources, informal conversations, and professional learning communities across a broad range of grade levels/ departments based on professional development needs. Activities are focused on developing deeper literacy content knowledge and awareness of best pedagogical practices.	Provides differentiated support to teachers through direct instruction, co-teaching, modeling, conferencing, coaching, providing resources, informal conversations, and professional learning communities across a broad range of grade levels/ departments based on professional development needs. Activities are focused on developing deeper literacy content knowledge and awareness of best pedagogical practices. Literacy Coach purposefully guides teachers along a continuum of independence and responsibility for his or her own professional learning.
Evidence				

NOTE: The Washington County School District Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching.*

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1c Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served **Weight 4.0**	Goals for the Instructional Support Program represent low expectations and a lack of rigor. They do not reflect learning of research based literacy content knowledge and best pedagological practices. Goals reflect only content taught in isolation and are suitable for only some teachers.	Goals for the Instructional Support Program represent moderate expectations and rigor. Some reflect learning of research based literacy content knowledge and best pedagological practices. Goals reflect several types of learning, but coach has made no attempt at coordination or integration. Most goals are suitable for most teachers.	Most goals for the Instructional Support Program represent high expectations and rigor. Goals are clear and have a viable method of assessment. Goals reflect several types of learning and outcomes are part of an integrated instructional plan. Goals consider the varying needs of groups of teachers.	All goals for the Instructional Support Program represent high expectations and rigor in the learning of literacy content and best pedagological practices. Goals are clear and have a viable method of assessment. Goals reflect several types of learning and outcomes are part of an integrated instructional plan. Goals consider the varying needs of individual teachers.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1d Demonstrating Knowledge of Resources, both Within and Beyond the School and District **Weight 3.0**	Literacy Coach is unaware of and/or does not utilize available resources in the school or district to help teachers enhance their teaching practice.	Literacy Coach utilizes a limited number of resources available in the curriculum, school, or district and inconsistently or incorrectly guides teachers to use the appropriate resources to enhance their teaching practice.	Literacy Coach demonstrates knowledge of resources available through the curriculum, school, or district and guides teachers to use the appropriate resources to enhance their teaching practice. Literacy Coach models for teachers how to use these resources to enhance their teaching practice	Literacy Coach seeks out multiple high-quality resources in and beyond the curriculum, school, or district, on the Internet, and in the professional community. Literacy Coach models for teachers how to use these resources to enhance their teaching practice and supports teachers' autonomy in securing future resources.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1e **Planning the Instructional Support Program, Integrated with the Overall School Program** **Weight 5.0**	The series of learning experiences is poorly aligned with the school goals and does not represent a coherent structure. The activities are not designed to engage teachers nor do they consider protocols for adult learning. Activity time allocations are unrealistic.	Some of the learning experiences and materials are aligned to the school goals. The plan has a recognizable structure; the progression of activities is disjointed. Some activities engage teachers and consider protocols for adult learning. Most activity time allocations are realistic.	Literacy Coach coordinates knowledge of content, audience, and of resources to design a series of learning experiences aligned to school goals and protocols for engaging adult learning. The plan has a coherent structure with logical progression of activities. The plan is developed following consultation with administrators. Activity time allocations are realistic.	Literacy Coach coordinates comprehensive knowledge of content, audience, and of resources to design a series of learning experiences aligned to school goals and protocols for engaging adult learning. The plan has a sophisticated structure and is developed following consultation with administrators, teachers, and other literacy coaches. Activity time allocations are realistic and differentiated to meet teacher needs and requests.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1f **Developing a Plan to Evaluate the Instructional Support Program** **Weight 4.0**	Literacy Coach creates an evaluation plan that is not aligned with professional development outcomes or school goals. Literacy coach utilizes summative assessments only to indicate the degree to which learning goals have been met and has no plan to incorporate formative assessment or to use evaluation results in designing future professional development.	Literacy Coach creates an evaluation plan that is somewhat aligned with professional development outcomes and school goals. Formative assessments are included to indicate the degree to which the goals have been met, but results are not used to design future professional development.	Evaluation plan is designed in collaboration with administrators and teachers. Evaluation plan is mainly organized around professional development outcomes and school goals. Both formative and summative assessments are used to indicate the degree to which the goals have been met and results are used to design future professional development.	Evaluation plan is designed in collaboration with administrators and teachers as part of the creation of the Instructional Support Program. Evaluation plan is clearly organized around professional development outcomes and school goals with both formative and summative assessments used in an ongoing cycle to assess the degree to which the goals have been met. Data from assessments are reviewed routinely by the school team and results are used to design future professional development.
Evidence				

Domain 2: Context of Learning

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2a Developing Trusting and Respectful Relationships **Weight 7.0**	Does not establish relationships built on trust and/or allows teachers to be disrespectful to peers during professional learning activities.	Builds trusting relationships with a limited number of teachers across multiple grade levels or departments. Inconsistently and/or ineffectively corrects disrespectful interactions during professional learning activities.	Develops trusting relationships with many teachers across multiple grade levels and departments. Promotes a respectful environment during professional learning activities.	Intentionally plans and implements specific measures and activities to develop trusting relationships with teachers. Seeks ongoing feedback to improve relationships. Upholds a respectful environment during professional learning activities with teachers often fostering this standard among themselves.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2b Establishing a Culture for Ongoing Instructional Improvement and Learning **Weight 7.0**	The professional development culture is characterized by a lack of commitment to learning and improvement. There is little or no investment of energy in the task at hand. Participation is not expected or valued. Literacy Coach conveys the attitude that the work of improving instruction is externally mandated and is not important to school improvement.	The professional development culture is characterized by a commitment to learning and improvement by some teachers. Teachers demonstrate limited investment of energy in the task at hand. Participation is expected and valued by some. Literacy Coach conveys the attitude that the work of improving instruction is a matter of individual choice.	The professional development culture is characterized by high expectations and a commitment to learning and improvement. Most teachers actively participate in the planned activities; language used in their discourse shows involvement in the subject matter and the task at hand. Literacy Coach conveys an attitude that values professional inquiry and encourages the teachers actively seeking improvement of his or her instructional skills.	The professional development culture is characterized by high expectations and a shared commitment to learning and improvement. The Literacy Coach facilitates activities while teachers take ownership and determine the methods of completing the professional development tasks. The Literacy Coach establishes a culture of professional inquiry in which teachers initiate activities to be undertaken with support.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2c Collaboration During Professional Learning **Weight 5.0**	Opportunities for collaboration during professional learning activities are ineffective or unplanned.	Opportunities for teachers to collaborate during professional learning activities are inconsistent or ineffective. Collaborative activities may not produce intended result or are unsuccessful.	Consistent opportunities for teachers to work collaboratively during professional learning activities are provided; activities are effective, appropriate to the task at hand, and produce the desired result.	Through insightful use of group dynamic activities and thoughtful selection of professional learning activities, the Literacy Coach intentionally plans for a collaborative learning environment with clear expectations that promotes cohesion and cooperation among a community of learners who monitor their own learning to complete the task at hand.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2d Establishing Clear Procedures for Teachers to Gain Access to Instructional Support **Weight 6.0**	Teachers are unsure of how to gain assistance from the Literacy Coach. Information on available services has not been provided to teachers.	Procedures for gaining access to instructional support are unclear or lack consistency. Information on available services has been provided to all teachers at the beginning of the year.	Literacy Coach has outlined clear procedures for teachers to use in gaining access to support. Information on available services has been provided to all teachers at various points in the year and as needed due to staffing changes. Access methods may include email, telephone, personal requests, or via paper request in mailbox.	Literacy Coach outlines varied and flexible procedures that offer teachers opportunities to independently schedule or request support. Information on available services has been provided to all teachers in a variety of formats at various points in the year, and is constantly maintained in an obvious location such as outside the coach's office or on the coach's web page.
Evidence				

Component	Unsatisfactory	Improvement	Effective	Highly Effective

		Needed/Developing		
2e Communicating and Evaluating Professional Learning Goals/ Outcomes **Weight 5.0**	Professional learning goals/outcomes are not communicated or evaluated during learning activities.	Goals/outcomes of professional learning activities are ineffectively communicated and/or lack clarity. Formative tools are inconsistently and/or ineffectively used to evaluate the degree of success of the learning activities.	Goals/outcomes of professional learning activities have been clearly communicated and made visible to participants. Formative tools are utilized to evaluate the degree of success of the learning activities.	Goals/outcomes of professional learning activities are consistently evaluated using formative measures throughout activities. Shifts in activities take place during professional learning based on participant feedback and results of formative measures. Results of formative measures are also considered when preparing future learning activities.
Evidence				

Domain 3: Delivery of Service: Professional Development and Coaching Activities

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3a Collaborating with Teachers in the Design of Instruc-tional Units and Lessons **Weight 5.0**	Declines to collaborate with teachers in the design of instructional lessons or collaborates only when specifically directed to do so.	Collaborates with few teachers in the design of instructional lessons and units across a limited range of grade levels/ departments. Coach/teacher collaboration may be limited to providing resources, co-planning of lesson or unit, or participation in an incomplete coaching cycle. Consistently does most of the work for teachers.	Collaborates with multiple classroom teachers in the design of instructional lessons and units across multiple grade levels/ departments. Coach/teacher collaboration engages teachers in the complete coaching cycle (co-planning, co-teaching/demonstration, and reflection).	Collaborates with multiple classroom teachers in the design of instructional lessons and units across multiple grade levels/ departments and/or as a part of ongoing partnerships. Coach/teacher collaboration engages teachers in multiple coaching cycles resulting in revised lessons or instructional modules.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3b Develops and Facilitates Highly Crafted Adult Professional Learning Activities **Weight 7.0**	Professional learning activities lack research-based practices for adult learning. Few, if any, components of adult learning theory are present in the design of learning activities. Few, if any, formative measures are utilized.	Attempts are made to use some protocols and procedures based on adult learning theory, but activities are not regularly productive. Development of learning activities lack many components of adult learning theory. Ineffective or inappropriate formative measures are utilized.	Consistently uses a variety of protocols and procedures based on adult learning theory to efficiently and effectively facilitate learning activities. Learning activities contain essential components of adult learning theory to ensure teacher transfer of learning to classroom. Coach consistently uses results of formative assessments to design future professional learning activities.	Consistently uses a variety of protocols and procedures based on needs and desires of adult learners to efficiently and effectively facilitate learning activities. Learning activities contain opportunities for teacher reflection based on transfer of learning to classroom with coach regularly participating in reflective dialogue to help teachers develop independence in responding to the needs of students. Coach consistently uses results of formative assessments to design future professional learning activities and to provide individualized coaching activities.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3c Providing Differentiation in Professional Learning Activities **Weight 7.0**	Provides professional learning activities without consideration of teacher needs. Learning activities lack differentiation based on teacher needs.	Inconsistently considers the individual needs of teachers when planning professional learning activities. While the coach is aware of strategies to differentiate learning for teachers, attempts to use are ineffective or inconsistent.	Provides a variety of professional learning activities to meet the identified needs of teachers. Selects learning strategies that are appropriate to the intended audience, goals/outcomes, and other situational factors. Is aware of and skillful in the application of various adult learning strategies to differentiate learning.	Considers the diverse needs of adult learners to prepare appropriate professional learning activities for teachers that may be flexibly adapted during learning according to the needs of the individual teachers. Skillfully adapts adult learning strategies in an ongoing fashion during learning in order to match the learners' needs and the outcomes of the activity.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3d Utilizing Coaching Methods **Weight 6.0**	Does not apply or utilize knowledge of research-based coaching methods. Schedules coaching sessions only when directed to do so.	Inconsistently or ineffectively applies and utilizes knowledge of research-based coaching methods with teachers. Coaching sessions do not produce changes in teacher skill level.	Uses a variety of research-based coaching methods to support changes in teacher skill level (may include coaching cycles, demonstration lessons, curriculum team meetings, common scoring sessions, book study, etc.). Changes in teacher skill level are evidenced through formative measures.	Intentionally selects from a variety of research-based coaching methods to match teacher needs to support changes in teacher skill level (may include coaching cycles, demonstration lessons, curriculum team meetings, common scoring sessions, book study, etc.). Ongoing coaching sessions move teacher toward becoming a reflective practitioner who independently applies coaching strategies.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3e Demonstrating Student Centered & Data Driven Coaching **Weight 5.0**	Data are collected, but ineffectively organized and analyzed. Literacy Coach meets with teachers to hold data conversations only when directed to do so. Discussions do not lead to planned actions.	Data are collected, but inconsistently and/or ineffectively analyzed. Literacy Coach meets with teachers to hold data conversations, but discussions do not include relevant coaching points or lead to an appropriate course of action.	Prior to meeting with teachers, multiple data sources are effectively analyzed and relevant coaching points are determined for use in data driven dialogues that result in an appropriate course of action for student learning.	Coach and teacher collaboratively analyze multiple data sources. Coach utilizes reflective coaching practices to guide teachers toward independent data analysis and determination of an appropriate course of action for student learning that includes progress monitoring.
Evidence				

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4a Reflecting on Practice **Weight 5.0**	Literacy coach does not know whether the activity was effective or achieved its learning goals or outcomes, or profoundly misjudges the success of the activity. Offers no suggestions on how professional learning activity could be improved.	Inconsistently or inaccurately assesses the effectiveness of the activity and the degree to which outcomes are met. Offers general suggestions about how the professional learning activity could be improved.	Consistently and accurately assesses the effectiveness of the activity and the degree to which outcomes are met. Can cite evidence to support the judgment. Offers a few specific suggestions for improvement to professional learning activity that will result in a change to teacher skill level.	Literacy coach makes a thoughtful and accurate assessment of the activity's effectiveness and the extent to which it achieved its learning goals and outcomes, citing many specific examples from the activity and weighing the relative strengths of each. Offers multiple thoughtful and specific alternative actions/activities, complete with the probable success of different courses of action.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4b Preparing and Submitting Reports **Weight 3.0**	Fails to follow established procedures for preparing reports; submit reports only when directed to do so.	Inconsistently or ineffectively follows established procedures for preparing and submitting reports. Reports are routinely late, incomplete and or inaccurate.	Reports are completed successfully and follow established procedures. Reports are submitted on time.	Reports are always completed accurately with attention to detail and follow established procedures. All reports are submitted on time.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4c **Coordinating Work with Others** **Weight 6.0**	Rarely, if ever, contributes ideas that might improve the school/district. Does not work with other colleagues or literacy coaches or support school/district activities.	Occasionally suggests ideas aimed at improving the school/district. Inconsistently participates with other colleagues or literacy coaches and has limited involvement with school/district events.	Contributes as a team player who offers ideas, expertise, and time to their school and/or district work. Participates with colleagues at school events or with other literacy coaches assisting with district events.	Contributes as a team player who offers ideas, expertise, and time to the overall mission of the school/district work, complete with reflection on possible outcomes of different ideas or time limitations. Actively participates with colleagues at school events or with other literacy coaches assisting with district events, reflecting on success of event in consideration of designing future work.
Evidence				
4d **Growing or Developing Professionally** **Weight 5.0**	Literacy coach engages in no professional learning activities to enhance knowledge or skill. Coach resists feedback on coaching performance from supervisor or school administrator. Coach makes no effort to share knowledge with others or to assume professional responsibilities.	Literacy coach participates in professional learning activities to a limited extent when they are convenient, inconsistently or ineffectively uses newly acquired learning to improve practice and accomplish goals. Coach accepts, with some reluctance, feedback on coaching performance from supervisor or school administrator. Coach finds limited ways to contribute to the profession.	Literacy coach seeks out opportunities for professional learning activities to enhance content knowledge and pedagogical skill. Coach welcomes feedback from supervisor, school administrator, or from colleagues when opportunities arise through professional collaboration. Coach uses feedback and suggestions to improve performance and assist other educators.	Literacy coach seeks out opportunities for professional learning activities to enhance content knowledge and pedagogical skill and makes a systematic effort to conduct action research. Coach seeks out feedback on coaching from supervisor, school administrator, and colleagues. Coach initiates important activities to contribute to the profession and assist other educators.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4e **Showing** **Professionalism** **including** **Integrity and** **Confidentiality** **Weight 6.0**	Literacy Coach inconsistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. Coach fails to comply with school and district regulations and time lines. Coach has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent support supervision; resists feedback from administrators and supervisor; does not work cooperatively with staff. Violates trust of colleagues, teachers, and administrators by breaking confidentiality.	Literacy Coach strives to adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality. Coach complies minimally with school and district regulations, doing just enough to get by. The coach strives to develop behaviors that model the values of respect, responsibility, honesty and integrity; however, she requires some support supervision. She responds appropriately to and acts upon feedback. Coach works cooperatively with school staff most of the time. Makes occasional lapses in judgment by sharing confidential information.	Literacy Coach consistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. The coach complies fully with school and district regulations. Performs with minimum supervision. The coach helps members of schools community understand and adhere to these professional obligations, responds well to and acts upon feedback, and works cooperatively with school staff. Keeps the trust of colleagues and administrators by maintaining confidentiality and only sharing information as appropriate. Displays a high level of integrity and professionalism; uses good judgment.	Literacy Coach consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The coach fully complies with school and district regulations. Performs with minimum supervision. Coach makes a concerted effort to challenge negative attitudes or practices and helps members of the school community understand and adhere to these professional obligations. She actively seeks, responds well to and acts upon feedback. The coach works cooperatively with school staff and actively encourages colleagues to do so. Promotes confidentiality with colleagues and administrators and reminds others of the norm as appropriate. Maintains the highest standard of professionalism, integrity, and judgment by assuming a leadership role in proactively projecting these qualities.
Evidence				

Year-End Annual Evaluation Summary
Literacy Coaches
Washington County School District
652 3rd Street
Chipley, FL 32428

A. Total Points – Principal Observation / Deliberate Practice _____ (330 points possible)

NAME _____   SCHOOL _____   YEAR _____

GRADE LEVEL/DEPT. _____   SUPERVISOR _____

B. Total Points – Student Performance (3 Years of Data) _____ (210 points possible)

C. Total Points – Other Professional Performance Indicators –) _____ (60 points possible)

Combined Total of Points Using A, B, & C _____

Rating Scale:	HE/Distinguished –	500 -600	Effective/Proficient -	375 - 499
	Needs Improvement/Basic –	250 - 374	Unsatisfactory – Less than -	250

Overall Rating: ☐ Unsatisfactory ☐Improvement Needed/Developing ☐Effective ☐ Highly Effective

_____
Signature of Teacher   Date

_____
Signature of Supervisor   Date

NOTE: *Signatures indicate the evaluation has been discussed and a copy has been given to the teacher. It does not necessarily indicate agreement by the teacher. Teacher signature also denotes receipt of points earned only from the teacher performance portion of the evaluation.*

Teacher Comments:

Year-End Annual Evaluation Summary
Literacy Coaches
Washington County School District
652 3ʳᵈ Street
Chipley, FL 32428

NAME _____   SCHOOL _____   YEAR _____

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 1 – PLANNING AND PREPARATION				
4.0 – 1-a Demonstrates Professional Knowledge	☐	☐	☐	☐
4.0 – 1-b Supporting Knowledge Development	☐	☐	☐	☐
4.0 – 1-c Setting Support Goals	☐	☐	☐	☐
3.0 – 1-d Knowledge of Resources	☐	☐	☐	☐
5.0 – 1-e Planning for Instructional Support	☐	☐	☐	☐
5.0 – 1-f Plan for Eval. of Instructional Support Program	☐	☐	☐	☐

Total Points – Domain 1 _____ (75 points possible)

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 2 – CULTURE OF LEARNING				
7.0 – 2-a Creating Environment of Trust and Respect	☐	☐	☐	☐
7.0 – 2-b Establishing Instructional Improvement	☐	☐	☐	☐
5.0 – 2-c Collaboration During Prof. Learning	☐	☐	☐	☐
6.0 – 2-d Establishing Proced. For Instr. Support	☐	☐	☐	☐
5.0 – 2-e Communicating Prof. Learning Goals	☐	☐	☐	☐

Total Points – Domain 2 _____ (90 points possible)

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 3 – DELIVERY OF SERVICE				
6.0 – 3-a Collaborating with Teachers	☐	☐	☐	☐
6.0 – 3-b Highly Crafted Professional Learning Activities	☐	☐	☐	☐
6.0 – 3-c Differentiation of Professional Learning	☐	☐	☐	☐
6.0 – 3-d Using Coaching Tools	☐	☐	☐	☐
6.0 – 3-e Demonstrating Data Driven Coaching	☐	☐	☐	☐

Total Points – Domain 3 _____ (90 points possible)

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES				
6.0 – 5-a Reflecting on Practice or Teaching	☐	☐	☐	☐
6.0 – 5-b Preparing and Submitting Accurate Reports	☐	☐	☐	☐
4.0 – 5-c Coordinating Work with Others	☐	☐	☐	☐
3.0 – 5-d Growing or Developing Professionally	☐	☐	☐	☐
3.0 – 5-e Showing Professionalism	☐	☐	☐	☐

Total Points – Domain 4 _____ (75 points possible)

Total Points – Teacher Performance _____ (330 points possible)

Formal Observation Rubric – Media Specialists

Media Specialist_____ School _____ Participants_____

Activity _____ Observer _____ Date _____

Summary of the Activity_____

Evidence of Professional Activity

Domain 1: Planning and Preparation

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1a Demonstrating Knowledge of Literature, Information Technology, and 21st Century Learner Standards Weight 5.0	Media specialist demonstrates little or no knowledge of literature, information technology, and 21st Century Learner Standards.	Media specialist demonstrates limited knowledge or literature, information technology, and 21st Century Learner Standards.	Media specialist demonstrates thorough knowledge of literature, information technology, and 21st Century Learner Standards.	Media specialist draws on extensive professional resources, demonstrates rich knowledge and understanding of literature, information technology, and 21st Century Learner Standards.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1b Demonstrating Knowledge of the School's Performance Plan and Student Needs Within the Academic Program Weight 5.0	Media specialist demonstrates little or no knowledge of the school's performance plan and little or no knowledge of student needs for information skills within the academic standards.	Media specialist demonstrates basic knowledge of the school's performance plan and little or no knowledge of student needs for information skills within the academic standards.	Media specialist demonstrates thorough knowledge of the school's performance plan and knowledge of student needs for information skills within the academic standards.	Media specialist takes a leadership role with the school to advocate the information skills needed by students within the school's performance plan and academic program.
Evidence				

NOTE: The Washington County School District Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching.*

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1c **Establishing Goals for the Library/ Media Program Appropriate to the Age Level of Students Served and the School Performance Plan** **Weight 4.0**	Media specialist has no clear goals, or goals are not appropriate to the age of students and the school performance plan.	Media specialist's goals are rudimentary and are partially suitable to the age of students and the school performance plan.	Media specialist's goals are clear and appropriate to the age of students and the school performance plan.	Media specialist's goals for the media program are highly appropriate to the situation in the school, to the age of the students, to the school performance plan, and have been developed following consultations with students and colleagues.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1d **Demonstrating Knowledge of Resources and Technology within the School, District, and Community** **Weight 4.0**	Media specialist demonstrates little or no familiarity with resources and technology to enhance own knowledge, to use in teaching, or for students who need them.	Media specialist demonstrates basic knowledge of resources and technology available for students and teachers in the school, the district and the community.	Media specialist is fully aware of resources and technology available for students and teachers in the school, the district and the community.	Media specialist is fully aware of resources and technology available for students and teachers in the school, the district and the community, and actively seeks out new resources from a wide range of sources to enrich the school's program.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1e **Developing and Implementing a Plan to Integrate the Media Program into the School Performance Plan** **Weight 4.0**	Media specialist's program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Media specialist's program has a guiding principle and includes a number of worthwhile activities, but some do not fit with the broader goal.	Media specialist's program is well designed to support both teachers and students with their information needs.	Media specialist's plan is highly coherent, taking into account scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection. The plan has been developed after consultation with teachers and administrators.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1f **Developing a Plan to Evaluate the Media Program** **Weight 3.0**	Media specialist has no plan to evaluate the media program or resists suggestions that such a plan is important.	Media specialist has a rudimentary plan to evaluate the media program.	Media specialist's plan to evaluate the media program states clear goals and shows a collection of evidence to prove the goals have been met.	Media specialist's evaluation plan is highly sophisticated, with a variety of sources of evidence and a clear vision of how the media program can be improved year after year.
Evidence				

Domain 2: The Environment

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2a **Creating an Environment of Respect and Rapport** **Weight 7.0**	Interactions, both between the media specialist and students and among students are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the media center.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2b **Establishing a Culture for Investigation and Love of Literature** **Weight 7.0**	Media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Media specialist, in interactions with both students and colleagues, conveys a sense of importance of seeking information and reading literature.	Media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
Evidence				

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Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2c **Establishing and Maintaining Media Center Procedures** **Weight 6.0**	Media center routines and procedures (for example, circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Media assistants are confused as to their role.	Media center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for media assistants are partially successful.	Media center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established and function smoothly. Media assistants are clear as to their role.	Media center routines and procedures (for example, circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Media assistants work independently and contribute to the success of the media center.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2d **Managing Student Behavior** **Weight 5.0**	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the media specialist monitors student behavior against those standards. Media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2e Organizing Physical Space to Enable Smooth Flow **Weight 5.0**	Media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.
Evidence				

Domain 3: Delivery of Service

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3a **Maintaining and Extending the Library Collection in Accordance with the School's Needs and Within the Budget Limitations** **Weight 6.0**	Media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically weed the collection of outdated material. Collection is unbalanced among different areas.	Media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically weeds the collection of outdated material. Collection is balanced among different areas.	Media specialist selects materials for the collection thoughtfully and in consultation with stakeholders, and periodically weeds the collection of outdated material. Collection is balanced among different areas.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3b **Collaborating with Teachers in the Design of Instructional Units and Lessons** **Weight 7.0**	Media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3c **Engaging Students in Enjoying Literature and in Learning Information Skills** **Weight 7.0**	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3d **Assisting Students and Teachers in the Use of Technology in the Media Center** **Weight 5.0**	Media specialist declines to assist students and teachers in the use of technology in the media center.	Media specialist assists students and teachers in the use of technology in the media center when specifically asked to do so.	Media specialist initiates sessions to assist students and teachers in the use of technology in the media center.	Media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the media center and throughout the educational environment.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3e **Demonstrating Flexibility and Responsiveness** **Weight 5.0**	Media specialist adheres to the media program, in spite of evidence of its inadequacy.	Media specialist makes modest changes in the media program when confronted with evidence of the need for change.	Media specialist makes revisions to the media program when they are needed.	Media specialist is continually seeking ways to improve the media program and makes changes as needed in response to student, parent, or teacher input.

Evidence

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4a **Reflecting on Practice** **Weight 6.0**	Media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Media specialist makes some specific suggestions as to how the media program might be improved.	Media specialist's reflection is highly accurate and perceptive, citing specific examples. Media specialist draws on an extensive repertoire to suggest alternative strategies.
Evidence 				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4b **Preparing and** **Submitting Reports** **Weight 4.0**	Media specialist ignores teacher requests when preparing requisitions and does not follow proper procedures for inventories and reports.	Media specialist sometimes listens to teacher requests when preparing requisitions and sometimes completes inventories and reports in a timely manner.	Media specialist honors teacher requests when preparing requisitions and follows established procedures to complete inventories and reports in a timely manner.	Media specialist anticipates teacher needs when preparing requisitions, follows established procedures and suggests improvements. Inventories and reports are completed in a timely manner.
Evidence 				

Component	Unsatisfactory	Improvement	Effective	Highly Effective

		Needed/Developing		
4c **Communicating with Parents and Community** **Weight 4.0**	Media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Media specialist routinely engages in outreach efforts to parents and the larger community.	Media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefits.
Evidence				
4d **Participating in a Professional Community** **Weight 3.0**	Media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school/district events and initiatives.	Media specialist's relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested.	Media specialist participates actively in school/district events and initiatives. Media specialist maintains positive and productive relationships with colleagues.	Media specialist makes a substantial contribution to school/district events and initiatives. Media specialist assumes a leadership role with colleagues.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4e **Engaging in Professional Development** **Weight 4.0**	Media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Media specialist's participation in professional development activities is limited to those that are convenient or are required.	Media specialist seeks out opportunities for professional development based on an individual assessment of need.	Media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through offering professional learning activities to colleagues.
Evidence				
Component	Unsatisfactory	Improvement	Effective	Highly Effective

		Needed/Developing		
4f **Showing** **Professionalism** **Weight 4.0**	Media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Media specialist displays high standards of honesty and Integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Media specialist can be counted on to hold the highest standards of honesty and integrity. Media specialist takes a leadership role within the school to ensure there is no plagiarism or violation of copyright laws.
Evidence				

Year-End Annual Evaluation Summary
Media Specialists
Washington County School District
652 3rd Street
Chipley, FL 32428

NAME _____ SCHOOL _____ YEAR _____

GRADE LEVEL/DEPT. _____ SUPERVISOR _____

A. Total Points – Principal Observation / Deliberate Practice _____ (330 points possible)

B. Total Points – Student Performance (3 Years of Data) _____ (210 points possible)

C. Total Points – Other Professional Performance Indicators –) _____ (60 points possible)

Combined Total of Points Using A, B, & C _____

Rating Scale:	**HE/Distinguished –**	**500 -600**	**Effective/Proficient -**	**375 - 499**
	Needs Improvement/Basic –	**250 - 374**	**Unsatisfactory – Less than -**	250

Overall Rating: ☐ **Unsatisfactory** ☐ **Improvement Needed/Developing** ☐ **Effective** ☐ **Highly Effective**

_____
Signature of Teacher   Date

_____
Signature of Supervisor   Date

NOTE: Signatures indicate the evaluation has been discussed and a copy has been given to the teacher. It does not necessarily indicate agreement by the teacher. Teacher signature also denotes receipt of points earned only from the teacher performance portion of the evaluation.

Teacher Comments:

Year-End Annual Evaluation Summary
Media Specialists
Washington County School District
652 3rd Street
Chipley, FL 32428

NAME _____   SCHOOL _____   YEAR _____

	0 pts	1 pt	2 pts	3 pts
DOMAIN 1 – PLANNING AND PREPARATION	U	I/D	E	HE
5.0 – 1-a Knowledge of Literature and Technology	☐	☐	☐	☐
5.0 – 1-b Knowledge of the SPP and Student Needs	☐	☐	☐	☐
4.0 – 1-c Setting Appropriate Goals for Student Needs	☐	☐	☐	☐
4.0 – 1-d Knowledge of Resources and Technology	☐	☐	☐	☐
4.0 – 1-e Developing/Implementing Long Range Program	☐	☐	☐	☐
3.0 – 1-e Developing Plan to Evaluate Program	☐	☐	☐	☐

Total Points – Domain 1 _____ (75 points possible)

	0 pts	1 pt	2 pts	3 pts
DOMAIN 2 – THE ENVIRONMENT U	I/D	E	HE	
7.0 – 2-a Environment of Respect and Rapport	☐	☐	☐	☐
7.0 – 2-b Establishing a Culture for Love of Literature	☐	☐	☐	☐
6.0 – 2-c Establishing/Maintaining Library Procedures	☐	☐	☐	☐
5.0 – 2-d Managing Student Behavior	☐	☐	☐	☐
5.0 – 2-e Organizing Physical Space	☐	☐	☐	☐

Total Points – Domain 2 _____ (90 points possible)

	0 pts	1 pt	2 pts	3 pts	
DOMAIN 3 – DELIVERY OF SERVICE		U	I/D	E	HE
6.0 – 3-a Maintaining and Extending the Collection	☐	☐	☐	☐	
7.0 – 3-b Collaborating with Teachers	☐	☐	☐	☐	
7.0 – 3-c Engaging Students with Literature & Technology	☐	☐	☐	☐	
5.0 – 3-d Being a Technology Mentor	☐	☐	☐	☐	
5.0 – 3-e Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐	

Total Points – Domain 3 _____ (90 points possible)

	0 pts	1 pt	2 pts	3 pts
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES	U	I/D	E	HE
6.0 – 4-a Reflecting on Practice	☐	☐	☐	☐
4.0 – 4-b Preparing and Submitting Reports	☐	☐	☐	☐
4.0 – 4-c Communicating with Parents and Community	☐	☐	☐	☐
3.0 – 4-d Participating in a Professional Community	☐	☐	☐	☐
4.0 – 4-e Engaging in Professional Development	☐	☐	☐	☐
4.0 – 4-f Showing Professionalism	☐	☐	☐	☐

Total Points – Domain 4 _____ (75 points possible)

Total Points – Teacher Performance _____ (330 points possible

Formal Observation Rubric – Staffing Specialists

Staffing Specialist_____ School _____ Participants_____

Activity _____ Observer _____ Date _____

Summary of the Activity_____

Evidence of Professional Activity

Domain 1: Planning and Preparation

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1a Demonstrating Knowledge of Current Trends in Specialty Area **Weight 5.0**	Staffing specialist demonstrates little understanding of ESE eligibility requirements.	Staffing specialist demonstrates basic understanding of ESE eligibility requirements.	Staffing specialist demonstrates understanding of ESE eligibility requirements.	Staffing specialist demonstrates deep and thorough understanding of ESE eligibility requirements.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1b Demonstrating Knowledge Schools' ESE Program(s) **Weight 4.0**	Staffing specialist demonstrates little or no knowledge of the schools' ESE program(s).	Staffing specialist demonstrates basic knowledge of the schools' ESE program(s).	Staffing specialist demonstrates thorough knowledge of the schools' ESE program(s).	Staffing specialist is deeply familiar with the schools' ESE program(s) and actively seeks information and resources to help support the program(s).
Evidence				

NOTE: The Washington County School District Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching.*

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1c **Establishing Goals for the Staffing Specialist Program Appropriate to the Setting and the Students Served** **Weight 4.0**	Staffing specialist has no clear goals for the Staffing Specialist program, or they are inappropriate the school/students.	Staffing specialist's goals for the Staffing Specialist program are rudimentary and are partially suitable to the school/students.	Staffing specialist's goals for the Staffing Specialist program are clear and appropriate to the school/student.	Staffing specialist's goals for the Staffing Specialist program are highly appropriate to the school/students and have been developed following consultation with stakeholders.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1d **Planning the Staffing Specialist Program, Integrated with the Regular School Program** **Weight 3.0**	Staffing specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Staffing specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Staffing specialist has developed a plan that includes the important aspects of the eligibility process and providing technical assistance to ESE staff at the school.	Staffing specialist's plan is highly coherent and serves to support not only the school and staff, but also the broader educational program.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1e **Demonstrating Knowledge of State Guidelines, Federal Regulations and District Policies and Procedures** **Weight 5.0**	Staffing specialist demonstrates little or no knowledge of state guidelines, federal regulations, and district policies and procedures or fails to follow them.	Staffing specialist demonstrates awareness of state guidelines, federal regulations, and district policies and procedures and makes an effort to follow them.	Staffing specialist has current knowledge of state guidelines, federal regulations, and district policies and procedures and consistently follows them.	Staffing specialist's knowledge of governmental guidelines and of resources for students is extensive and staffing specialist serves as a resource to others regarding state guidelines, federal regulations and district policies and procedures.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1f **Assessing Goal Achievement** **Weight 4.0**	Staffing specialist has does not evaluate services at the individual, group and/or systems level.	Staffing specialist rarely incorporates data in evaluation of services at the individual, group and/or systems level.	Staffing specialist regularly incorporates data in evaluation of services at the individual, group, and/or systems levels.	Staffing specialist regularly incorporates data analysis in evaluation of services at the individual, group and/or systems levels and uses the data to improve services and outcomes.
Evidence				

Domain 2: The Environment

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective

2a **Creating an Environment of Respect and Rapport** **Weight 7.0**	Staffing specialist does not make accurate reflective comments, display active listening skills, or exhibit respectful and sensitive behaviors toward others in the educational setting.	Staffing specialist attempts to make accurate reflective comments, display active listening skills, or exhibit respectful and sensitive behaviors toward others in the educational setting.	Staffing specialist consistently makes accurate reflective comments, displays active listening skills, or exhibits respectful and sensitive behaviors toward others in the educational setting.	Staffing specialist demonstrates excellent rapport building and interpersonal skills by consistently making accurate reflective comments, displaying active listening skills, and exhibiting respective and sensitive behavior toward others in the educational setting.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2b **Establishing a Culture for Productive Communication** **Weight 7.0**	Staffing specialist makes no attempt to establish a culture for productive communication among members of the IEP/EP team. The staffing specialist allows the team to be disrespectful and off task during the IEP/EP meeting.	Staffing specialist attempts to establish a culture for productive communication among members of the IEP/EP team and makes attempts to create a positive IEP/EP meeting.	Staffing specialist promotes a culture for productive communication among members of the IEP/EP team and exhibits skills to maintain a productive and positive IEP/EP meeting.	Staffing specialist consistently promotes a culture for productive communication among members of the IEP/EP team and exhibits skills to ensure the IEP meeting is productive and positive.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2c **Establishing Clear Procedures for School Staff and Stakeholders**	Staffing specialist has no clear procedures or processes for school staff and stakeholders to access assistance from the staffing	Staffing specialist has rudimentary and partially clear processes and procedures for school staff and stakeholders to access assistance	Staffing specialist's processes and procedures work effectively so school staff and stakeholders know how to access assistance	Staffing specialist's processes and procedures are seamless. The role of the staffing specialist and the services he/she provides are

to Gain Access to Staffing Specialist Support **Weight 5.0**	specialist.	from the staffing specialist.	from the staffing specialist.	clear to all stakeholders.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2d **Establishing and Maintaining Norms of Conduct for Professional Interactions** **Weight 7.0**	No norms of professional conduct have been established; staffing specialist's interactions with colleagues and other professional staff are frequently disrespectful.	Staffing specialist's interactions with colleagues and other professionals are cordial.	Staffing specialist consistently maintains respectful interactions with colleagues and other professionals.	Staffing specialist actively maintains inviting and mutually respectful interactions with colleagues and other professionals.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2e **Organizing Physical Space** **Weight 4.0**	The staffing specialist's office space is in disarray.	The staffing specialist's attempts to create an inviting and well-organized office space are partially successful.	The staffing specialist's office space is inviting and conducive to professional interactions.	The staffing specialist's office space is inviting and conducive to professional interactions, leading to stakeholders feeling invited and welcomed.
Evidence				

Domain 3: Delivery of Service

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3a Collaborating with Teachers **Weight 5.0**	Staffing specialist does not provide updated training information to teachers after staffing specialist meetings.	Staffing specialist inconsistently provides basic training information to teachers after staffing specialist meetings.	Staffing specialist consistently provides training information to teachers after staffing specialist meetings.	Staffing specialist consistently provides detailed training information and provides additional training information in addition to that provided by the district.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3b Evaluating Student Needs in Compliance with State and District SP & P **Weight 7.0**	Staffing specialist is unprepared when conducting ESE/EP eligibility meetings.	Staffing specialist has documentation/forms available for ESE/EP eligibility meetings, but is disorganized and does not adequately follow established procedures.	Staffing specialist is prepared with correct documentation and forms for ESE/EP eligibility meeting and adequately follows established procedures.	Staffing specialist is thoroughly prepared with correct documentation and forms for ESE/EP eligibility meetings and consistently follows established procedures, ensuring the participants understand the procedures.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3c **Communicating with Families** **Weight 7.0**	Staffing specialist fails to communicate with families or secure appropriate parental signatures, or communicates in an insensitive manner.	Staffing specialist's communication with families is partially successful; signatures are obtained but there are occasional insensitivities to cultural traditions, linguistic traditions and/or unique characteristics of the family.	Staffing specialist's communication with families is successful; signatures are obtained in a manner sensitive to cultural traditions, linguistic traditions and/or unique characteristics of the family.	Staffing specialist's communication with families is highly successful; signatures are obtained in manner sensitive to cultural traditions, linguistic traditions and/or unique characteristics of the family. Staffing Specialist reaches out to families to enhance trust.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3d **Collecting Information; Writing IEP/EP** **Weight 6.0**	Staffing specialist neglects to collect important information on which to base the components of the IEP/EP.	Staffing specialist collects most of the important information on which to base the components of the IEP/EP.	Staffing specialist collects all important information on which to base the components of the IEP/EP.	Staffing specialist is proactive in collecting important information on which to base the components of the IEP/EP by actively collaborating with teachers and parents.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3e Demonstrating Flexibility and Responsiveness **Weight 5.0**	Staffing specialist adheres to his/her plan in spite of evidence of its inadequacy.	Staffing specialist makes modest changes in plan when confronted with evidence of the need for change.	Staffing specialist makes revisions to the plan when it is needed.	Staffing specialist is continually seeking ways to improve the plan and makes changes, as needed, in response to student, parent, teacher or administrator input.
Evidence				

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4a **Reflecting on Practice** **Weight 4.0**	Staffing specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Staffing specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Staffing specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Staffing Specialist makes some specific suggestions as to how programs and procedures might be improved.	Staffing specialist's reflection is highly accurate and perceptive, citing specific examples and the staffing specialist develops a plan to improve and measure changes in practice.
Evidence				
Component	**Unsatisfactory**	**Improvement Needed/Developing**	**Effective**	**Highly Effective**
4b **Scheduling and Preparing IEPs/EPs and Submitting IEPs/EPs to District in a Timely Manner** **Weight 5.0**	Staffing specialist does not follow established procedures for preparing IEPs/EPs and submitting completed IEPs/EPs.	Staffing specialist's efforts to follow established procedures for preparing IEPs/EPs are partially successful and follow established procedures. IEP/EP submissions to district are not consistent.	Staffing specialist consistently follows established procedures for preparing IEPs/EPs and consistently submits IEPs/EPs to the district, as required.	Staffing specialist's approach to IEP/EP preparation is highly systematic and serves as a model for colleagues. IEPs/EPs are routinely submitted to the district within two weeks of the IEP/EP meeting occurring.
Evidence				
Component	**Unsatisfactory**	**Improvement**	**Effective**	**Highly Effective**

		Needed/Developing		
4c **Coordinating Work with Other Staffing Specialists** **Weight 4.0**	Staffing specialist makes no effort to collaborate with other staffing specialists.	Staffing specialist responds positively to other staffing specialists within the district to collaborate.	Staffing specialist initiates efforts to collaborate with other staffing specialists within the district.	Staffing specialist takes a leadership role in coordinating collaborative initiatives among other staffing specialists.
Evidence				
4d **Participating in a Professional Community** **Weight 4.0**	Staffing specialist's relationships with colleagues are negative or self-serving and the specialist avoids being involved in school/district events and initiatives.	Staffing specialist's relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested.	Staffing specialist participates actively in school/district events and initiatives. Staffing specialist maintains positive and productive relationships with colleagues.	Staffing specialist makes a substantial contribution to school/district events and initiatives. Staffing specialist assumes a leadership role with colleagues.
Evidence				

Component	Unsatisfactory	Improvement	Effective	Highly Effective

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4e **Engaging in Professional Development** **Weight 3.0**	Staffing specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Staffing specialist's participation in professional development activities is limited to those that are convenient or are required.	Staffing specialist seeks out opportunities for professional development based on an individual assessment of need.	Staffing specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering professional learning opportunities to colleagues.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4f **Showing Professionalism** **Weight 5.0**	Staffing specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Staffing specialist is honest in interactions with colleagues and respects norms of confidentiality.	Staffing specialist displays high standards of honesty, integrity in interactions with colleagues and respects norms of confidentiality.	Staffing specialist can be counted on to hold the highest standards of honesty, integrity. Staffing specialist takes a leadership role with colleagues in respecting norms of confidentiality.
Evidence				

Year-End Annual Evaluation Summary
Staffing Specialists

Washington County School District
652 3rd Street
Chipley, FL 32428

NAME _____   SCHOOL _____   YEAR _____

GRADE LEVEL/DEPT. _____   SUPERVISOR _____

A. Total Points – Principal Observation / Deliberate Practice _____ (330 points possible)

B. Total Points – Student Performance (3 Years of Data) _____ (210 points possible)

C. Total Points – Other Professional Performance Indicators –) _____ (60 points possible)

Combined Total of Points Using A, B, & C _____

Rating Scale:	**HE/Distinguished –**	**500 -600**	**Effective/Proficient -**	**375 - 499**
	Needs Improvement/Basic –	**250 - 374**	**Unsatisfactory – Less than -**	250

Overall Rating: ☐ **Unsatisfactory** ☐**Improvement Needed/Developing** ☐**Effective** ☐ **Highly Effective**

_____

Signature of Teacher   Date

_____

Signature of Supervisor   Date

NOTE: Signatures indicate the evaluation has been discussed and a copy has been given to the teacher. It does not necessarily indicate agreement by the teacher. Teacher signature also denotes receipt of points earned only from the teacher performance portion of the evaluation.

Teacher Comments:

NAME   SCHOOL   YEAR

	0 pts	1 pt	2 pts	3 pts
DOMAIN 1 – PLANNING AND PREPARATION	**U**	**I/D**	**E**	**HE**
5.0 – 1-a Knowledge of Current Trends in Specialty	☐	☐	☐	☐
4.0 – 1-b Knowledge of School(s) ESE Program(s)	☐	☐	☐	☐
4.0 – 1-c Setting Support Goals	☐	☐	☐	☐
3.0 – 1-d Planning Integration with Regular Program	☐	☐	☐	☐
5.0 – 1-e Knowledge of Federal, State, District Policies	☐	☐	☐	☐
4.0 – 1-f Assessing Goal Achievement	☐	☐	☐	☐

Total Points – Domain 1 _____ (75 points possible)

	0 pts	1 pt	2 pts	3 pts
DOMAIN 2 – THE ENVIRONMENT **U**	**I/D**	**E**	**HE**	
7.0 – 2-a Creating Environment of Respect and Rapport	☐	☐	☐	☐
7.0 – 2-b Establishing Productive Communication	☐	☐	☐	☐
5.0 – 2-c Establishing Procedures for Access of Support	☐	☐	☐	☐
7.0 – 2-d Establishing Norms of Conduct	☐	☐	☐	☐
4.0 – 2-e Organizing Physical Space	☐	☐	☐	☐

Total Points – Domain 2 _____ (90 points possible)

	0 pts	1 pt	2 pts	3 pts
DOMAIN 3 – DELIVERY OF SERVICE	**U**	**I/D**	**E**	**HE**
5.0 – 3-a Collaborating with Teachers	☐	☐	☐	☐
7.0 – 3-b Compliance in Evaluating Student Needs	☐	☐	☐	☐
7.0 – 3-c Communicating with Families	☐	☐	☐	☐
6.0 – 3-d Collecting Information for IEP/EP Development	☐	☐	☐	☐
5.0 – 3-e Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐

Total Points – Domain 3 _____ (90 points possible)

	0 pts	1 pt	2 pts	3 pts
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES	**U**	**I/D**	**E**	**HE**
4.0 – 4-a Reflecting on Practice	☐	☐	☐	☐
5.0 – 4-b Preparing and Submitting IEPs/EPs	☐	☐	☐	☐
4.0 – 4-c Coordinating with Other Staffing Specialists	☐	☐	☐	☐
4.0 – 4-d Participating in a Professional Community	☐	☐	☐	☐
3.0 – 4-e Engaging in Professional Development	☐	☐	☐	☐
5.0 – 4-f Showing Professionalism	☐	☐	☐	☐

Total Points – Domain 4 _____ (75 points possible)

Total Points – Teacher Performance _____ (330 points possible

Formal Observation Rubric – Student Services Personnel

(Guidance Counselors, School Psychologists, Social Workers)

Teacher _____School _____Participants _____

Activity _____ Observer _____ Date _____

Summary of the Activity _____

Evidence of Student Services Practice

Domain 1: Data-Based Decision Making and Evaluation of Practices

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1a **Collects and uses data to develop and implement interventions within a problem-solving framework.** **Weight 6.0**	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	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.	Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1b **Analyzes multiple sources of qualitative and quantitative data to inform decision making.** **Weight 5.0**	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.
Evidence				

NOTE: The Washington County School District Framework for Student Services Personnel has been adapted from the Florida Department of Education

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1c **Uses data to monitor student progress (academic, social, emotional, behavioral) and health and evaluate the effectiveness of services on student achievement.** **Weight 6.0**	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/intervention OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	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.	Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1d **Shares student performance data in a relevant and understandable way with students, parents, and administrators.** **Weight 3.0**	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.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	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.	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.
Evidence				

Domain 2: Instruction/Intervention Planning and Design

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2a **Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.** **Weight 4.0**	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2b **Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.** **Weight 4.0**	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	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.	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.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2c **Applies evidence –based research and best practices to improve instruction/ interventions.** **Weight 4.0**	Fails to apply OR poorly 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.	Applies evidence-based and best practices when developing and planning instruction and intervention.	Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2d **Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.** **Weight 4.0**	Support plans are ineffectively developed (i.e. plans to not reflect goals or systems coordination and support to obtain stated goal).	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Collaborates to identify systems- level needs, resources, and infrastructure to access services and supports.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2e **Engages parents and community partners in the planning and design of instruction/ interventions.** **Weight 4.0**	Does not engage OR ineffectively engages families and community when planning and designing instruction/ intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	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.
Evidence 				

Domain 3: Instruction/Intervention Delivery and Facilitation

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3a **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.** **Weight 3.0**	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3b **Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.** **Weight 4.0**	Does not consult/ collaborate OR demonstrates practice/ skill ineffectively when planning, implementing, or evaluating academic and social- emotional/behavioral services.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/behavioral, and health services.	Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.
Evidence				

Component	Unsatisfactory	Improvement	Effective	Highly Effective

		Needed/Developing		
3c **Implements evidence- based practices within a multi-tiered framework.** **Weight 4.0**	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.
Evidence				
Component	**Unsatisfactory**	**Improvement Needed/Developing**	**Effective**	**Highly Effective**
3d **Identifies, provides, and/ or refers for supports designed to help students overcome barriers that impede learning.** **Weight 3.0**	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.	Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3e **Promotes student outcomes related to career and college readiness.** **Weight 3.0**	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Develops/plans interventions or programs to increase student engagement (e.g. attendance, on-task behavior, rigorous/ relevant instruction, participation in school activities) and support attainment of post- secondary goals.	Develops/plans district-level or school-level policies/ interventions/ supports that address student postsecondary goal attainment.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3f **Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.** **Weight 3.0**	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.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Develops/provides trainings that include best practices related to developmental issues, barriers to learning and risk factors.
Evidence				

Domain 4: Learning Environment

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4a Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports. **Weight 5.0**	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4b Collaborates with school personnel and students to foster student engagement (e.g. involvement, motivation, persistence, resilience, ownership). **Weight 5.0**	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4c	Fails to demonstrate OR	Practice is emerging but	Interacts with school personnel to	Interacts with learning community to

Promotes safe school environments.	ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/ staff.	requires supervision, support, and/or training to be effective independently.	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).	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.
Weight 5.0				
Evidence				
4d **Integrates relevant cultural issues and contexts that impact family-school partnerships.** **Weight 5.0**	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Identifies relevant cultural issues and contexts that impact family-school partnerships and uses this knowledge as the basis for problem solving related to prevention intervention.	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.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4e **Provides a continuum of crisis intervention services.** **Weight 5.0**	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs.	Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.
Evidence				

Domain 5: Professional Learning, Responsibility, and Ethical Practice

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
5a **Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.** **Weight 5.0**	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/ professional goals.	Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
5b **Engages in targeted professional growth opportunities and reflective practices (e.g. professional learning communities [PLC]).** **Weight 5.0**	Does not participate in professional development opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective

5c **Implements knowledge and skills learned in professional development activities.** Weight 5.0	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Integrates and applies acquired knowledge and training into professional practice.	Integrates acquired knowledge and training into practice for professional community.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
5d **Demonstrates effective recordkeeping and communication skills.** Weight 5.0	Does not OR ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Demonstrates reliable record-keeping skills, demonstrates coherent, professional written/ oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Supports record/data management system impacts on practice and facilitates active listening among professional learning community members.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
5e **Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.** **Weight 5.0**	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day- to-day practice as a model for professional community members.
Evidence 				

Year-End Annual Evaluation Summary
Student Services Personnel
(Guidance Counselors, School Psychologists, Social Workers)

NAME _____ SCHOOL _____ YEAR _____

GRADE LEVEL/DEPT. _____ SUPERVISOR _____

A. Total Points – Principal Observation / Deliberate Practice _____ (330 points possible)

B. Total Points – Student Performance (3 Years of Data) _____ (210 points possible)

C. Total Points – Other Professional Performance Indicators –) _____ (60 points possible)

Combined Total of Points Using A, B, & C _____

Rating Scale:	HE/Distinguished –	500 -600	Effective/Proficient -	375 - 499
	Needs Improvement/Basic –250 - 374		Unsatisfactory – Less than -	250

Overall Rating: ☐ Unsatisfactory ☐ Improvement Needed/Developing ☐ Effective ☐ Highly Effective

_____

Signature of Teacher   Date

_____

Signature of Supervisor   Date

NOTE: *Signatures indicate the evaluation has been discussed and a copy has been given to the teacher. It does not necessarily indicate agreement by the teacher. Teacher signature also denotes receipt of points earned only from the teacher performance portion of the evaluation.*

Teacher Comments:

Year-End Annual Evaluation Summary
Student Services Personnel
(Guidance Counselors, School Psychologists, Social Workers)
Washington County School District
652 3rd Street
Chipley, FL 32428

NAME   SCHOOL   YEAR

_____   _____   _____

	0 pts	1 pt	2 pts	3 pts
DOMAIN 1–DATA-BASED DECISION MAKING	**U**	**I/D**	**E**	**HE**
6.0– 1-a Collects and Uses Data for Problem Solving	☐	☐	☐	☐
5.0– 1-b Analyzes Multiple Sources of Data	☐	☐	☐	☐
6.0– 1-c Uses Data to Monitor Student Progress	☐	☐	☐	☐
3.0– 1-d Shares Student Data in Relevant Manner	☐	☐	☐	☐

Total Points – Domain 1 _____ (60 points possible)

	pts	1 pt	2 pts	3 pts
DOMAIN 2–INSTRUCTION/INTERVENTION PLANNING	**U**	**I/D**	**E**	**HE**
4.0– 2-a Uses Collaborative Problem Solving	☐	☐	☐	☐
4.0– 2-b Plans/Designs Interventions Based on Data	☐	☐	☐	☐
4.0– 2-c Applies Evidence Based Research for Interventions	☐	☐	☐	☐
4.0– 2-d Develops Intervention Support	☐	☐	☐	☐
4.0– 2-e Engages Parents/Partners in Intervention Planning	☐	☐	☐	☐

Total Points – Domain 2 _____ (60 points possible)

	0 pts	1 pt	2 pts	3 pts	
DOMAIN 3 – INTERVENTION PLANNING/DESIGN	**U**	**I/D**	**E**	**HE**	
3.0– 3-a Collaborates with Stakeholders to Plan Interventions	☐	☐	☐	☐	
4.0– 3-b Consults with Others to Implement Interventions	☐	☐	☐	☐	
4.0– 3-c Implements Evidence-Based Practices		☐	☐	☐	☐
3.0– 3-d Identifies/Provides/Refers for Support		☐	☐	☐	☐
3.0– 3-e Promotes Career and College Readiness	☐	☐	☐	☐	
3.0– 3-f Provides Relevant Child Development Information	☐	☐	☐	☐	

Total Points – Domain 3 _____ (60 points possible)

	0 pts	1 pt	2 pts	3 pts	
DOMAIN 4 – LEARNING ENVIRONMENT	**U**	**I/D**	**E**	**HE**	
5.0– 4-a Collaborates to Develop Positive Behavior Supports	☐	☐	☐	☐	
5.0– 4-b Collaborates to Foster Student Engagement	☐	☐	☐	☐	
5.0– 4-c Promotes Safe School Environments		☐	☐	☐	☐
5.0– 4-d Integrates Relevant Cultural Issues	☐	☐	☐	☐	
5.0– 4-e Provides Continuum of Crisis Intervention Services	☐	☐	☐	☐	

Total Points – Domain 4 _____ (75 points possible)

	0 pts	1 pt	2 pts	3 pts
DOMAIN 5 – PROFESSIONAL LEARNING/ETHICS	**U**	**I/D**	**E**	**HE**
5.0– 5-a Develops a Professional Growth Plan	☐	☐	☐	☐
5.0– 5-b Engages in Targeted Professional Growth	☐	☐	☐	☐
5.0– 5-c Implements Professional Development Knowledge	☐	☐	☐	☐
5.0– 5-d Does Effective Recordkeeping and Communication	☐	☐	☐	☐
5.0– 5-e Complies with Laws, Policies, Procedures	☐	☐	☐	☐

Total Points – Domain 5 _____ (75 points possible)

Total Points – Teacher Performance _____ (330 points possible

Formal Observation Rubric – Therapeutic Specialists

Teacher _____ School _____ Participants_____

Type of Specialist_____ Observer _____ Date _____

Summary of the Activity _____

Evidence of Professional Activity

Domain 1: Planning and Preparation

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1a Demonstrating Knowledge of and Skill in the Specialist's Area; Holding the Relevant Certificate or License **Weight 5.0**	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area and/or holds an advanced certificate or license.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1b Establishing Goals/Objectives for the Therapy Program Appropriate to the Setting and	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the needs of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the needs of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the needs of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the needs of the students and have been developed following consultations with administrators and teachers.

the Students Served				
Weight 5.0				
Evidence				

NOTE: The Washington County School District Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching.*

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1c Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines **Weight 5.0**	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes an active role in reviewing and revising district policies.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1d Demonstrating Knowledge of Resources, both Within and Beyond the School and District **Weight 5.0**	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1e **Planning the Therapy Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students** **Weight 5.0**	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work within the therapy setting.	Specialist's plan is highly coherent and serves to support students individually within the broader educational program.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1f **Developing a Plan to Evaluate the Student's Therapy Program** **Weight 5.0**	Specialist has no plan to evaluate the student's program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the student's therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is an individualized clear path toward improving the student's program on an ongoing basis.
Evidence				

Domain 2: The Environment

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2a Establishing Rapport with Students **Weight 6.0**	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment area.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment area.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2b Organizing Time Effectively **Weight 6.0**	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2c **Establishing and Maintaining Clear Procedures for Referrals** **Weight 4.0**	Specialist is unaware of procedures for referrals; when teachers want to refer a student for special services, he/she is not sure how to go about it.	Specialist follows established procedures for referrals, but the details are not always clear.	Procedures for referrals, meetings and consultations with parents and administrators are clear.	Procedures for all aspects of referral and testing protocols are clear and have been developed in consultation with teachers and administrators.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2d **Establishing Standards of Conduct in the Treatment Area** **Weight 6.0**	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment area. Specialist's attempts to monitor and correct negative behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment area. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment area. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2e Organizing Physical Space for Testing of Students and Providing Therapy **Weight 3.0**	The testing and treatment area is disorganized and poorly suited to working with students. Materials are usually unavailable.	The testing and treatment area is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment area is well organized; materials are available when needed.	The testing and treatment area is highly organized and is inviting to students. Materials are available and easily accessible when needed.
Evidence				

Domain 3: Delivery of Service

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3a **Responding to Referrals and Evaluating Student Needs** **Weight 6.0**	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs within established timelines.	Specialist is efficient in responding to referrals and makes highly competent assessments of student needs.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3b **Developing and/or Implementing Treatment Plans to Maximize Students' Success** **Weight 6.0**	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
Evidence				

Component	Unsatisfactory	Improvement	Effective	Highly Effective

		Needed/Developing		
3c Communicating with Families **Weight 6.0**	Specialist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural traditions, linguistic traditions and/or unique characteristics of the family.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural traditions, linguistic traditions and/or unique characteristics of the family.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural traditions, linguistic traditions and/or unique characteristics of the family. Specialist reaches out to families of students to enhance trust.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3d Collecting Information; Writing Reports **Weight 6.0**	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information and interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3e Demonstrating Flexibility and Responsiveness **Weight 6.0**	Specialist adheres to the treatment plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment plan or program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment plan or program when they are needed.	Specialist is continually seeking ways to improve the treatment plan or program and makes changes as needed in response to student, parent, or teacher input.
Evidence 				

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4a **Reflecting on Practice** **Weight 4.0**	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4b **Collaborating with Teachers and Administrators** **Weight 5.0**	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4c **Maintaining an Effective Data-Management System** **Weight 4.0**	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
Evidence				
4d **Participating in a Professional Community** **Weight 3.0**	Specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school/district events and initiatives.	Specialist's relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested.	Specialist participates actively in school/district events and initiatives. Specialist maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school/district events and initiatives. Specialist assumes a leadership role with colleagues.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4e **Engaging in Professional Development** **Weight 4.0**	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering professional learning activities to colleagues.
Evidence				
4f **Showing Professionalism including Integrity, Advocacy, and Maintaining Confidentiality** **Weight 5.0**	Specialist displays dishonesty in interactions with colleagues, students and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students and the public, plays a moderate advocacy role for students, and does not violate the norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Evidence				

NAME _____   SCHOOL _____   YEAR _____

GRADE LEVEL/DEPT. _____   SUPERVISOR _____

Total Points – Principal Observation / Deliberate Practice _____ (330 points possible)

A. Total Points – Student Performance (3 Years of Data) _____ (210 points possible)

B. Total Points – Other Professional Performance Indicators –) _____   (60 points possible)

Combined Total of Points Using A, B, & C _____

Rating Scale:	**HE/Distinguished –**	**500 -600**	**Effective/Proficient -**	**375 - 499**
	Needs Improvement/Basic –250 - 374		**Unsatisfactory – Less than -**	250

Overall Rating: ☐ **Unsatisfactory** ☐**Improvement Needed/Developing** ☐**Effective** ☐ **Highly Effective**

_____

Signature of Teacher   Date

_____

Signature of Supervisor   Date

NOTE: Signatures indicate the evaluation has been discussed and a copy has been given to the teacher. It does not necessarily indicate agreement by the teacher. Teacher signature also denotes receipt of points earned only from the teacher performance portion of the evaluation.

Teacher Comments:

Year-End Annual Evaluation Summary
Therapeutic Specialists
Washington County School District
652 3rd Street
Chipley, FL 32428

NAME _____ SCHOOL _____ YEAR _____

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 1 – PLANNING AND PREPARATION				
5.0 – 1-a Knowledge and Skill in Specialized Area	☐	☐	☐	☐
5.0 – 1-b Setting Goals/Objectives for Therapy	☐	☐	☐	☐
5.0 – 1-c Knowledge of District/State/Federal Regulations	☐	☐	☐	☐
5.0 – 1-d Knowledge of Resources	☐	☐	☐	☐
5.0 – 1-e Planning the Therapy Program	☐	☐	☐	☐
5.0 – 1-f Plan to Evaluate Student's Therapy Program	☐	☐	☐	☐

Total Points – Domain 1 _____ (90 points possible)

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 2 –THE ENVIRONMENT				
6.0 – 2-a Establishing Rapport with Students	☐	☐	☐	☐
6.0 – 2-b Organizing Time Effectively	☐	☐	☐	☐
4.0 – 2-c Establishing and Maintaining Clear Procedures	☐	☐	☐	☐
6.0 – 2-d Establishing Standards of Conduct	☐	☐	☐	☐
3.0 – 2-e Organizing Physical Space	☐	☐	☐	☐

Total Points – Domain 2 _____ (75 points possible)

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 3 – DELIVERY OF SERVICE				
6.0 – 3-a Responding to Referrals	☐	☐	☐	☐
6.0 – 3-b Developing/Implementing Treatment Plans	☐	☐	☐	☐
6.0 – 3-c Communicating with Families	☐	☐	☐	☐
6.0 – 3-d Collecting Information; Writing Reports	☐	☐	☐	☐
6.0 – 3-e Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐

Total Points – Domain 3 _____ (90 points possible)

	0 pts U	1 pt I/D	2 pts E	3 pts HE
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES				
4.0 – 4-a Reflecting on Practice	☐	☐	☐	☐
5.0 – 4-b Collaborating with Teachers and Administrators	☐	☐	☐	☐
4.0 – 4-c Maintaining Effective Data-Management System	☐	☐	☐	☐
3.0 – 4-d Participating in a Professional Community	☐	☐	☐	☐
4.0 – 4-e Engaging in Professional Development	☐	☐	☐	☐
5.0 – 4-f Showing Professionalism	☐	☐	☐	☐

Total Points – Domain 4 _____ (75 points possible)

Total Points – Teacher Performance _____ (330 points possible

- **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.].**

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GENERAL GUIDELINES FOR ANNUAL EVALUATIONS

</div>

1. Only administrators will conduct *formal* observations and give input toward the year-end *annual* evaluation.

2. The teacher's responsibility during the pre-conference is to provide sufficient data, reasoning, explanations, and documentation for the evaluator to adequately evaluate Domain 1.

3. The teacher is invited to examine, clarify, and/or add to the evidence collected in a formal observation.

4. For each formal observation, the evaluator (administrator) will be required to submit evidence for the components on the online platform (TBA).

5. Evaluators will avoid scheduling observations on days that will adversely affect student performance such as half-days or standardized testing days (or days that the teacher is already being observed).

6. Observation forms should be submitted to the teacher for acknowledgement; however, forms must be "finalized" in the on-line platform (TBA) within the designated time frames, even if the teacher has not indicated acknowledgement. Teacher acknowledgement indicates awareness and not necessarily agreement.

7. All participants will complete a Professional Development Plan (PDP) based on self reflection, the annual evaluation, and current student performance data. Teachers participating in the New Teacher Program will use the same PDP required of all teachers.

8. If the evaluator is late for the observation, the teacher may request to reschedule the observation.

9. A classroom observation will be one complete instructional period, but not less than twenty-five (25) minutes.

10. All educators will draft a Professional Development Plan based on self-reflection, the annual evaluation, and current student performance data using the PDP in the online platform. PDP goals are formalized by October 31 of each year and reviewed by May 1.

PROCESS OF TEACHER EVALUATION

Process	*Administrator/Evaluator*	*Teacher*
1. *Schedule Observation Cycle*	Schedule complete observation cycle (pre/observation/reflection) with teacher. The total elapsed time between the pre-conference and reflection conference **should not exceed 12 days**.	Accepts the schedule in the online platform (TBA) or requests alternative dates
2. *Teacher Completes Pre-conference Form*		Completes and submits (or brings hard copy) the pre-conference form in the online platform (TBA); pre-conference should occur **no more than three (3) days before** observation
3. *Pre-Conference*	Evaluator and teacher meet to discuss the process of planning the lesson to be observed. The meeting should occur **no more than three (3) days prior to the observation**. The pre-conference and the observation may occur on the same day if agreeable to both parties.	
4. *Formal Observation*	Observe at scheduled time and record what is seen and heard as evidence for Domains 2 and 3, with supporting evidence for Domain 1 as applicable.	Is observed for one complete instructional period, not less than 20 minutes or more than 50 minutes.
5. *Teacher Reflection*	Will send the recorded "evidence" from the observation electronically within **two (2) days** to the teacher for his/her use in self-assessment	Completes the post-reflection questions and submits electronically in online platform (TBA) (or brings hard copy to conference) within **two (2) days** of receipt of the evidence and will self-assess the lesson by rating and marking each component of the formal observation rubric
6. *Post-Reflection Conference*		Brings self-assessed rubric with components marked; provides evidence to support self-assessment and leads the discussion of the lesson's strengths and weaknesses; identifies next steps
7. *Completion of Formal Observation Cycle*	Finalize all formal observation documents **within three (3) days of the reflection conference**	Review and acknowledge submitted forms on electronic platform, checking for accuracy; Reminder: The evaluator is required to finalize the forms within **three (3) school days**, even if the forms are not acknowledged by the teacher.
8. *Walk-Throughs*	Only the assigned school administrator will complete and submit required walk-throughs and	May request a walk-through to give administrator an opportunity to

	post form on electronic platform **within two (2) days of the walk-through**	observe evidence for a specific component
9. Professional Improvement Plan (if applicable)	Administrator will initiate PIP **by February 15** if one is needed. A PIP started after February 15 may not impact the current year evaluation.	Complies with improvement plan
10. Artifacts		Last day to upload artifacts to portfolio for consideration is April 15
11. Collaboration	Administrators will meet (between Feb. 15 and April 15) to complete the Annual Evaluation Rubric on teachers that were observed by multiple parties.	
12. Annual Evaluation Meeting	Administrator will complete Annual Evaluation/Conference Summary, based on evidence from formal observations, collaborative discussions, walk-throughs, and electronic portfolio; meet with teacher to discuss final ratings. Completed forms will be submitted to the Human Resource Department at the District Office **by April 15.**	Meet with administrator to collaboratively discuss final ratings and sign the Annual Evaluation Summary form

3. Other Indicators of Performance

<u>Directions</u>:

The district shall provide:

- **The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;**
- **The percentage of the final evaluation that is based upon the additional indicators; and**
- **The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].**

Other than student performance and instructional practice, Washington School District will use professional development. Please see the Overall Summative Evaluation Process as shown on page 6 for an explanation of how this indicator will be calculated and combined.

Professional Development Plan

Every teacher is required to complete a Professional Development Plan (PDP) each year. This PDP must be based on your personal needs assessment, your student achievement data, your most recent evaluation, and will be developed collaboratively between teacher and administrator. Your PDP will begin during the previous year's final evaluation conference but will not be completed until school begins in order to review your student data and professional development options. You must have an interim conference with your principal and sign your PDP no later than **Oct. 31.** You will complete the final PDP at your yearly evaluation conference no later than **April 15.**

Establishing a Goal
A goal is a general statement of intent that is of a long-term nature and is not stated in measurable terms. Make the goal statement as concise as possible.

Professional Development Activities
Professional development activities may include, but are not limited to, any of the following: attending a workshop or conference; conducting action research; reading professional journals, books, or other materials; collaborating with a peer; participating in a professional learning community, lesson study or faculty study group; taking an online course and/or district or school in-service. Be sure to establish your timeline for completion.

Student Performance Objective
The objective is a statement that is measurable and is developed to address a specific topic or concern. It should have the following qualities: **specific, measurable, attainable, realistic, and time bound.**

Implementation of Professional Development Activities with your Students
After completing your professional development activities, provide a brief description of the activities you plan to do in your classroom to help your students reach the achievement goal that you established. **Data** must be available at final IPDP conference before April 15.

Resources

List any resources you will need to achieve your goal.

Attainment of your Professional Development Goal

Briefly explain how you did or did not attain your goal.

Attainment of your Student Performance Objective

You must first analyze the measurement data specified in your student achievement objective. Determine the percent of student achieving the criteria specified in your objective. Summarize the student achievement results and explain if the student outcomes were met.

Professional Development Plan
Washington County School District
(Template and Example Sheet)

Name_____ School_____

Grade level(s)_____ Subject(s)_____ Date_____

Based on your self-assessment, your administrator's input, and your most recent evaluation, what personal goal have you identified? What is an area of knowledge or skill that you would like to strengthen? (Should be stated in terms of professional training, not in terms of student goals and instructional activities.)
Describe the professional development activities you will do to work toward your goal and their time lines.

Activities	Time Line
(Collegial conversations, independent or group book study, in-service, etc.)	Examples: 1. Fall semester 2. December 3. Ongoing

Based on review of your students' performance data, what objective have you identified for performance expectations? (Be specific about time frame and assessment, and state in measurable terms.)
How will you implement the professional development activities with your students? (Based on the professional development activities and the timeline above, provide a brief description of the steps you plan to implement in your classroom to help students reach the performance goal that you have established.)
What resources will you need to achieve your goal? (Examples of resources – Professional development, materials/books/technology, access to online resources, etc.)
Did you attain your personal professional development goal? Explain.
Looking at your measurable student objective, what did the data show? (Compare results after implementation with prior results.)
Initial meeting date_____   **Teacher Signature_____**   **Administrator_____**   **Interim update _____**   **Teacher Signature_____**   **Administrator_____**   **Final meeting date _____**   **Teacher Signature_____**   **Administrator_____**

Professional Development Plan Form
Washington County School District
Classroom Teachers

Name_____ School_____

Grade level(s)_____ Subject(s)_____ Date_____

Based on your self-assessment, your administrator's input, and your most recent evaluation, what personal goal have you identified? What is an area of knowledge or skill that you would like to strengthen?	
Describe the professional development activities you will do to work toward your goal and their time lines.	
Activities	**Time Line**
Based on review of your students' performance data, what objective have you identified for performance expectations?	
How will you implement the professional development activities with your students?	
What resources will you need to achieve your goal?	
Did you attain your personal professional development goal? Explain.	
Looking at your measurable student objective, what did the data show?	

Initial meeting date_____

Teacher Signature_____   Administrator_____

Interim update _____

Teacher Signature_____   Administrator_____

Final meeting date _____

 Teacher Signature_____   Administrator_____

Method of calculation for 60 points metric based on IPLP, Professional Growth/Professional Development, completion and/or implementation of PD activities

20 points – Completion of Individual Professional Learning Plan

20 points – Completion of at least 1 professional development activity including follow-up and implementation (Minimum of 10 hours of in-service or professional development credit completed)

40 points – Completion of 2 or more professional development activities including follow-up and implementation (Minimum of 10 hours of in-service or professional development credit completed for each activity)

60 points – Combination of items as listed above and/or completion of academic course at an approved college or university related to professional job responsibilities

Individual Professional Development Plan
Non-Classroom Instructional Personnel

Every teacher is required to complete a Professional Development Plan (PDP) each year. This PDP must be based on your personal needs assessment, student performance data, your most recent evaluation, and will be developed collaboratively between teacher and administrator. Your PDP will begin during the previous year's final evaluation conference but will not be completed until school begins in order to review your data and professional development options. You must have an interim conference with your principal and sign your IPDP no later than **Oct. 31.** You will complete the final PDP at your yearly evaluation conference no later than **April 15.**

Establishing a Goal
A goal is a general statement of intent that is of a long-term nature and is not stated in measurable terms. Make the goal statement as concise as possible.

Professional Development Activities
Professional development activities may include, but are not limited to, any of the following: attending a workshop or conference; conducting action research; reading professional journals, books, or other materials; collaborating with a peer; participating in a professional learning community, lesson study or faculty study group; taking an online course and/or district or school in-service. Be sure to establish your timeline for completion.

Performance Objective
The objective is a statement that is measurable and is developed to address a specific topic or concern. It should have the following qualities: **specific, measurable, attainable, realistic, and time bound.**

Implementation of Professional Development Activities with your Students
After completing your professional development activities, provide a brief description of the activities you plan to do to help you reach the performance objective that you established. **Data** must be available at final IPDP conference before April 15.

Resources
List any resources you will need to achieve your goal.

Attainment of your Professional Development Goal
Briefly explain how you did or did not attain your goal.

Attainment of your Performance Objective
You must first analyze the measurement data specified in your performance objective. Determine the percent of a criteria achieved in your objective. Summarize the performance results and explain if the outcomes were met.

Professional Development Plan Form
Washington County School District
Non-Classroom Instructional Personnel

Washington County School District
Name_____ School_____
Type of Special Area_____ Date_____

Based on your self-assessment, your administrator's input, and your most recent evaluation, what personal goal have you identified? What is an area of knowledge or skill that you would like to strengthen?	
Describe the professional development activities you will do to work toward your goal and their time lines.	

Activities	Time Line

Based on review of students performance data, what objective have you identified for performance expectations?
How will you implement the professional development activities?
What resources will you need to achieve your goal?
Did you attain your personal professional development goal? Explain.
Looking at your measurable objective, what did the data show?

Initial meeting date_____
Teacher Signature_____   Administrator_____
Interim update _____
Teacher Signature_____   Administrator_____
Final meeting date _____
Teacher Signature_____   Administrator_____

4. Summative Evaluation Score

Directions:

The district shall provide:

- The summative evaluation form(s); and

The instructional summative evaluation form may be found on page 32
The non-instructional summative evaluation forms may be found on pages 49, 77, 90, 105 and 120.

- **The scoring method, including how it is calculated and combined; and**

The scoring method, including how it is calculated and combined may be found on the Overall Summative Evaluation Process on pages 6 and 7 and the Calculation of Total Points on the Teacher Performance for Annual Evaluation on page 8.

- **The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].**

All ratings, as required by Statute are included on the summative evaluation rating. See next paragraph for an explanation of each rating.

(Determined only after teacher performance scores and student performance scores are added together.)

Unsatisfactory:

Level of performance that shows that the teacher does not understand the concepts underlying the component. Represents teaching that is below the licensing standard of "do no harm" and requires intervention.

Basic

 Developing/Needs Improvement:

Level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.

Proficient

Effective:

Level of performance that shows that the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional, and effective teaching.

Distinguished

Highly Effective:

Level of performance that shows that the teacher has mastered all the underlying concepts of the component and the classroom functions as a community of learners with students assuming responsibility for their learning.

YEAR-END ANNUAL EVALUATION
SUMMATIVE TOTAL

NAME _____ SCHOOL _____ YEAR _____

GRADE LEVEL/DEPT. _____ SUPERVISOR _____

    A. Total Points – Principal Observation / Deliberate Practice _____ (330 points possible)

    B. Total Points – Student Performance (3 Years of Data) _____ (210 points possible)

    C. Total Points – Other Professional Performance Indicators –) _____ (60 points possible)

    Combined Total of Points Using A, B, & C _____

Rating Scale:	**HE/Distinguished –**	**500 -600**	**Effective/Proficient -**	**375 - 499**
	Needs Improvement/Basic –	**250 - 374**	**Unsatisfactory – Less than -**	250

Overall Rating: ☐ **Unsatisfactory** ☐ **Improvement Needed/Developing** ☐ **Effective** ☐ **Highly Effective**

_____

Signature of Teacher   Date

_____

Signature of Supervisor   Date

NOTE: *Signatures indicate the evaluation has been discussed and a copy has been given to the teacher. It does not necessarily indicate agreement by the teacher. Teacher signature also denotes receipt of points earned only from the teacher performance portion of the evaluation.*

Teacher Comments:

YEAR-END ANNUAL EVALUATION SUMMARY

NAME   SCHOOL   YEAR

	0 pts	1 pt	2 pts	3 pts
DOMAIN 1 – PLANNING AND PREPARA TION	**U**	**I/D**	**E**	**HE**
4.0 – 1-a Knowledge of Content and Pedagogy	☐	☐	☐	☐
4.0 – 1-b Knowledge of Students	☐	☐	☐	☐
5.0 – 1-c Setting Instructional Outcomes	☐	☐	☐	☐
3.0 – 1-d Knowledge of Resources and Technology	☐	☐	☐	☐
4.0 – 1-e Coherent Instruction	☐	☐	☐	☐
5.0 – 1-f Student Assessments	☐	☐	☐	☐

Total Points – Domain 1 _____ (75 points possible)

	0 pts	1 pt	2 pts	3 pts
DOMAIN 2 – CLASSROOM ENVIRONMENT	**U**	**I/D**	**E**	**HE**
7-0 – 2-a Creating Environment of Respect and Rapport	☐	☐	☐	☐
7.0 – 2-b Establishing a Culture for Learning	☐	☐	☐	☐
6.0 – 2-c Managing Classroom Procedures	☐	☐	☐	☐
6.0 – 2-d Managing Student Behavior	☐	☐	☐	☐
4 0 – 2-e Organizing Physical Space	☐	☐	☐	☐

Total Points – Domain 2 _____ (90 points possible)

	0 pts	1 pt	2 pts	3 pts
DOMAIN 3 – INSTRUCTION	**U**	**I/D**	**E**	**HE**
5.0 – 3-a Communicating with Students	☐	☐	☐	☐
7.0 – 3-b Questioning and Discussion Techniques	☐	☐	☐	☐
7.0 – 3-c Engaging Students in Learning	☐	☐	☐	☐
7.0 – 3-d Using Assessment in Instruction	☐	☐	☐	☐
4.0 – 3-e Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐

Total Points – Domain 3 _____ (90 points possible)

	0 pts	1 pt	2 pts	3 pts
DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES U	**I/D**	**E**	**HE**	
6.0 – 4-a Reflecting on Teaching	☐	☐	☐	☐
6.0 – 4-b Maintaining Accurate Records	☐	☐	☐	☐
4.0 – 4-c Communicating with Families	☐	☐	☐	☐
3.0 – 4-d Participating in Professional Community	☐	☐	☐	☐
3.0 – 4-e Growing and Developing Professionally	☐	☐	☐	☐
3.0 – 4-f Showing Professionalism	☐	☐	☐	☐

Total Points – Domain 4 _____ (75 points possible)

Total Points – Teacher Performance _____ - (330 points possible

5. Additional Requirements

Directions:

The district shall provide:

- **Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]**

The District provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes through the Roster Verification Process. As soon as the District is notified that this tool is open, by e-mail from the Department of Education, each school supervisor oversees the process at their specific school. Once completed, the District signs off to submit the process.

- **Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].**

    Employee evaluations are completed electronically on the Teachscape Program. Each employee is listed with the supervising principal and the evaluation instrument can be completed only by the supervisor or principal, who have access passwords.

- **Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].**

As required by the teacher bargaining unit contract, all instructional employees receive a copy of the evaluation instrument during pre-planning prior to the start of the school year. In addition, a committee from the teacher bargaining unit works with District Staff to determine performance measures for evaluation purposes and all other conversion charts for scoring. Principals must participate in on-going training with the District using TeachScape and outside trainers to continually improve the quality of observations, walk-throughs and evaluations.

- **Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].**

    See Detailed Timeline Chart on pages 140-141 for supervisor guidance of timely feedback.

- *Description of how results from the evaluation system will be used for professional development*

[Rule 6A-5.030(2)(f)5., F.A.C.].

See Professional Development on pages 125 through 129.

- **Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].**

<mark>For those individuals who have been evaluated as less than effective, specific professional development will be provided based on the overall evaluation result. This professional development will address the areas of needed improvement that have been identified as less than effective. This professional development may be in the area of the overall evaluation related to instructional practices, student achievement and/or other professional responsibilities.</mark>

<mark>For additional information,</mark> see Professional Development on pages 126 – 130 and Appendix C – Struggling Teacher Designation Notice

- **Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].**

See Detailed Timeline Chart on pages 140 - 141.

- **Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].**

See Detailed Timeline Chart on pages 140 - 141. This is also explained in the New Teacher Induction Program and Categories of Teachers on page 139.

- **Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].**

See Detailed Timeline Chart on pages 139-140. This is also explained in the New Teacher Induction Program and Categories of Teachers on page 139.

New Teacher Induction Program

All first-year teachers will be required to participate in WCSD'S year-long New Teacher Induction Program and will be assigned an academic specialist/analyst as their mentor. They will receive two formal observations from the administrator and a minimum of two formative observations. All observations require a planning and reflective conference where feedback is given. Review of student performance data and student work will be discussed at pre and post reflection conferences with the administrator. Performance data is grade level specific and could include the Discovery Education Assessment (DEA) for reading, math, and science in grades K-12,

Developmental Reading Assessment (DRA) grades K-8, chapter tests, state adopted assessments. Teachers hired less than 99 days will be observed informally. (See Category 1 timelines)

The Teacher Induction Program (TIP) will consist of a minimum of 5 training sessions within the first semester of each school year in which the new teachers will be trained on the 4 domains of the Danielson Framework for Teaching.

These are:
- New Teacher Orientation Workshop and Training – During Preschool – ½ day
- Domain 1 - Planning and Preparation – To be completed by September 15
- Domain 2 - The Classroom Environment – To be completed by October 15
- Domain 3 – Instruction – To be completed by November 15
- Domain 4 - Professional Responsibilities – To be completed by December 15

Each of these training sessions will include instruction from district assigned personnel who are proficient in and knowledgeable about the Danielson instructional model. Training sessions will include information from all indicators within each domain using the included rubrics in the Danielson model that details the expected levels of competency within each indicator for a teacher to be rated as highly effective (distinguished), effective (proficient), needs improvement (basic) or unsatisfactory.

TEACHER CATEGORIES

By September 15
Determine the appropriate category for each teacher.   Principals will verify teacher categories in the online platform and contact the District Office if discrepancies are noted.

Category I	First year teacher – Beginning teacher with no experience
Category II	Second year teacher (no outside experience) or new to Washington County with experience outside the district.
Category III	Regular teacher – two or more years consecutive years of experience in Washington County or a teacher who was a category II the previous year
Category IV	Struggling Teacher

Note: Teachers who received a "Needs Improvement" on their final evaluation for the 2014-15 school year will be classified as a Category IV – Struggling Teacher for the 2015-16 school year.

	Detailed Timeline	

CATEGORY I	FIRST YEAR TEACHER – NO EXPERIENCE	
Completed by	**Activity**	**Person Responsible**
Oct. 1	First IPDP Submitted and Meeting with Admin.	**Teacher**
Oct. 15	**First Formal Observation/Evaluation**	**Administrator**
Oct. 31	IPDP Amended, Submitted and Signed	**Administrator/Teacher**
Feb. 15	**Second Formal Observation**	**Administrator or Mentor**
April 15	Last date for teachers and/or administrators to add evidence that impacts annual evaluation	**Administrator and/or teacher**
May 15	**Annual Evaluation Meeting (Teacher Performance) and closeout IPDP**	**Administrator and Teacher**
May 1	PDP - Develop personal goal for following year	**Teacher**
Minimum of five (5) walkthroughs		

CATEGORY II	SECOND YEAR TEACHER or New to Washington County	
Completed by	**Activity**	**Person Responsible**
Oct. 1	First IPDP Submitted and Meeting with Admin.	**Teacher**
Oct. 15	**First Formal Observation/Evaluation**	**Administrator**
Oct. 31	IPDP amended, submitted and signed	Administrator/Teacher
Feb. 15	**Second Formal Observation**	**Administrator**
April 15	Last date for teachers and/or administrators to add	**Administrator and/or teacher**

	evidence that impacts annual evaluation	
May 15	**Annual Evaluation Meeting (Teacher Performance) and closeout PDP**	**Administrator and Teacher**
May 1	IPDP - Develop personal goal for following year	Teacher

Minimum of three (3) walkthroughs

CATEGORY III	REGULAR TEACHER	
Completed by	**Activity**	**Person Responsible**
Oct. 1	First IPDP Submitted and Meeting with Admin.	**Teacher**
Oct. 31	IPDP amended, submitted and signed	**Administrator/Teacher**
Feb. 15	**Formal Observation**	**Administrator**
April 15	Last date for teachers and/or administrators to add evidence that impacts annual evaluation	**Administrator and/or teacher**
May 15	**Annual Evaluation Meeting (Teacher Performance) and closeout PDP**	**Administrator and Teacher**
May 1	IPDP - Develop personal goal for following year	Teacher

Minimum of two (2) walkthroughs

CATEGORY IV	STRUGGLING TEACHER

A teacher must have one (1) observation and a minimum of one (1) Professional Improvement Plan to be categorized "struggling." However, one (1) Professional Improvement Plan does NOT require that the teacher be classified as "struggling." Classification of a teacher as "struggling" by the administrator may be determined based upon the previous year's evaluation and involve a PLP that has been carried over from the previous year.

- 90 Calendar Days Time Frame – school holidays and school vacation day periods are not calculated in the 90 day calendar
- Minimum of three (3) Administrator Formal Observations
  - First Administrator within four (4) weeks
  - Second Administrator prior to the 90 days
  - Third Administrator Observation – Jan. 10 – March 1
- Minimum of six (6) *walkthroughs*
- Regular time frames for IPDP

A teacher will remain a category IV in the online platform for the duration of the year for documentation of observation/evaluation cycle forms only, even if the teacher is removed from "struggling" status.

The evaluation will be finalized within thirty (30) days of the District receiving full notice of student performance data. It may be amended up to ninety (90) days after the end of the school year.

By October 1	IPDP Submitted and Meeting with Administrator	Category I, II, III, IV
By October 1	First formal observation by administrator	Category IV
By October 15	First formal observation/evaluation by administrator	Categories I, II
By October 31	IPDP Amended, Submitted, Signed	Categories I, II, III, IV
By December 1	First formal observation	Categories I and II
By December 15	Second formal observation by administrator	Category IV
By April 1	Formal observation by administrator	Category III
By April 1	Second formal observation by administrator	Categories I and II
By April 1	Third formal observation by administrator	Category IV

*Special Note: For any deadline date occurring on a weekend day, the completion date will become the following Monday.

By April 15	Last date for teachers and/or administrators to add evidence that impacts annual evaluation	Categories I, II, III, IV
By May 30	Year-end annual evaluation meeting	Categories I, II, III, IV
By May 1	IPDP - Personal goals initially set for following year	Categories I, II, III, IV
By June 30	All evaluations completed unless student achievement information from DOE not available in time to permit completion	Categories I, II, III, IV

- **Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].**

District schools conduct annual surveys of school climate and culture in which information is sought from all stakeholder groups including students, staff, parents and the community at large. Information from these surveys are incorporated into the overall school evaluation process. Parent information on teacher performance is also obtained through community meetings and individual parent conferences/contact throughout the year. Correspondence provided by parents in regards to teacher performance may also be submitted to the school administration for consideration.

- **Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].**

No special evaluation procedures or criteria are necessary for either instruction or non-classroom instructional personnel that is not already noted in the evaluation system.

- **Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].**

For the 2015-2016 school year, Washington County School District will not have a peer assistance process as part of the regular evaluation system.

6. District Evaluation Procedures

Directions:

The district shall 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 [Rule 6A-5.030(2)(g)1., F.A.C.].**
    - ➢ **submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].**
    - ➢ **discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].**
    - ➢ **The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].**

A report is submitted to the Superintendent of Schools for Washington County School District, to review any personnel regarding contract renewal. Per Statute and per the WCEA/WCSD Contract, copies of the evaluation are provided to the employee no later than 10 days after the evaluation takes place. The evaluation is reviewed with the employee. Both the employee and the School-Level Supervisor review the evaluation. Both sign the evaluation form. The evaluation contains a statement that indicates the employee signature documents the employee received the evaluation, not that the employee is in agreement with said evaluation. Employee may provide a written response to the evaluation and it shall be placed in the employee personnel file. All evaluations are not filed for one year after receipt by the Personnel Department.

- **The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].**

Any classroom teacher or non-classroom instructional personnel who is deemed to be in need of improvement or receives an overall unsatisfactory rating on their summative evaluation will be classified as a Struggling Teacher and will be placed on an individual Professional Improvement Plan using the form and information as shown below and on pages 145 and 146.

USE OF THE PROFESSIONAL IMPROVEMENT PLAN

The Professional Improvement Plan (PIP) outlines the steps a teacher/special area staff should take to improve his/her performance and allows both parties to keep more detailed records of conferences and progress. Any teacher/special area staff receiving three or more "Needs Improvement/Developing" or "Unsatisfactory" in any one domain on the observation must have a PIP implemented. If there are five "Needs Improvement/Developing" or "Unsatisfactory" on the entire observation, then at least one PIP must be implemented. However, the administrator, at their discretion, may opt to work with the teacher/special area staff to make improvements without initially developing a PIP. Peer assistance may be offered. A Professional Improvement Plan may contain multiple components if they are from the same domain. A PIP may be developed at any time.

The teacher/special area staff is to be given the following:
1. Notice of improvement to be made
2. Full explanation of those deficiencies
3. Assistance in making the improvements
4. Specified timeline to make the corrections

This is to certify that the following instructional employee has been officially classified as Category VI "Struggling."

Name: _____   School: _____

Please supply the date of last official observation: _____ AND attach the current Improvement Plan(s).

This designation has been discussed with the Chief Officer of Human Resources. ☐ YES ☐ NO

_____   _____
Signature of Administrator   Date
_____   _____
Signature of Instructional Employee   Date
☐ Problem corrected-no further action   ☐ Continue or amend or re-initiate PIP   ☐ Move to 90 day Probation

CATEGORY IV	STRUGGLING TEACHER
A teacher must have one (1) observation and a minimum of one (1Professional Improvement Plan to be categorized "struggling." However, one (1) Professional Improvement Plan does NOT require that the teacher be classified as "struggling." Classification of a teacher as "struggling" by the administrator may be determined based upon the previous year's evaluation and involve a PDP that has been carried over from the previous year. • 90 Calendar Days Time Frame – school holidays and school vacation day periods are not calculated in the 90 day calendar • Minimum of three (3) Administrator Formal Observations ➢ First Administrator within four (4) weeks ➢ Second Administrator prior to the 90 days ➢ Third Administrator Observation – Jan. 10 – March 1 • Minimum of six (6) *walkthroughs* • Regular time frames for IPDP	
1 copy to Administrator 1 copy to Instructional Personnel 1 copy to Human Resources	

Note: A teacher will remain a category IV in the online platform for the duration of the year for documentation of observation/evaluation cycle forms only, even if the teacher is removed from "struggling" status. The evaluation will be finalized within thirty (30) days of the District receiving full notice of student performance data. It may be amended up to ninety (90) days after the end of the school year.

Professional Improvement Plan
Washington County School District
652 3rd Street
Chipley, FL 32428

Employee's Legal Name: _____   Last 4 of SSN: ____   Date: _____

Conference #: ____   Problem Domain: _____

Administrator's Name: _____

Specific Description of Deficiency(s):

- -

Evaluator's Suggestion for Improvement:

- -

Assistance or Support to be Provided: Date:_____   ☐ Provided   ☐ Not Provided

- -

Action to be Taken by Teacher (if any): Date to be completed by _____ ☐ Completed ☐ Not Completed

- -

Action to be Taken by Evaluator (if any): Date to be completed by _____ ☐ Completed ☐ Not Completed

---

Date/Time for Follow-up Conference: _____

_____   _____
Signature of Employee   Signature of Administrator

Disposition:

☐ Problem corrected-no further action   ☐ Continue or amend or re-initiate PIP   ☐ Move to 90 day Probation

- **Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department 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, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].**

The District supplies to the Department of Education the evaluation for all personnel. The District maintains a listing of all instructional staff and their evaluations for the previous three (3) years, by cost center. The District maintains documentation of sent e-mails regarding this information.

In addition, the district will provide to the Department of Education a list 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 contract.

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.]**

  See below training in the use of the Washington County Evaluation System. In addition, principals continue to receive on-going training in re-calibrating their observational techniques to align with the domains within the current evaluation system.

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

  See schedule for provision of feedback in timeline on pages 124-125. Also, the WCEA/WCSD Union Contract contains language regarding timely feedback to employees.

- **Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]**

  See timeline for evaluators to follow.

- **Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]**

    The District Directors meet to discuss all aspects of data. Additionally, principals review the data and work with individual teachers to identify specific needs.

- **Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].**

    Data is used at each specific school to develop each school's improvement plan, and then the District Curriculum Coordinator meets with all District Directors to develop a district improvement plan.

Training in the Use of the Washington County Evaluation System

The District is responsible for training all evaluators and teachers in the use of the Washington Evaluation System. The following outline for training is developed by the teacher evaluation committee comprised of administrators, teachers, and WCEA representatives.

The District will develop an appropriate training component for evaluators. This component will include detailed review of the Teacher Evaluation Handbook, with specific attention given to timelines and forms to be utilized, as well as practice in marking the Observation/Assessment instrument to ensure rater reliability via an on-line training/certification tool. Certification will be required prior to an administrator conducting approved observations. It is the expectation of the WCSD that evaluators will participate in multiple training opportunities and collegial conversations with peers throughout the year. An online program will serve as the tool for which administrators will periodically participate in reliability training to ensure consistency of assigning ratings. New administrators will receive training prior to conducting teacher observations requiring ratings to be assigned.

Each year, newly hired teachers will be trained in the teacher evaluation system prior to the start of the school year. All teachers, new and returning, will participate annually in professional development at the school site throughout the year regarding teacher evaluation. Teachers will have universal access to online Danielson training modules for review and support of their instructional practices and the evaluation system. Teachers will acknowledge receipt of training in the evaluation process by annually signing the Verification of Training in Washington's Teacher Evaluation System before the evaluation process begins.

The form on the following page will be used to verify training on the evaluation system and process.

The district personnel and principals meet annually to review the Instructional Evaluation System to determine compliance with the Florida Statutes. 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 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 needs.
- The evaluation data is used to inform school and district improvement plans.

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 teachers 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 the 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.

Verification of Training in the Teacher Evaluation System
Washington County School District
652 3rd Street
Chipley, FL 32428

SCHOOL: _____ **DATE:** _____

Your signature indicates you have received training in the Teacher Evaluation System and you understand the process by which you will be evaluated.

EDUCATOR'S NAME   LAST 4 OF SSN

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

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_____   _____

Oversight/Annual District Review Committee

The effectiveness of the teacher evaluation system will be reviewed annually by the Oversight/Annual District Review Committee.

During the 2015-16 year, the Oversight/Annual District Review Committee will be a continuation of the initial teacher evaluation committee. After that time, the members will draw for one (1) year or two (2) year terms.

After the first year, the committee will be comprised of:
    three (3) principals (Elementary, Middle, and High School)
    four (4) teachers (Elementary, Middle, and High School)
    three (3) district staff members

The Oversight/Annual District Review Committee must meet during the April 16-May 1 timeframe to review first-year findings of the newly implemented teacher evaluation system. The second meeting will be held after May 1 and thereafter as needed to address recommended changes and or suggestions to improve the evaluation process. Information gathered during these reviews will be used to determine the breadth and scope of such findings in an effort to evaluate the need for additional Professional Development to be implemented by the district. Upon district receipt of student performance results, Management Information Systems will provide disaggregated data to assist the committee, schools, and the district office in identifying areas of improvement to be addressed. After data is received, the committee shall have the opportunity to meet for additional discussion of the improvement process related to the Washington County Teacher Evaluation System as it relates to teacher, school, and district improvement.

Appeals Committee

The Appeals Committee will consist of four (4) administrators chosen by the Superintendent and four (4) teachers chosen by the Association. There will be three (3) voting members of each type and one alternative of each type. The Association may challenge one of the Superintendents choices up to but no more than three (3) times. The Superintendent may challenge one of the Associations choices up to but no more than three (3) times. A teacher may appeal the scores on the evaluation. The teacher must file the appeal within fifteen (15) working days of the teacher performance evaluation deadline. The majority of the six (6) person committee shall determine the prevailing position. In the event, that the committee ties, the teacher's position shall be the prevailing position. This process shall be in place for two (2) years unless at the end of the first year more than 10% of the appeals have ended in three (3) to three (3) ties at which point the process will be renegotiated.

8. Appendix A

EVALUATION SYSTEM DEFINITIONS

Term	Description
Action Research	A disciplined, systematic inquiry done by a teacher in his/her classroom in conjunction with peers, with the intent that the research will inform and improve his/her instructional practices in the future. Implicit in the term "action research" is the idea that teachers will begin a cycle of posing questions, hypothesizing, gathering data, drawing conclusions, reflecting, and deciding on a course of action.
Administrator	Individual on the administrative salary schedule who has been formally trained to conduct observations and evaluations.
Annual Evaluation Conference and Summary	The end-of-year meeting between the teacher and administrator to address the compilation of all aspects of the evaluation to include formal and informal observations, walk-throughs, the PDP, student performance, and artifacts.
Artifacts	Supplemental, supportive data that a teacher submits by attaching it to the electronic portfolio on the on-line platform (TBA). The administrator reviews and considers this data in making decisions for the teacher's final evaluation.
Assessment, Formative	Assessments that serve as practice for students and provide them feedback so they can increase their learning. These assessments help teachers to check for understanding and plan for future instruction prior to summative assessments. Formative assessments can be formal or informal, graded or non-graded.
Assessment, Summative	Assessments that serve as a means to gauge, at a particular time, student learning relative to content standards. Summative assessments typically occur at the end of a chapter, unit, or academic year. Examples include standardized tests, such as the FSA or state assessments, district benchmark assessments such as the DEA, end-of-unit or chapter tests, and district subject area exams.
Assistive Technology	The technological tools that act to support students' attainment of instructional outcomes.
Basic – Needs Improvement	For a teacher with more than three years of experience, a level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.
Cognitive	Pertaining to mental processes, including attention, memory, language production and interpretation, problem-solving, and decision-making.
Colleague	Fellow member of a profession, staff, or faculty
Components	The 21 identified aspects of teaching within the four domains of teaching.

Term	Description
	In the WCSD annual evaluation process, teachers are given a year-end rating on each of these.
Contemporary Research	Research conducted within the last five to seven years. Educational contemporary research findings should drive instructional practices.
Content	Information specific to a particular discipline—to include concepts, principles, relationships, methods of inquiry, and outstanding issues.
Coordination	The process of collaboration with other educators to link disciplines
Curriculum	A prescribed course of studies which students must fulfill in order to pass a certain level of education
Developing	For a teacher with three or less years experience, a level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.
Differentiation	The practice of adapting instruction, materials, content, student projects and products, and assessments to meet the learning needs of individual students
Distinguished – Highly Effective	Level of performance that shows that the teacher has mastered all the underlying concepts of the component and the classroom functions as a community of learners with students assuming responsibility for their learning
Domain	One of four broad areas in which teachers execute professional roles.
Electronic Evaluation Portfolio/Bucket	An electronic file in the on-line platform (TBA), which holds all evaluation documents and artifacts.
Element	An identified feature of a component of the four domains of teaching.
Evidence/Artifact	Factual representation of something seen or heard in a classroom visitation-may be added by the evaluator or teacher
FEAPs	Florida Educator Accomplished Practices. FEAPs embody three essential principles: 1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement. 2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught. 3. The effective educator exemplifies the standards of the profession. There are six accomplished practices: Quality Instruction; The Learning Environment; Instructional Delivery and Facilitation; Assessment; Continuous Improvement, Responsibility and Ethics; Professional Responsibility and Ethical Conduct
Feedback	Information shared that is relevant to something observed in the context of learning.
Flexibility	Adjustment(s) made that are responsive to a specific situation.
First Year Teacher (categories 1 and 2)	A teacher with no classroom experience or a teacher new to the district with teaching experience outside the county. These teachers are required

Term	Description
	to complete the New Teacher Induction Program or a part of it.
Formal Observation	Conducted by school level or district level administrators; a formal observation consists of a pre-conference, an observation (to last one class period of no more than 50 minutes and no less than 20 minutes), and a post-reflection conference. Formal observations are the primary method for collecting evidence to be used as a source of data for the annual evaluation.
Hypothesis	An educated assumption related to potential outcome
Professional Development Plan (PDP)	An individual plan of professional growth which is based on self-reflection, the yearly evaluation, and student performance data. Each teacher must complete a PDP annually and submit it to the principal for approval. New hires will submit IPDPs by October 31; returning teachers submit their PDP personal goal for initial consideration for the following school year by May 1.
Instructional Outcome	The knowledge, skills, and abilities that students will achieve as a result of their involvement in a lesson. This is what the teacher wants students to be able to do as a result of the lesson. Focus is on the student learning and not on the teacher.
Instructional Purpose	The reason/rationale for a particular learning event
Instructional Strategy	An approach a teacher may take or implement to achieve learning objectives
Levels of Performance	Continuum of descriptive steps toward the development of expertise
Modifications	Changes made to the curriculum expectations in order to meet the needs of the student
Monitoring	Checking for understanding of learning outcomes
Next Steps	Suggested actions or goals identified in the post-reflection conference that serve to improve instructional effectiveness
Pedagogy	Methods of teaching which promote student learning
Pre-Conference (planning conference)	The pre-conference provides an opportunity for the teacher to discuss the lesson prior to the formal observation. During this time, the teacher and the evaluator use the planning conference form as a means to discuss the lesson, clarify expectations, and identify areas where specific feedback will be provided.
Proficient – Effective	Level of performance that shows that the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional, and effective teaching.
Post-Reflection Conference	A meeting between the teacher and the evaluator following the formal observation; the reflection conference provides an opportunity for the teacher and evaluator to use the reflection conference form as a guide to reflect about the lesson, clarify expectations, and plan "next steps."

Term	Description
Professional Improvement Plan (PIP)	A formal written agreement between the principal and teacher outlining actions a teacher will take to improve professional performance; the teacher is monitored according to the PIP to ensure adequate progress is being made.
Records, Instructional	Forms or records that include, but are not limited to teacher grade book, student work, IEPs, 504s, and standardized test scores
Records, Non-Instructional	Forms or records that include, but are not limited to, field trip forms, fund-raising forms, receipt books, and attendance
Regular Teacher	See Category III teacher
Reflection	Thoughtful analysis and processing of a teaching event
Resources	Means (such as people, physical materials and equipment, and technological tools) within and beyond the classroom that facilitate student learning
Responsiveness	Reacting to situations within and beyond the classroom that further learning opportunities
Rigorous	Content that is complex, ambiguous, provocative, and mentally or emotionally challenging; academically rigorous lessons challenge students to apply, analyze, synthesize and/or evaluate information for comprehension.
Strategy	A plan or approach for framing learning activities
Struggling Teacher	A teacher who has significant problems meeting the components of the evaluation system to the extent that student instruction is compromised. A teacher is identified as "struggling" at the discretion of the principal and for the purpose of evaluation documentation in the on-line platform (TBA) will remain as such for the school year during which they are identified as "struggling."
Student Evidence	Specific observable behaviors and/or products exhibited in response to the teacher's use of instructional strategies.
Teacher Evidence	Specific observable behaviors and/or products by teachers when using a particular instructional strategy
Technique	Method or procedure for presenting instruction in order to make connections for learners
Unsatisfactory	Level of performance that shows that the teacher does not understand the concepts underlying the component. Represents teaching that is below the licensing standard of "do no harm" and requires intervention.
URL	District evaluation forms may be found at the following: wcsdschools.com
Walkthroughs	Brief classroom observations of 3 -10 minutes in length conducted by administrators in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis; walkthroughs may be scheduled or spontaneous and provide evidence over time, help

Term	Description
	administrators to identify professional development needs for individuals and groups of teachers, and give administrators an opportunity to gauge the implementation of professional development relative to school improvement plans. Feedback to teachers is required within two school days.
Weighting	Method by which certain components of the evaluation system are given greater importance than others.

9. Appendix B

Scale for Determining HE, E, NI or U Rating in Each Category of Overall Evaluation

Instructional Practice Component of Evaluation – (Teachers)
Instructional Leadership Component of Evaluation – (Administrators)

This element of the evaluation will count as 55% of the overall evaluation with a maximum of 330 points available out of the overall total of 600 points.

- 276 – 330 points – - HE - Highly Effective
- 209 – 275 points – E - Effective
- 142 – 208 Points – NI - Needs Improvement
- 141 or less points – U - Unsatisfactory

Professional and Job Responsibilities – Teachers and Administrators

This element of the evaluation will count as 10% of the overall evaluation with a maximum of 60 points available out of the overall total of 600 points.

- 50 – 60 points – HE - Highly Effective
- 36 – 49 points – E - Effective
- 22 – 35 points – NI - Needs Improvement
- 21 or less points – U – Unsatisfactory

Student Achievement – Teachers and Administrators

This element of the evaluation will count as 35% of the overall evaluation with a maximum of 210 points available out of the overall total of 600 points.

- 176 – 210 points – HE – Highly Effective
- 132 – 175 points – E – Effective
- 88 – 131 points – NI – Needs Improvement
- 87 points or less – U – Unsatisfactory

10. Appendix C - Conversion Tables for Determining Points Earned

Chart A – Conversion Scale for Pre-K   (Unique Learning Curriculum)

Overall Scale Score	Points Earned
138 - 144	210
131 - 137	200
124 - 130	190
117 - 123	180
110 - 116	170
103 - 109	160
96 - 102	150
88 - 95	140
80 - 87	130
75 - 81	120
68 - 74	110
61 - 67	100
54 - 60	90
47 - 53	80
40 - 46	70
33 -39	60
26 - 32	50
19 -25	40
12 - 18	30
0 -11	20

Chart B - IReady Information

Kindergarten and Grade 1 Reading Scale for IReady – 105 Point Maximum							
.5 Year Growth or Less - 29 Points or Less Gained	Points Earned	.5 -.99 Year Growth 23 – 45 Points Gained	Points Earned	1.0 – 1.49 Year Growth 46 – 90 Points Gained	Points Earned	1.5+ Years Growth 91 Points or More Gained	Points Earned
Less than 6	10	23 - 26	35	46 – 54	60	91 – 100	85
6 - 9	15	27 - 30	40	55- 63	65	101 -110	95
10 – 13	20	31 - 35	45	64 - 73	70	111 or more	105
14 - 17	25	36 - 40	50	74 -83	75		
18 - 22	30	41 - 45	55	84 – 90	80		

Kindergarten and Grade 1 Math Scale for IReady – 105 Point Maximum							
.5 Year Growth or Less - 20 Points or Less Gained	Points Earned	.5 -.99 Year Growth 16 - 31 Points Gained	Points Earned	1.0 – 1.49 Year Growth 32 - 61 Points Gained	Points Earned	1.5+ Years Growth 62 Points or More Gained	Points Earned
Less than 5	10	16 - 18	35	32 - 37	60	62 - 68	85
5 - 8	20	19 - 21	40	38 - 43	65	69 - 74	95
9 - 11	25	22 - 24	45	44 - 49	70	75 or more	105
12 - 15	30	25 - 27	50	50 - 55	75		
		28 - 31	55	56 - 61	80		

Chart B - IReady Information

Grade 2 Reading Scale for IReady – 105 Point Maximum							
.5 Year Growth or Less - 19 Points or Less Gained	Points Earned	.5 -.99 Year Growth 18 – 38 Points Gained	Points Earned	1.0 – 1.49 Year Growth 39 - 77 Points Gained	Points Earned	1.5+ Years Growth 78 Points or More Gained	Points Earned
Less than 5	10	18 -21	35	39 – 45	60	78 - 85	85
5 – 10	20	22 - 25	45	46 – 53	65	86 - 93	95
11 - 16	25	26 - 29	55	54 - 61	70	94 or more	105
17 - 23	30	30 - 33	50	62 - 69	75		
		34 - 38	55	70 – 77	80		

Grade 2 Math Scale for IReady – 105 Point Maximum							
.5 Year Growth or Less - 14 Points or Less Gained	Points Earned	.5 -.99 Year Growth 15 - 29 Points Gained	Points Earned	1.0 – 1.49 Year Growth 30 - 58 Points Gained	Points Earned	1.5+ Years Growth 59 Points or More Gained	Points Earned
Less than 6	10	15 - 17	35	30 - 34	60	59 - 65	85
6 - 8	20	18 - 20	40	35 - 40	65	66 – 71	95
9 - 11	25	21 - 23	45	41 - 46	70	72 or more	105
12 - 14	30	24 - 26	50	47 - 52	75		
		27 - 29	55	53 - 58	80		

Chart C – Conversion Table for SAE, EOC Proficiency %, Portfolio Scores, FCAT Science 2.0 Proficiency % (5ᵗʰ and 8ᵗʰ grades), Science Grades 3, 4, 6, & 7

Class Average Score on SAE, EOC, Portfolio, FCAT Science 2.0, Science 3, 4, 6, & 7	Points Earned of 210
96 - 100	210
91 - 95	200
86 - 90	190
81 - 85	180
76 - 80	170
71 – 75	160
66 – 70	150
61 - 65	140
56 – 60	130
51 - 55	120
46 - 50	110
41 - 45	100
36 - 40	90
31 - 35	80
26 - 30	70
21 - 25	60
16 - 20	50
11 - 15	40
6 - 10	30
0 - 5	20

Chart D – Conversion Scale for Project Lead the Way (PLTW)

Points earned are based on the overall class average of the 9 Point scale of student scores as provided by PLTW information.

Student scores will be on a 9 point scale. Student scores for numbers 1 – 9 will earn the number of points as shown in the chart below. All student scores will be added together and then averaged to determine an overall score to determine the number of points to be earned by the teacher.

Student Score On PLTW EOC Test	Points Earned
9	210
8	187
7	164
6	141
5	118
4	95
3	72
2	49
1	26

PLTW Engineering has a total of 18 students enrolled. The students take the PLTW EOC test and have the following results – 3 students earn a score of 2 each, 3 students earn a 3 each, 3 students earn a 4 and 4 students earn a 5, 2 students earn a 7 and 3 students earn a 9.

This would result in the following calculation – (3 x 49) + (3 x 72) + (3 x 95) + (4 x 118) + (2 X164) + (3 x 210) = 2078   This would then be divided by 18 to determine an average score.
2078 / 18 = **115.4**   This would be the number of points earned by the teacher out of the highest possible of 210.

Chart E – Conversion Scale for Advanced Placement (AP) Classes
Points earned are based on the student performance on the AP Test

Student scores will be on a 5 point scale. Student scores for numbers 1 – 5 will earn the number of points as shown in the chart below. All student scores will be added together and then averaged to determine an overall score to determine the number of points to be earned by the teacher.

Overall Class Average Score	Points Earned
5	210
4	180
3	150
2	120
1	90

Example: A class of AP Calculus has a total of 12 students enrolled. The students take the final AP test and have the following results – 3 students earn a score of 2 each, 5 students earn a 3 each, 3 students earn a 4 and 2 students earn a 5.

This would result in the following calculation – (3 x 120) + (5 x 150) + (3 x 180) + (2 x 210) = 2070   This would then be divided by 12 to determine an average score;

2070 / 12 = **172.50**   This would then be the number of points earned by the teacher out of the highest possible of 210.

Chart F – Conversion Scale for Alternate Assessed
This scale is based on learning gains ranging from .1 year up to 1.5 years of growth.

Learning Gain	Points Earned
1.5 or above	210
1.4	195
1.3	180
1.2	165
1.1	150
1.0	135
.9	120
.8	105
.7	90
.6	75
.5	60
.4	45
.3	30
.2	15
.1	0