

Taylor County School District



Instructional Personnel Evaluation System



September, 2025

Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

Table of Contents

Part I: Evaluation System Overview	4
Part II: Evaluation System Requirements	4
Part III: Evaluation Procedures	7
Part IV: Evaluation Criteria	11
A. Instructional Practice	11
B. Other Indicators of Performance	12
C. Performance of Students	13
D. Summative Rating Calculation	14
Appendices	17
Appendix A – Evaluation Framework Standards	17
Appendix B – Observation Instruments for Classroom Teachers	23
Appendix C – Observation Instruments for Non-Classroom Instructional Personnel	48
Appendix D – Student Performance Measures	66
Appendix E – Summative Evaluation Forms	68

Part I: Evaluation System Overview

Taylor County School District Teacher Evaluation Program details the procedures for the instructional personnel evaluation system addressing the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). Instructional personnel receive an annual summative evaluation based on a combination of observational data (Instructional Practice Score), student performance data (Student Performance Score), and Deliberate practice. The purpose of the teacher evaluation system is to increase student learning performance by improving the quality of instructional, administrative, and supervisory service.

Part II: Evaluation System Requirements

System Framework

- ☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- ☒ The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAP) adopted by the State Board of Education.
- ☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on the FEAP, and may include specific job expectations related to student support.

Training

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

Data and Reporting

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

District Procedures

Instructional Evaluation System

- ☒ The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.
- ☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- ☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- ☒ The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.
- ☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

- ☒ The district has procedures for how evaluation results will be used to inform the
 - Planning of professional learning; and
 - Development of school and district improvement plans.
- ☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional learning programs, pursuant to section 1012.98(11), F.S.

Notifications

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

Instructional Evaluation System

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

District Self-Monitoring

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

Part III: Evaluation Procedures

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

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Annually	Annual review, board approval process, administration training, manual posted on website.
Newly Hired Classroom Teachers	Annually	Annual review, new teacher orientation, administration training, manual posted on website.
Late Hires	Annually	Annual review, new teacher orientation, administration training, manual posted on website

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

Teacher Categories

Category I teacher: first three (3) years of hire within the district (Beginning Teacher)

Category II teacher: *First Year Teacher New to the District (regardless of number of years of experience).*

Category III teacher: *Teachers with More Than Three year of Experience (not new to district)*

Instructional Practice Score

The Instructional Practice Score (IPS) is derived from evidence collected through formal observations. The below table articulates the frequency and timing for these observations:

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
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Instructional Evaluation System

Classroom and Non-Classroom Teachers—Category I			
Category I Teacher: hired before the beginning of the school year	2 Formal, 2 Informal, 4 Walk through	Formal: At least 1 per semester Informal: 1 per semester Walk through: 1 per semester	All Observations are recorded in iObservation and immediately accessible to the teacher.
Category I teacher: hired after 1 st quarter	2 Formal, 2 Informal, 3 Walk through	Formal: At least 1 per semester Informal: 1 per semester Walk through: 1 per quarter	All Observations are recorded in iObservation and immediately accessible to the teacher.
Category I teacher: hired after 2 nd quarter	1 Formal 1 Informal 2 Walk Through	Formal: At least 1 per semester Informal: 1 per semester Walk through: 1 per quarter	All Observations are recorded in iObservation and immediately accessible to the teacher.
Category I Teacher: hired after 3 rd quarter	1 formal	By May 15th	All Observations are recorded in iObservation and immediately accessible to the teacher.
Classroom and Non-Classroom Teachers- Category II			
Category II Teacher: hired before the beginning of the school year	2 Formal, 2 Informal, 4 Walk through	Formal: At least 1 per semester Informal: 1 per semester Walk through: 1 per semester	All Observations are recorded in iObservation and immediately accessible to the teacher.
Category teacher: II hired after 1 st quarter	2 Formal, 2 Informal, 3 Walk through	Formal: At least 1 per semester Informal: 1 per semester Walk through: 1 per quarter	All Observations are recorded in iObservation and immediately accessible to the teacher.
Category II teacher: hired after 2 nd quarter	1 Formal 1 Informal 2 Walk Through	Formal: At least 1 per semester Informal: 1 per semester Walk through: 1 per quarter	All Observations are recorded in iObservation and immediately accessible to the teacher.
Category I I Teacher: hired after 3 rd quarter	1 Formal	By May 15th	All Observations are recorded in iObservation and immediately accessible to the teacher.
Classroom and Non-Classroom Teachers- Category III			
Category III Teacher: hired before the beginning of the school year	1 Formal, 2 Informal, 4 Walk through	Formal: At least 1 each year Informal: 1 per semester Walk through: 1 per semester	All Observations are recorded in iObservation and immediately accessible to the teacher.
Category III teacher: hired after 1 st quarter	1 Formal, 2 Informal, 3 Walk through	Formal: At least 1 each year Informal: 1 per semester Walk through: 1 per quarter	All Observations are recorded in iObservation and immediately accessible to the teacher.
Category III teacher: hired after 2 nd quarter	1 Formal 1 Informal 2 Walk Through	Formal: At least 1 per semester Informal: 1 per semester Walk through: 1 per quarter	All Observations are recorded in iObservation and immediately accessible to the teacher.
Category III Teacher: hired after 3 rd quarter	1 Formal	By May 15th	All Observations are recorded in iObservation and immediately accessible to the teacher.

Instructional Evaluation System

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

For newly hired beginning teachers, their first evaluation score is calculated at the midpoint of the year (no later than February 1). This is based on 57% Instructional Practice Score, 10% Deliberate Practice Score, and 33% Student Performance Score.

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers (Category III)			
Hired before the beginning of the school year	1	Instructional Practice Score (IPS) and Deliberate Practice Score (DPS) rating due by May 30 th The overall evaluation is broken up into three parts: Instructional practice score, deliberate practice score, and student performance score Summative Evaluation ratings by June 30th each year.	Summative evaluations results are shared with teachers by May 30th of each year for their IPS and DPS rating. The Summative Evaluation rating is the teacher's final evaluation that consists of all elements within our evaluation system and is what is used to calculate Pay for Performance incentives.
Hired after the beginning of the school year	1	Same as above	Same as above
Newly Hired Classroom Teachers (Category I) and Newly hire to the district (Category II)			
Hired before the beginning of the school year	2	Mid-Year Scores will be calculated and reviewed at the Mid-Year Conference. Instructional Practice score (IPS) and Deliberate Practice score (DPS) rating due by May 30 th The overall evaluation is broken up into three parts: Instructional practice score, deliberate practice score, and student performance scores Summative Evaluation ratings by June 30th each year.	Summative evaluations results are shared with teachers by May 30th of each year for their IPS and DPS rating. The Summative Evaluation rating is the teacher's final evaluation that consists of all elements within our evaluation system and is what is used to calculate Pay for Performance incentives.

Instructional Evaluation System

Hired after the beginning of the school year	2	Same as above	Same as above

Part IV: Evaluation Criteria

A. Instructional Practice

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

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Taylor County School District, instructional practice accounts for 57% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Marzano's Focused Teacher Evaluation Model is based on The Art and Science of Teaching framework and the meta-analytic research he has conducted over the past several decades. The first of its kind, this teacher evaluation model is not only based on studies that correlate instructional strategies to student achievement but is also grounded on experimental/control studies that establish a direct causal link between elements of the model and student results. The Marzano Teacher Evaluation Model identifies a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise. Each domain builds on the previous one with direct links to create a causal chain that results in increased learning and achievement for all students.

In July, Taylor County School District will be trained and execute the Marzano Focused Teacher Evaluation Model.

Calculation of Instructional Practice (IPS) Score:

Calculation of the evaluation results uses all ratings collected in formal observations conducted throughout the school year. For classroom teachers, the data collected is specified in Taylor County School District Curriculum Framework for Quality Instruction through iObservation. For non-classroom teachers, the data collected is specified in iObservation. For both classroom and non-classroom teachers all ratings are input in the iObservation System. iObservation then calculates the IPS score and converts it to one of four ratings as required by 1012.34 F.S. Ratings are Unsatisfactory, Needs Improvement/Developing, Effective and Highly Effective.

Rating	Score
Highly Effective	3.4-4.0
Effective	2.4-3.3
Needs Improvement/ Developing	1.5-2.3
Unsatisfactory	0.0-1.5

Marzano Observation Implementation		
Formal	• 30-55 minutes • Must be scheduled between the teacher and their observer for a specific date and time. • Pre-Conference must be a face-to-face meeting. • Post-Conference must be a face-to-face meeting.	• Specific written recommendations for improvement must be provided through the observations instrument in iObservation within a reasonable amount time of the observation occurring. • Observations taking place immediately before or after Thanksgiving, winter and spring breaks are strongly discouraged. • Teachers can be observed delivering live instruction during a face-to-face lesson.
Walkthroughs	• Shall not count toward evaluative score.	
Data Marks	• All 23 Elements are NOT required to be observed or scored in one observation, however using the FEAPS crosswalk, evaluating administrators will need to ensure all the FEAPS are observed through the course of the academic year. • Dominant Elements should be the focus during an observation.	

B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Taylor County School District, other indicators of performance account for 10% of the Deliberate Practice evaluation.
2. Description of additional performance indicators, if applicable.

The district uses Deliberate Practice as an additional performance indicator. Deliberate Practice applies to all classroom and non-classroom teachers. Deliberate Practice requires the evaluated staff and supervisor to jointly identify individualized goals for instructional growth, using the iObservation system. At the beginning of each school year, they will select 1 Marzano target element identified for improvement and professional development based upon the teacher's self-assessment and collaborative agreement of the supervisor and teacher or non-classroom teacher.

3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Deliberate practice is a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration. Involved in the Deliberate Practice are setting goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.

The Deliberate Practice process is completed by all teachers through the iObservation platform. Teachers choose one area of focus (Target Element) from Marzano Targeted Instruction for which they will work on professionally that year. Teachers also use iObservation to track their growth progress throughout the year. The teachers' supervisor(s) will begin observing the selected Target Element when they are in the teacher's classroom for observations.

The Deliberate Practice Rating Score is determined by the amount of observed growth that takes place during the evaluation period from their starting performance level to the highest observed score. The teacher sets a starting performance level for their Target Element based on the combination of self-assessment date and the observation data from the previous year. The teacher is then observed on that Target Element at least once during the evaluation period. The highest score received on the Target Element from an observation during the evaluation period is what is used to determine the final score. The Deliberate Practice Rating Score is based on the Deliberate Practice Rating Score rubric below.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Innovating	Applying	Developing	Beginning/ Not Using

C. Performance of Students

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

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

Student performance is an important component of the final evaluation of employees in Taylor County School District. The Student Performance component will be weighted as 33% of the overall teacher evaluation. The evaluation rating for the Student Performance component will include Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory.

Student Performance Score:

The Student Performance Measure comprises 33% of all teachers' evaluations for Taylor County School District, whether newly hired or continuing with the district. The source of this student performance measure is derived from Individual Learning Target goals and/or state assessment, such as FAST and EOC. Each teacher's individual learning target goal/state assessment will vary based on the matched and qualified students assigned to the teacher in relation to subject and grade level taught. Individual Learning Target/state assessments are derived from data based on proficiency and/or growth measures for state, national and international assessments, or proficiency rates and/or growth data based on district, curricular, or teacher assessments. The teacher and his/her evaluator will mutually agree on the individual learning target goal or

state assessment data to be used. The overall student performance score will include individual learning target/state assessment data for the last 3 years including the current year and the two years immediately preceding the current year. If less than the three most recent years of data is available, then those available will be used.

At least one-third of the mid-year evaluation for newly hired classroom teachers will be based on student achievement or growth data per the individual learning target collected at semester or state assessment data agreed upon by teacher and administrator.

A teacher's final student performance score will be used in the summative evaluation calculation of the current year, unless agreed upon by the teacher and administration. Each subsequent year will add data to the model until the rating is based on three years of data. If a teacher was not employed with the school District for the previous three years, then only the annual student performance scores for the years employed will be used. Student performance score shall only be based on students assigned to the teacher and, for classroom teachers, will be determined from the Taylor Roster Verification. Non-classroom teacher rosters will be determined by their assigned job function.

The student performance score will be calculated using a matched process (only those students who were enrolled with the teacher in the assessed subject during both the Survey 2 and Survey 3 RVT periods will be used in the student performance score calculation). Teachers who teach semester long courses will have a combined roster of both Survey 2 and 3. If a teacher starts after Survey 2, then the roster from Survey 3 will be used to calculate a student performance score.

Student Growth for Instructional Personnel without Assigned Students:

Both the instructional practice score and student performance score measure components are a part of the evaluation of non-classroom instructional personnel. Instructional practice is observed and evaluated by an administrator. Student performance measures are calculated using individual learning targets that are based on the function of each non-classroom instructional personnel's job as agreed upon between teacher and evaluating administrator.

D. Summative Rating Calculation

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

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

Step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel:

The Evaluation System is made up of three scoring components: Instructional Practice Score (IPS), Student Performance Score (SPS) and Deliberate Practice Score (DPS). The scoring system, along with the rating scale are depicted in the Teacher Evaluation Scoring Component Scale which indicates the final evaluation rating possibilities for all teachers.

Summative Rating Score and Rubric:

The Instructional Practice Score (IPS), Deliberate Practice Score (DPS), and Student Performance

Instructional Evaluation System

Score (SPS) portions of the calculation are combined according to the following method to produce the summative evaluation rating and score. For all instructional personnel, the Instructional Practice Score (IPS) will be 57% of the summative evaluation score. The Deliberate Practice score (DPS) portion of the instructional evaluation will be 10%. The Student Performance score (SPS) will be 33% of the summative evaluation score. This calculation will be used for both classroom teachers, classroom teachers newly hired by the district, and non- classroom teachers.

Rating	Score
Highly Effective	3.4 – 4.0
Effective	2.4 – 3.3
Needs Improvement/ Developing	1.5 – 2.3
Unsatisfactory	0.0-1.5

To better understand the combined scores please refer to these sample possible scenarios:

Example #1: Second Grade Teacher

- 4.0 Highly Effective for the Instructional Practice (IPS) Score 57%
- 3.0 Effective for the Student Performance (SPS) score 33%
- 4.0 Highly Effective for the Deliberate Practice (DPS) 10%

Measure	Rating	Score
Instructional Practice Score (IPS)	4.0 - Highly Effective	2.28
Student Performance Score (SPS)	3.0 – Effective	.99
Deliberate Practice Score (DPS)	4.0 - Highly Effective	.40
Total		3.67

The Summative Rating would be rounded up to two decimal places to become 3.67 would fall into the Summative Rating of HIGHLY EFFECTIVE.

Example #2: Ninth Grade English Language Arts Teacher

- Unsatisfactory for the Instructional Practice (IPS) score
- Unsatisfactory for the Student Performance (SPS) score
- Unsatisfactory for the Deliberate Practice (DPS) score

Measure	Rating	Score
Instructional Practice Score (IPS)	1.0 - Unsatisfactory	.57
Student Performance Score (SPS)	1.0 - Unsatisfactory	.33
Deliberate Practice Score (DPS)	1.0 - Unsatisfactory	.10

Instructional Evaluation System

Total	1.00
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The Summative Rating would be rounded up to two decimal places to become 1.0, would fall into the Summative Rating of UNSATISFACTORY.

Appendix A – Evaluation Framework Standards

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

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
<i>The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.</i>	
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.	
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
3. The effective educator exemplifies the standards of the profession.	
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	Planning Standards-Based Lessons/Units, Aligning resources to Standards.
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Planning Standards-Based Lessons/Units, Aligning resources to Standards.
c. Designs instruction for students to achieve mastery;	Planning Standards-Based Lessons/Units, Aligning resources to Standards.
d. Selects appropriate formative assessments to monitor learning;	Select appropriate formative assessment to monitor learning
e. Uses diagnostic student data to plan lessons;	Planning Standards-based Lessons/Units, Aligning Resources to Standards, Planning to Meet the Needs of Diverse Learners, select appropriate formative assessment to monitor learning
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	Planning Standards-based Lessons/Units, Aligning Resources to Standards, Planning to Meet the Needs of Diverse Learners.
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	Planning Standards-Based Lessons/Units, Aligning resources to Standards.
2. The Learning Environment	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	Aligning Resources to Standard(s), Organizing Students to Interact with Content, Establishing and Acknowledging Adherence to Rules and

Instructional Evaluation System

	Procedures, Using Engagement Strategies
b. Manages individual and class behaviors through a well-planned management system;	Organizing Students to Interact with Content, Establishing and Acknowledging Adherence to Rules and Procedures
c. Conveys high expectations to all students;	Communicating High Expectations for Each Student
d. Respects students' cultural linguistic and family background;	Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student
e. Models clear, acceptable oral and written communication skills;	Providing Feedback and Celebrating Success, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student, Promoting Teacher Leadership and Collaboration
f. Maintains a climate of openness, inquiry, fairness and support;	Providing Feedback and Celebrating Success, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student, Promoting Teacher Leadership and Collaboration
g. Integrates current information and communication technologies;	Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners, Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration
h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	Planning to Meet the Needs of Diverse Learners, Organizing Students to Interact with Content, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student, Maintaining Expertise in Content and Pedagogy
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	Planning to Meet the Needs of Diverse Learners, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student, Maintaining Expertise in Content and Pedagogy
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Using Engagement Strategies, Establishing and Maintaining Effective Relationships

Instructional Evaluation System

3. Instructional Delivery and Facilitation	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	Planning to Meet the Needs of Diverse Learners, Using Questions to Help Students Elaborate on Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Revise Knowledge, Organizing Students to Interact with Content, Using Engagement Strategies
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Using Questions to Help Students Elaborate on Content, Reviewing Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning, Helping Students Revise Knowledge, Helping Students Engage in Complex Tasks, Organizing Students to Interact with Content, Using Engagement Strategies
c. Identify gaps in students' subject matter knowledge;	Planning Standards-based Lessons/Units, Identifying Critical Content from the Standards, Using Formative Assessment to Track Progress
d. Modify instruction to respond to preconceptions or misconceptions;	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Previewing New Content, Reviewing Content, Using Formative Assessment to Track Progress, Establishing and Maintaining Effective Relationships
e. Relate and integrate the subject matter with other disciplines and life experiences;	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Using Engagement Strategies, Establishing and Maintaining Effective Relationships
f. Employ questioning that promotes critical thinking;	Using Questions to Help Students Elaborate on Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Revise Knowledge, Helping Students Engage in Complex Tasks
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Identifying Critical Content from the Standards, Previewing New Content, Helping Students Process New Content, Using

Instructional Evaluation System

	Questions to Help Students Elaborate on Content, Reviewing Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning, Helping Students Revise Knowledge, Helping Students Engage in Complex Tasks, Using Formative Assessment to Track Progress
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Planning to Meet the Needs of Diverse Learners, Identifying Critical Content from the Standards, Previewing New Content, Helping Students Process New Content, Using Questions to Help Students Elaborate on Content, Reviewing Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning, Helping Students Revise Knowledge, Helping Students Engage in Complex Tasks
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	Providing Feedback and Celebrating Success, Establishing and Maintaining Effective Relationships, Communicating High Expectations for Each Student
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Planning to Meet the Needs of Diverse Learners, Identifying Critical Content from the Standards, Previewing New Content, Helping Students Process New Content, Using Questions to Help Students Elaborate on Content, Reviewing Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning, Helping Students Revise Knowledge, Helping Students Engage in Complex Tasks
4. Assessment	
<i>The effective educator consistently:</i>	
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;	Planning to Meet the Needs of Diverse Learners, Using Formative Assessment to Track Progress, Communicating High Expectations for Each Student
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners,

Instructional Evaluation System

	Using Formative Assessment to Track Progress
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Planning to Meet the Needs of Diverse Learners, Using Formative Assessment to Track Progress
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Planning Standards-based Lessons/Units, Aligning Resources to Standard(s), Planning to Meet the Needs of Diverse Learners, Using Formative Assessment to Track Progress
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Planning to Meet the Needs of Diverse Learners, Providing Feedback and Celebrating Success, Communicating High Expectations for Each Student
f. Applies technology to organize and integrate assessment information.	Aligning Resources to Standard(s), Using Formative Assessment to Track Progress
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration
b. Examines and uses data-informed research to improve instruction and student achievement;	Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration
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;	Maintaining Expertise in Content and Pedagogy, Promoting
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Teacher Leadership and Collaboration
e. Engages in targeted professional growth opportunities and reflective practices; and,	Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Maintaining Expertise in Content and Pedagogy, Promoting Teacher Leadership and Collaboration

Instructional Evaluation System

6. Professional Responsibility and Ethical Conduct

Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:

a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	Promoting Teacher Leadership and Collaboration/Adhering to School and District Policies and Procedures
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	Adhering to School and District Policies and Procedures
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	Adhering to School and District Policies and Procedures

Appendix B – Observation Instruments for Classroom Teachers

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



Domain: Standards-Based Planning

Element: Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Attempts to meet all required indicators AND using established content standards, plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning and provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale and the impacts on student learning.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Attempts to meet all required indicators AND teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Meets all required indicators AND teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Meets all required indicators AND teacher plan includes traditional and/or digital resources for use in standards-based units and lessons <i>and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.</i>	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback		
	Focus Statement			
	Uses diagnostic student data to plan lessons (A1e)			
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)			
	Modifies instruction to respond to preconceptions or misconceptions (A3d)			
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)			
	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 (A4a)			
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to meet all required indicators AND use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Meets all required indicators AND uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Meets all required indicators AND uses data to identify and plan to meet the needs of each student in order to close the achievement gap <i>and</i> provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain: Standards-Based Instruction

Element: Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Models clear, acceptable oral and written communication skills (A2e)	
	Delivers engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)		Evidence/Feedback	
	Focus Statement			
	Delivers engaging and challenging lessons (A3a)			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)		Evidence/Feedback	
	Focus Statement			
	Delivers engaging and challenging lessons (A3a)			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Employs questioning that promotes critical thinking (A3f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Reviewing Content

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)		Evidence/Feedback	
	Focus Statement			
	Delivers engaging and challenging lessons (A3a)			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Delivers engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND when the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND when the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Delivers engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND when presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND when presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Delivers engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)		Evidence/Feedback	
	Focus Statement			
	Delivers engaging and challenging lessons (A3a)			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)		Evidence/Feedback	
	Focus Statement			
	Delivers engaging and challenging lessons (A3a)			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Engage in Cognitively Complex Tasks

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Delivers engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain: Conditions for Learning

Element: Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Providing Feedback and Celebrating Progress

Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Establishing and Acknowledging Adherence to Rules and Procedures**

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures.

Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Manages individual and class behaviors through a well-planned management system (A2b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Conveys high expectations to all students (A2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain: Professional Responsibilities

Element: Adhering to School/District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Desired Effect: Teacher adheres to school and district rules and procedures.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. (B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND adhere to school and district policies and procedures.	Attempts to meet all required indicators BUT adherence to school and district policies and procedures is inconsistent.	Meets all required indicators AND adheres to school and district policies and procedures.	Meets all required indicators AND adheres to school and district policies and procedures <i>and</i> articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of how to support school and district policies and procedures.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)		Evidence/Feedback	
	Focus Statement			
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)			
	Examines and uses data-informed research to improve instruction and student achievement (B1b)			
	Engages in targeted professional growth opportunities and reflective practices (B1e)			
	Implements knowledge and skills learned in professional development in the teaching and learning process (B1f)			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND deepen knowledge in content area and classroom instructional strategies.	Attempts to meet all required indicators AND deepen knowledge in content area and classroom instructional strategies.	Meets all required indicators AND continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Meets all required indicators AND continually deepens knowledge in content and classroom instructional strategies and provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)		Evidence/Feedback	
	Focus Statement			
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)			
	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 (B1c)			
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND promote teacher leadership and a culture of collaboration.	Attempts to meet all required indicators AND promote teacher leadership and a culture of collaboration.	Meets all required indicators AND promotes teacher leadership and a culture of collaboration.	Meets all required indicators AND promotes teacher leadership and a culture of collaboration and provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

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

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

	0	1	2	3	4
Establishing and Communicating Clear Goals for Supporting Services					
Helping the School/District Achieve Goals					
Using Available Resources					

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

	0	1	2	3	4
Demonstrating Knowledge of Students					
Helping Students Meet Achievement Goals					
If applicable	Planning Standards-Based Lessons/Units				
	Identifying Critical Content				
	Using Questioning Strategies				
	Facilitating Groups				
	Managing Student Behavior				
	Using Engagement Strategies				

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

	0	1	2	3	4
Reflecting and Evaluating Personal Performance					
Using Data and Feedback to Support Changes to Professional Practice					

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	0	1	2	3	4
Demonstrating Knowledge of Professional Practice (Area of Expertise)					
Promoting Positive Interactions with Colleagues and Community					
Adhering to School and District Policies and Procedures					
Supporting and Participating in School and District Initiatives					

Domain 1: Planning and Preparing to Provide Support

Element: Establishing and Communicating Clear Goals for Supporting Services

Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.

Desired Effect: School/district knows the supporting services provided by the instructional support member.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)		Evidence/Feedback	
	Focus Statement			
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Meets all required indicators AND establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district <i>and</i> monitors if the school/district knows the supporting services provided.	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System



Element: Using Available Resources

Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

Desired Effect: The use of available resources provides supporting services to the school/district.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)		Evidence/Feedback	
	Focus Statement			
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)			
	Integrates current information and communication technologies (A2g)			
	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)			
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND identifies and uses available resources to provide supporting services to the school/district.	Meets all required indicators AND identifies and uses available resources to provide supporting services to the school/district <i>and</i> monitors if use of available resources provides supporting services to the school/district.	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping the School/District Achieve Goals

Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.

Desired Effect: Instructional support member helps the school/district achieve goals.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback		
	Focus Statement			
	No additional required indicators			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.	Meets all required indicators AND uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals <i>and</i> monitors if their help supports the school/district achieve goals.	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 2: Supporting Student Achievement

Element: Demonstrating Knowledge of Students

Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.

Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND demonstrates knowledge of the unique needs of students in the school/district.	Meets all required indicators AND demonstrates knowledge of the unique needs of students in the school/district and monitors if services appropriately support the unique needs of students in the school/district.	Provides evidence of helping others by sharing how they provided services to appropriately support the unique needs of students in the school/district.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Meet Achievement Goals

Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

Desired Effect: Barriers are removed to help students meet achievement goals.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Uses diagnostic student data to plan lessons (A1e)	
	Conveys high expectations to all students (A2c)	
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	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 (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	
	Shares the importance and outcomes of student assessment data with the student and student's parents/caregiver(s) (A4e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Meets all required indicators AND helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement and monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Planning Standards-Based Lessons/Units
(If Applicable)

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Instructional support member provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning and provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale and the impacts on student learning.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Identifying Critical Content
(If Applicable)

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND identifies critical content in a lesson or activity to which participants should pay particular attention.	Meets all required indicators AND identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student evidence.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the student evidence.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Questioning Strategies
(If Applicable)

Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Employs questioning that promotes critical thinking (A3f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Facilitating Groups**

(If Applicable)

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND organizes students into appropriate groups to facilitate the learning of content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND organizes students into appropriate groups to facilitate the learning of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Managing Student Behavior
(If Applicable)

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback		
	Focus Statement			
	Manages individual and class behaviors through a well-planned management system (A2b)			
	Respects students' cultural linguistic and family background (A2d)			
	Maintains a climate of openness, inquiry, fairness and support (A2f)			
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Engagement Strategies
(If Applicable)

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain: Continuous Improvement of Professional Practice

Element: Reflecting and Evaluating Personal Performance

Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.

Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND reflects and evaluates the effectiveness of specific practices and behaviors.	Meets all required indicators AND reflects and evaluates the effectiveness of specific practices and behaviors and identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Data and Feedback to Support Changes to Professional Practice

Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

Desired Effect: Instructional support member demonstrates professional growth.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND Uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Meets all required indicators AND Uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress <i>and demonstrates professional growth.</i>	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 4: Professional Responsibilities

Element: Demonstrating Knowledge of Professional Practice (Area of Expertise)

Focus Statement: Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.

Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process. (B1f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND demonstrates knowledge of professional practice related to his/her area of expertise.	Meets all required indicators AND demonstrates knowledge of professional practice related to his/her area of expertise <i>and</i> is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Promoting Positive Interactions with Colleagues and the Community

Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.

Desired Effect: Positive relationships result in support for learning.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	
	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 (B1c)	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.	Meets all required indicators AND interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning <i>and</i> result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Adhering to School and District Policies and Procedures

Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.(B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND is knowledgeable about and adheres to school and district policies and procedures.	Meets all required indicators AND is knowledgeable about and adheres to school and district rules <i>and</i> self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Supporting and Participating in School and District Initiatives

Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.

Desired Effect: Instructional support member actively supports and participates in school and district initiatives.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND supports and participates in school and district initiatives relevant to area of responsibility.	Meets all required indicators AND supports and participates in school and district initiatives relevant to area of responsibility <i>and</i> actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Appendix D – Student Performance Measures

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

Teaching Assignment	Student Performance Measures	Percentage Associated with Final Summative Evaluation
Pre-Kindergarten (PK)	STAR Early Literacy	100
Kindergarten (K)	STAR Early Literacy/STAR Math	50 proficiency/ 50 expected growth
First Grade (1)	STAR Early Literacy/STAR Math	50 proficiency/ 50 expected growth
Second Grade (2)	STAR Early Literacy/STAR Math	50 proficiency/ 50 expected growth
Third Grade (3)	FAST State Assessment ELA/Math	50 proficiency/ 50 expected growth
Fourth Grade (4)	FAST State Assessment ELA/ Math +VAM	100
Fifth Grade (5)	FAST State Assessment Science/ ELA/Math +VAM	50 FAST Math/50 FAST Science, or 100 FAST ELA *based on assignment
Access Points (K-5)	FAA State Assessment	100
Other (K-5), including non-classroom instructional personnel	FAST School-wide Vam	100
Math Courses (6-8)	Algebra I EOC/ FAST State Assessment	100
Science Courses (8)	8 th grade Science NGSSS	100
English/Language Arts Courses (6-8)	FAST State Assessment	100
CTE Courses	Industry Certification Exam/ FAST State Assessment	50% schoolwide VAM/ 50% Industrial Certification.
Intensive Reading Courses (6-8)	FAST State Assessment	100
Other (6-8), including non-classroom instructional personnel (Ex. Dean, guidance counselor, media specialist, instructional coach, etc.)	School- wide VAM	100
Civics	Civics EOC	100
English 1	FAST State Assessment or 3-year VAM	100
English 2	FAST State Assessment or 3-year VAM	100
English 3	School-wide VAM	100
English 4	School-wide VAM	100
Intensive Reading Courses (9-12)	FAST State Assessment or 3-year VAM or Reading Concordant Score Pass Rate	100

Instructional Evaluation System

Academic Courses without State Assessments	School-wide VAM	
Algebra 1; Algebra 1 Honors;	Algebra 1 EOC	100
Access Points (6-12)	FAA State Assessment	100
Geometry; Geometry Honors	Geometry EOC	100
Biology 1; Biology 1 Honors	Biology EOC	100
United States History	US History EOC	100
Other Social Studies Core Courses (9-12)	School-wide VAM	100
Other Science Core Courses (9-12)	School-wide VAM	100
ROTC	ASVAB Pass & Review	100
Secondary CTE Courses	Industry Certification Exam	100
Elective (9-12)	School-wide VAM	100
Other (9-12), including non-classroom instructional personnel (Ex. Dean, guidance counselor, media specialist, instructional coach, etc.)	School-wide VAM	100
Postsecondary CTE Courses	Industry Certifications/ Licensures	100

Appendix E – Summative Evaluation Forms

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

Summative Evaluation System Weights

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

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

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

Final Evaluation Score = _____