School District of Liberty County

Instructional Personnel Evaluation System

Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

Table of Contents

Part I: Evaluation System Overview

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

The purpose of the Liberty County School District's Instructional Personnel Evaluation System is to increase student outcomes through the capacity-building of our educators around teaching and learning. The evaluation of instructional personnel is intended to be a collaborative and positive process that focuses on opportunities for growth and strengthening instructional knowledge and skills. The Evaluation system is designed to accurately reflect the performance of instructional personnel in relationship to the performance gains of the students assigned to them. The evaluation system includes both formative and summative aspects. The formative aspect of the model promotes professional learning through teacher self-assessment, goal setting and professional reflection. The summative aspect of the model uses classroom observations (formal informal, and classroom walkthroughs), teacher debriefs/conferences with the supervising administrator, as well as the attainment of achievement. The objective of the formative aspect is to improve professional practice by allowing learners to take ownership of their learning targets that are established through thoughtful self-assessment, personal reflection on instructional practices, and specific feedback. The objective of the summative aspect is to provide a comprehensive assessment of a professional educator's practice which validates professional growth and competence, provides public assurance of teaching effectiveness, and provides evidence-based judgments about professional practice.

The Teacher Evaluation model selected uses the Framework for Teaching (Danielson, ASCD, 2013) as criteria against which effective teaching will be assessed and professional goals developed. The Framework for Teaching with its respective Descriptors of Practice and levels of Performance is identified as an evidence-based set of criteria for evaluating instructional practice. It identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The Danielson's Framework for Teaching Evaluation Instrument is used as the framework for the Instructional Practice (50%) portion of Evaluation System. It is comprised of four domains:

- ❖ DOMAIN 1: Planning & Preparation *(6 components)*
- ❖ DOMAIN 2: The Classroom Environment *(5 components)*
- ❖ DOMAIN 3: Instruction *(5 components)*
- ❖ DOMAIN 4: Professional Responsibilities *(6 components)*

Each of these Domains are comprised of 22 components (# of components for each seen above) that are scored through observations based on rubrics contained in Appendix B & C of this document. Scores from all observations for the school year are tabulated to give a teacher and overall score for their Instructional Practice.

Performance of Students makes up the other 50% of the teacher's Summative Evaluation. This portion of the evaluation is determined using proficiency and learning gains data from their assigned students. For specific student measure for grade levels/subjects, as well as how it is calculated, please see Appendix D of this document.

Part II: Evaluation System Requirements

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

System Framework

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

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

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

Training

☒ The district provides training programs and has processes that ensure

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

Data and Reporting

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

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

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

District Procedures

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

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

☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include

indicators of student performance; instructional practice; and any other indicators of performance, if applicable.

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

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

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

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

Use of Results

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

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

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

Notifications

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

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

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

District Self-Monitoring

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

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

Part III: Evaluation Procedures

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, 1ˢᵗ week in August during Preplanning*	*Face-to-Face Meeting: The school administrators will outline the plan during a faculty meeting. The entire plan is available on the district website.*
Newly Hired Classroom Teachers	*New Teacher Orientation Meeting*	*Face-to-Face: The district will host a new teacher orientation meeting where the district's plan is outlined for new hires. The entire plan is also made available through the district website.*
Late Hires	*School Orientation Meeting*	*Face-to-Face: During the onboarding meeting, Principal will outline the plan for late hires. The entire plan is also made available through the district 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.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	**PROFESSIONAL TEACHERS** Formal Observations *1 - every 3 years or as needed* Informal Observations *At least 2 (1 of which is PL Plan)* Walkthrough Observations *At lease 4*	Formal Observations *September – May* Informal Observations *September – May* Walkthrough Observations September - May	Immediately or within 10 days of observation
Hired after the beginning of the school year	Formal Observations *1 - every year*	Formal Observations *September – May*	Immediately or within 10 days of observation
Newly Hired Classroom Teachers			
Hired before the beginning of the school year *(Beginning Teacher)*	**BEGINNING TEACHERS** Formal Observations *At least 2 or more as needed* Informal Observations *At least 2 (1 of which is PL Plan)* Walkthrough Observations *At least 4*	Formal Observations *September – May* *(1 per a semester)* Informal Observations *September – May* Walkthrough Observations *September – May*	Immediately or within 10 days of observation

Hired before the beginning of the school year (*Teacher New to District*)	**TEACHER NEW TO DISTRICT** Formal Observations *At least 2 or more as needed* Informal Observations *At least 2 (1 of which is PL Plan)* Walkthrough Observations *At least 4*	Formal Observations *September – May* *(1 per a semester)* Informal Observations *September – May* Walkthrough Observations *September – May*	Immediately or within 10 days of observation
Hired after the beginning of the school year	**New Teacher ½ Year or Less:** **(Professional, Beginning or New)** Formal Observations *At least 2 or more as needed* Informal Observations *At least 1* Walkthrough Observations *At least 2*	Formal Observations *September – May* *(1 per a semester)* Informal Observations *September – May* Walkthrough Observations *September – May*	Immediately or within 10 days of observation

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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	Date contingent upon the VAM scores	1 month from the receipt of VAM scores
Hired after the beginning of the school year	1	Date contingent upon the VAM scores	1 month from the receipt of VAM scores
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	Date contingent upon the VAM scores	Evaluation 1 – following mid-year data review Evaluation 2 - 1 month from the receipt of VAM scores
Hired after the beginning of the school year	2	Date contingent upon the VAM scores	Evaluation 1 – following mid-year data review Evaluation 2 - 1 month from the receipt of VAM scores

Part IV: Evaluation Criteria

A. Instructional Practice

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 Liberty County, instructional practice accounts for 50% 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.

DANIELSON FRAMEWORK FOR TEACHING MODEL
The framework selected by Liberty County School District for the Instructional Practice portion of the Instructional Evaluation System is Danielson's Framework for Teaching. This Framework was developed by Charlotte Danielson and the Danielson Group. Ms. Danielson is an educational consultant based in Princeton, New Jersey. She has taught at all levels, from kindergarten through college, and has worked as an administrator, a curriculum director, and a staff developer in school districts in several regions of the United States. In addition, Danielson has served as a consultant to hundreds of school districts, universities, intermediate agencies, and state departments of education in virtually every state and in many other countries. In her consulting work, Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. Her work has ranged from the training of practitioners to aspects of instruction and assessment, to the design of instruments and procedures for teacher evaluation, to keynote presentations at major conferences. For several years, she served on the staff of the Educational Testing Service and was involved with many significant projects, including designing the assessor training program for Praxis III: Classroom Performance Assessments.

Danielson is the author of several books for teachers and administrators. These include Enhancing Professional Practice:
A Framework for Teaching (1996, 2007, 2013), the Professional Inquiry Kit *Teaching for Understanding* (1996), *Teacher Evaluation to Enhance Professional Practice* (in collaboration with Tom McGreal, 2000), *Enhancing Student Achievement: A Framework for School Improvement* (2002), and *Teacher Leadership That Strengthens Professional Practice* (2006), all published by ASCD. In addition, she has written several *Collections of Performance Tasks and Rubrics*, published by Eye on Education. Charlotte Danielson may be reached at charlotte_danielson@hotmail.com.

Since February 2011, the LCSB has contracted with the Danielson group to assist in the development of four basic evaluation forms:

1. A teacher evaluation form and rubric designed for use by principals
2. A classroom observation form designed for use over a 30-50-minute period of time to include pre- and post-conference observation forms
3. A classroom observation form designed for use in a 15-20-minute informal observation
4. A classroom observation form designed for use in a 3-5-minute classroom walkthrough

INSTRUCTIONAL PRACTICE CALCULATION

The Instructional Practice portion of the Evaluation System accounts for 50% of instructional personnel Summative Evaluation rating. The Instructional Practice rating is comprised of formal observations, informal observations, and walkthroughs completed for the teacher during the school year. The specific type and/or number of each is determined by the following:
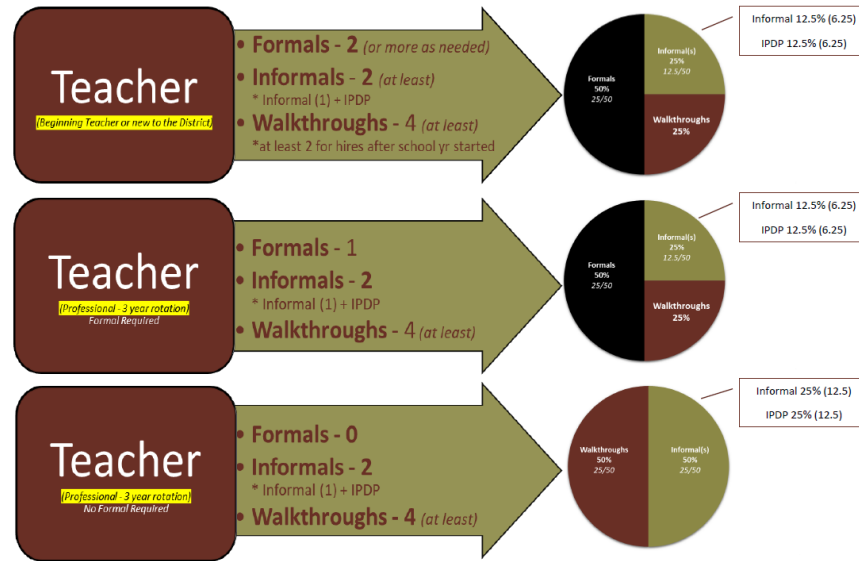
Through each Formal, Informal, and Walkthrough the evaluator gives the instructional personel domain component rating based on observable evidence. The ratings for each one of the following: Unsatisfactory (0 points), Needs Improvement (1 point), Effective (2 points, or Highly Effective (3 points). The Instructional Practice rating is calculated by:

FORMAL SCORE→ *# observations avg. / 3 (possible rubric points) = formal averaged score*100 = total points * 50%*
INFORMAL SCORE→ *# observations averaged / 3 (possible rubric points) = informal averaged score*100 = total points* 25%*
WALKTHROUGH SCORE→ *# observations averaged / 3 (possible rubric points) = averaged score*100 = total points*25%*

This provides an overall Instructional Practice Score that accounts for 50% of the Summative Evaluation Rating. The other 50% is based on Student Performance measures that at outlined by position in Part IV(C.) of this document.

GENERAL PROCEDURES

Formal Observation (Announced)	Informal Observation (Announced)	Walk-Through Observation (Unannounced)
One full class period	15-20 minutes in length	7-10 minutes in length
Script to collect evidence on 16 components	Script to collect evidence on components related to two domains	Check evidence next to specific "look-fors"
Must have pre- and post- observation conference	No pre- or post-conference necessary	No pre- or post-conference necessary
Rate components Feedback within 2 workdays	Update notes Provide copies to teachers	Update file with notes Provide copies to teachers
Pro Teachers = at least 1 or as needed New/1st year = at least 2	Pro Teachers = at least 2 New/1st year = at least 2	Pro Teachers = at least 4 New/1st year = at least 4 4 Walk-Through Evaluations substitute one Informal Evaluation.
*A formal evaluation must be completed each semester for first year teachers. Pro teachers with prior year evaluations less than effective will receive a minimum of 1 formal evaluation the following year. This will be at the discretion of the administration.		

<u>**EXPECTED OUTCOMES**</u>

- ☞ A transition from teacher-centered instruction to student-centered instruction
- ☞ Open conversations between observers/evaluators and teachers
- ☞ Teachers focused more on student learning
- ☞ Principals focused more on teaching and learning
- ☞ A common language regarding instructional practices
- ☞ Clear expectations regarding what teachers need to support the learning of all students
- ☞ Multiple measures
- ☞ Focused, timely and actionable feedback

B. Other Indicators of Performance

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 Liberty County, other indicators of performance account for 0% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Liberty County School District has No Other Indicators of Performance at this time.

C. Performance of Students

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 Liberty County, performance of students accounts for 50% 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.

The Performance of Students portion of Liberty County School District's Instructional Evaluation System accounts for 50% of the instructional staff members overall Summative Evaluation. Student performance data will be utilized when calculating this part of the teacher's evaluation. Student proficiency and growth (when available) data from their assigned students on state and/or local district assessments. The teacher's grade/subject/role will determine what type of student data is used when determining the Performance of Students portion of the evaluation.

Specific student performance measures for each teaching assignment can be seen in Appendix D of this document.

Scores will be assigned a rating based on the data. Each rating is awarded points which are then multiplied by 50% to give the teachers an overall Student Performance score. The tables below show the ratings and corresponding points that are assigned.

State VAM → based on statewide assessment data			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
25 points	50 points	75 points	100 Points
Non-Statewide Assessment → based on district assessment data			
Unsatisfactory *(0-25% growth/proficiency depending on the assessment)*	Needs Improvement *(26-49% growth/proficiency depending on the assessment)*	Effective *(50-74% growth/proficiency depending on the assessment)*	Highly Effective *(75-100% growth/proficiency depending on the assessment)*
25 points	50 points	75 points	100 Points
*Student Performance Rating = [data rating points] * 50%*			

D. Summative Rating Calculation

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

SUMMATIVE CALCULATION

Instructional Practice

During the school year, instructional personnel are observed by evaluators through formal, informal, and walkthrough observations. During each of these, the evaluator rates components in the 4 domains of the Danielson Framework for Teaching. These ratings are based on rubrics provided in Appendix Each score B & C of this document. The point assignment for each of the ratings are as follows:

- ☞ Unsatisfactory (0 points)
- ☞ Needs Improvement (1 point)
- ☞ Effective (2 points)
- ☞ Highly Effective (3 points)

The points for each observation are then tabulated and calculated to determine the instructional personnel's Instructional Practice score. See bulleted description below:

FORMAL SCORE➔ *# observations avg. / 3 (possible rubric points) = formal averaged score*100 = total points * 50%*
INFORMAL SCORE➔ *# observations averaged / 3 (possible rubric points) = informal averaged score*100 = total points* 25%*
WALKTHROUGH SCORE➔ *# observations averaged / 3 (possible rubric points) = averaged score*100 = total points*25%*

The results from these three types of observations are added to create the Instructional Practice score for the instructional personnel.

Student Performance

Assigned student data from State/District Assessments (specific assessments used detailed in Appendix D). Points are assigned based on student data results. This could be based on state VAM or district assessments that look at proficiency and learning gains (when available). See table below:

State VAM ➔ based on statewide assessment data			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
25 points	50 points	75 points	100 Points
Non-Statewide Assessment ➔ based on district assessment data			
Unsatisfactory *(0-25% growth/proficiency depending on the assessment)*	Needs Improvement *(26-49% growth/proficiency depending on the assessment)*	Effective *(50-74% growth/proficiency depending on the assessment)*	Highly Effective *(75-100% growth/proficiency depending on the assessment)*
25 points	50 points	75 points	100 Points
*Student Performance Rating = [data rating points] * 50%*			

The points assigned are then multiplied by 50% to give the overall Student Performance Score.

Summative Evaluation Score

The points from the Instructional Practice score and added with the Student Performance score to give an overall Summative Evaluation score for instructional personnel.

Summative Scale Score			
Unsatisfactory	Needs Improvement	Effective	Highly Effective
0➔25%	*26➔49%*	*50➔74%*	*75➔100%*

EXAMPLES

2nd Grade Teacher ➔ Highly Effective

Summative Evaluation Score		
Instructional Practice Score		
Formal Observation Score	*Avg. 2.5 / 3 (possible rubric points) = .83*100=83.3*.50=*	*41.65*
Informal Observation Score	*Avg. 2.5 / 3 (possible rubric points) = .83*100 = 83.3*.25=*	*20.83*
Walkthrough Score	*Avg. 2 / 3 (possible rubric points) = .67*100 = 66.67*.25=*	*16.67*
Overall Instructional Practice Score (79.15 * .5)		***39.58***
Student Performance Score		
Score earned from State VAM or Local District Measure	*Local Assessment – 78% = Highly Effective ➔ 100 Points*	*100*
Overall Student Performance Score (100 * .5)		***50***
SUMMATIVE EVALUATION SCORE *[Instructional Practice Score + Student Performance Score]*		***89.58*** ***Highly Effective***

2nd Grade Teacher ➔ Unsatisfactory

Summative Evaluation Score		
Instructional Practice Score		
Formal Observation Score	*Avg .5 / 3 (possible rubric points) = .16 *100=16 *.50=*	*8*
Informal Observation Score	*Avg 1 / 3 (possible rubric points) = .33*100 = 33*.25=*	*8.25*
Walkthrough Score	*Avg .5 / 3 (possible rubric points) = .16*100 = 16*.25=*	*4*
Overall Instructional Practice Score (20.25 * .5)		***10.125***
Student Performance Score		
Score earned from State VAM or Local District Measure	*Local Assessment – 23% = Unsatisfactory ➔ 25 Points*	*25*
Overall Student Performance Score (25 * .5)		***12.5***
SUMMATIVE EVALUATION SCORE *[Instructional Practice Score + Student Performance Score]*		***22.625*** ***Unsatisfactory***

9th Grade ELA Teacher → Highly Effective

Summative Evaluation Score		
Instructional Practice Score		
<u>Formal Observation Score</u>	*Avg. 2.7 / 3 (possible rubric points) = .9*100=90*.50=*	*45*
<u>Informal Observation Score</u>	*Avg. 2 / 3 (possible rubric points) = .67*100 = 66.67*.25=*	*16.67*
<u>Walkthrough Score</u>	*Avg. 2 / 3 (possible rubric points) = .67*100 = 66.67*.25=*	*16.67*
Overall Instructional Practice Score (78.34 * .5)		***<u>39.17</u>***
Student Performance Score		
Score earned from State VAM or Local District Measure	*State VAM Rating = Highly Effective → 100 Points*	*100*
Overall Student Performance Score (100 * .5)		***<u>50</u>***
SUMMATIVE EVALUATION SCORE *[Instructional Practice Score + Student Performance Score]*		***<u>89.17</u>*** ***Highly Effective***

9th Grade ELA Teacher → Unsatisfactory

Summative Evaluation Score		
Instructional Practice Score		
<u>Formal Observation Score</u>	*Avg .5 / 3 (possible rubric points) = .16 *100=16 *.50=*	*8*
<u>Informal Observation Score</u>	*Avg 1.25 / 3 (possible rubric points) = .41*100 = 41*.25=*	*10.25*
<u>Walkthrough Score</u>	*Avg .25 / 3 (possible rubric points) = .08*100 = 16*.25=*	*2*
Overall Instructional Practice Score (20.25 * .5)		***<u>10.125</u>***
Student Performance Score		
Score earned from State VAM or Local District Measure	*State VAM Rating = Unsatisfactory → 25 Points*	*100*
Overall Student Performance Score (25 * .5)		***<u>12.5</u>***
SUMMATIVE EVALUATION SCORE *[Instructional Practice Score + Student Performance Score]*		***<u>22.625</u>*** ***Unsatisfactory***

Appendix A – Evaluation Framework Standards

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	

The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.

Practice	**Evaluation Indicators**
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	*1c: Setting Instructional Outcomes* *1e: Designing Coherent Instruction* *3c: Engaging Students in Learning*
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	*1a: Demonstrating Knowledge of Content & Pedagogy* *1c: Setting Instructional Outcomes* *1e: Designing Coherent Instruction*
c. Designs instruction for students to achieve mastery;	*1c: Setting Instructional Outcomes* *1e: Designing Coherent Instruction* *3c: Engaging Students in Learning* *3d: Using Assessment in Instruction*
d. Selects appropriate formative assessments to monitor learning;	*1f: Designing Student Assessments* *3b: Using Questioning and Discussion Techniques* *3d: Using Assessment in Instruction*
e. Uses diagnostic student data to plan lessons;	*3d: Using Assessment in Instruction* *4a: Reflecting on Teaching*
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	*1e: Designing Coherent Instruction* *2b: Establishing a Culture for Learning* *3c: Engaging Students in Learning* *4a: Reflecting on Teaching*
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.	*1c: Setting Instructional Outcomes* *1e: Designing Coherent Instruction* *1f: Designing Student Assessment* *3c: Engaging Students in Learning*
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	*1d: Demonstrating Knowledge of Resources* *2c: Managing Classroom Procedures* *2e: Organizing Physical Space* *3a: Communicating with Students*
b. Manages individual and class behaviors through a well-planned management system;	*2c: Managing Classroom Procedures* *2d: Managing Student Behavior*
c. Conveys high expectations to all students;	*2b: Establishing a Culture for Learning*
d. Respects students' cultural linguistic and family background;	*1b: Demonstrating Knowledge of Students* *2a: Creating an Environment of Respect and Rapport*
e. Models clear, acceptable oral and written communication skills;	*3a: Communicating with Students*

f. Maintains a climate of openness, inquiry, fairness and support;	*2a: Creating an Environment of Respect and Rapport* *2c: Establishing a Culture for Learning*
g. Integrates current information and communication technologies;	*2e: Organizing Physical Space* *3c: Engaging Students in Learning*
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.;	*2a: Creating an Environment of Respect and Rapport* *3e: Demonstrating Flexibility and Responsiveness*
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	*2b: Establishing a Culture for Learning* *2e: Organizing Physical Space* *3c: Engaging Students in Learning*
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	*2a: Creating an Environment of Respect and Rapport* *2b: Establishing a Culture for Learning* *3c: Engaging Students in Learning*

3. Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	*1c: Setting Instructional Outcomes* *3c: Engaging Students in Learning*
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	*3a: Communicating with Students* *3b: Using Questioning and Discussion Techniques* *3c: Engaging Students in Learning*
c. Identify gaps in students' subject matter knowledge;	*3b: Using Questioning and Discussion Techniques* *3d: Using Assessment in Instruction*
d. Modify instruction to respond to preconceptions or misconceptions;	*3e: Demonstrating Flexibility and Responsiveness*
e. Relate and integrate the subject matter with other disciplines and life experiences;	*2b: Establishing a Culture for Learning* *3a: Communicating with Students* *3c: Engaging Students in Learning*
f. Employ questioning that promotes critical thinking;	*3b: Using Questioning and Discussion Techniques*
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	*3c: Engaging Students in Learning* *3d: Using Assessment in Instruction*
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	*3c: Engaging Students in Learning* *3e: Demonstrating Flexibility and Responsiveness*
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	*2a: Creating an Environment of Respect and Rapport* *2b: Establishing a Culture for Learning* *3a: Communicating with Students*
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	*3a: Communicating with Students* *3b: Using Questioning and Discussion Techniques* *3d: Using Assessment in Instruction* *3e: Demonstrating Flexibility and Responsiveness*

4. Assessment

The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	*1f: Designing Student Assessments* *3b: Using Questioning and Discussion Techniques* *3d: Using Assessment in Instruction*
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	*1f: Designing Student Assessment* *4b: Maintaining Accurate Records*
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	*3d: Using Assessment in Instruction*

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	*3e: Demonstrating Flexibility and Responsiveness* *4a: Reflecting on Teaching*
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	*3a: Communicating with Students* *4c: Communicating with Families*
f. Applies technology to organize and integrate assessment information.	*4a: Reflecting on Teaching* *4b: Maintaining Accurate Records*

5. Continuous Professional Improvement

The effective educator consistently:

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

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.;	*4f: Showing Professionalism*
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	*4f: Showing Professionalism*
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	*4f: Showing Professionalism*

Appendix B – Observation Instruments for Classroom Teachers

Teacher_____School_____Grade Level(s) _____

Subject(s)_____Administrator_____Date _____

EVIDENCE OF TEACHING

DOMAIN 1: PLANNING AND PREPARATION (20%)

Component 1a: Demonstrating Knowledge of Content and Pedagogy				
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Critical Attributes	• The teacher makes content errors. • The teacher does not consider prerequisite relationships when planning. • The teacher's plans use inappropriate strategies for the discipline.	• The teacher's understanding of the discipline is rudimentary. • The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	• The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher provides clear explanations of the content. • The teacher answers students' questions accurately and provides feedback that furthers their learning. • Instructional strategies in unit and lesson plans are entirely suitable to the content.	• The teacher cites intra- and interdisciplinary content relationships. • The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. • The teacher's plans reflect recent developments in content-related pedagogy.
Elements Include	**Knowledge of content and the structure of the discipline** ➔ *Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.* **Knowledge of prerequisite relationships** ➔ *Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.* **Knowledge of content-related pedagogy** ➔ *Different disciplines have "signature pedagogies" that have evolved over time and been found to be most effective in teaching.*			
Self-Rating				
Evaluator Rating				

Component 1b: Demonstrating Knowledge of Students

Level	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests — and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests.
Critical Attributes	• The teacher does not understand child development characteristics and has unrealistic expectations for students. • The teacher does not try to ascertain varied ability levels among students in the class. • The teacher is not aware of students' interests. • The teacher takes no responsibility to learn about students' medical or learning disabilities.	• The teacher cites developmental theory but does not seek to integrate it into lesson planning. • The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." • The teacher recognizes that students have different interests but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	• The teacher knows, for groups of students, their levels of cognitive development. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is aware of the special needs represented by students in the class.	• The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information about students. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
Elements Include	**Knowledge of child and adolescent development** ➔ *Children learn differently at different stages of their lives.* **Knowledge of the learning process** ➔ *Learning requires active intellectual engagement.* **Knowledge of students' skills, knowledge, and language proficiency** ➔ *What students are able to learn at any given time is influenced by their level of knowledge and skill.* **Knowledge of students' interests** ➔ *Children's backgrounds influence their learning.* **Knowledge of students' special needs** ➔ *Children do not all develop in a typical fashion.*			
Self-Rating				
Evaluator Rating				

Component 1c: Setting Instructional Outcomes

Level	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
Critical Attributes	• Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class.	• Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class.	• Outcomes represent high expectations and rigor. • Outcomes are related to "big ideas" of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class.	• The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. • The teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.
Elements Include	**Value, sequence, and alignment** ➔ *Outcomes represent significant learning in the discipline..* **Clarity** ➔ *Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.* **Balance** ➔ *Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.* **Suitability for diverse students** ➔ *Outcomes must be appropriate for all students in the class.*			
Self-Rating				
Evaluator Rating				

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Component 1d: Demonstrating Knowledge of Resources

Level	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Critical Attributes	• The teacher uses only district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand her own skill. • Although the teacher is aware of some student needs, he does not inquire about possible resources.	• The teacher uses materials in the school library but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school but does not pursue other professional development. • The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	• Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • The teacher facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher expands her knowledge through professional learning groups and organizations. • The teacher pursues options offered by universities. • The teacher provides lists of resources outside the classroom for students to draw on.	• Texts are matched to student skill level. • The teacher has ongoing relationships with colleges and universities that support student learning. • The teacher maintains a log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge. • The teacher facilitates student contact with resources outside the classroom.
Elements Include	Resources for classroom use ➔ *Materials must align with learning outcomes.* Resources to extend content knowledge and pedagogy ➔ *Materials that can further teachers' professional knowledge must be available.* Resources for students ➔ *Materials must be appropriately challenging.*			
Self-Rating				
Evaluator Rating				

Component 1e: Designing Coherent Instruction

Level	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
Critical Attributes	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations.	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.	• Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
Elements Include	Learning activities ➔ *Instruction is designed to engage students and advance them through the content.* Instructional materials and resources ➔ *Aids to instruction are appropriate to the learning needs of the students.* Instructional groups ➔ *Teachers intentionally organize instructional groups to support student learning.* Lesson and unit structure ➔ *Teachers produce clear and sequenced lesson and unit structures to advance student learning.*			
Self-Rating				
Evaluator Rating				

Component 1f: Designing Student Assessments			
	Level of Performance		
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

Level	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Critical Attributes	• Assessments do not match instructional outcomes. • Assessments lack criteria. • No formative assessments have been designed. • Assessment results do not affect future plans.	• Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students.	• All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments when they are necessary for some students. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data.	• Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic, with real-world application as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.
Elements Include	Congruence with instructional outcomes → *Assessments must match learning expectations.* Criteria and standards → *Expectations must be clearly defined.* Design of formative assessments → *Assessments for learning must be planned as part of the instructional process.* Use for planning → *Results of assessment guide future planning.*			
Self-Rating				
Evaluator Rating				

Domain 2: The Classroom Environment (30%)

Component 2a: Creating and Environment of Respect and Rapport			
Level of Performance			
Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level — Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Critical Attributes — • *The teacher is disrespectful toward students or insensitive to students' ages, backgrounds, and developmental levels.* • *Students' body language indicates feelings of hurt, discomfort, or insecurity.* • *The teacher displays no familiarity with, or caring about, individual students.* • *The teacher disregards disrespectful interactions among students.*	• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	• Talk between the teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher.	• The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts.
Elements Include — **Teacher interactions with students, including both words and actions** → *A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.* **Student interactions with other students, including both words and actions** → *As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.*			
Self-Rating			
Evaluator Rating			

Component 2b: Establishing a Culture for Learning			
Level of Performance			
Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level — The classroom culture is characterized by a lack of teacher or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
Critical Attributes — • *The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.* • *The teacher conveys to at least some students that the work is too challenging for them.* • *Students exhibit little or no pride in their work.* • *Students use language incorrectly; the teacher does not correct them.*	• The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. • The teacher conveys high expectations for only some students. • Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." • The teacher's primary concern appears to be to complete the task at hand. • The teacher urges, but does not insist, that students use precise language.	• The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher demonstrates a high regard for students' abilities. • The teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • The teacher insists on precise use of language by students.	• The teacher communicates passion for the subject. • The teacher conveys the satisfaction that accompanies a deep understanding of complex content. • Students indicate through their questions and comments a desire to understand the content. • Students assist their classmates in understanding the content. • Students take initiative in improving the quality of their work. • Students correct one another in their use of language.
Elements Include — **Importance of the content and of learning** → *In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.* **Expectations for learning and achievement** → *In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of –teachers' expectations for high student achievement is their insistence on the use of precise language by students.* **Student pride in work** → *When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.*			
Self-Rating			
Evaluator Rating			

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Component 2c: Managing Classroom Procedures

Level of Performance

	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
Critical Attributes	• Students not working with the teacher are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures. • Volunteers and paraprofessionals have no defined role and/or are idle much of the time.	• Students not working directly with the teacher are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly. • Volunteers and paraprofessionals require frequent supervision.	• Students are productively engaged during small-group or independent work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collection of materials and other supplies work efficiently. • Classroom routines function smoothly. • Volunteers and paraprofessionals work with minimal supervision.	• With minimal prompting by the teacher, students ensure that their time is used productively. • Students take initiative in distributing and collecting materials efficiently. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Volunteers and paraprofessionals take initiative in their work in the class.
Elements Include	**Management of instructional groups** → *Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.* **Management of transitions** → *Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.* **Management of materials and supplies** → *Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.* **Performance of classroom routines** → *Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.* **Supervision of volunteers and paraprofessionals** → *Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.*			
Self-Rating				
Evaluator Rating				

Component 2d: Managing Student Behavior

Level of Performance

	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	• The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	• The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	• Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • The teacher's response to student misbehavior is effective.	• Student behavior is entirely appropriate; any misbehavior is very minor and swiftly handled. • The teacher silently and subtly monitors student behavior. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
Elements Include	**Expectations** → *It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.* **Monitoring of student behavior** → *Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.* **Response to student misbehavior** → *Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? Are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.*			
Self-Rating				
Evaluator Rating				

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	Component 2e: Organizing Physical Space			
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	• There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or see the board. • Available technology is not being used even if it is available and its use would enhance the lesson.	• The physical environment is safe, and most students can see and hear the teacher or see the board. • The physical environment is not an impediment to learning but does not enhance it. • The teacher makes limited use of available technology and other resources.	• The classroom is safe, and all students are able to see and hear the teacher or see the board. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology.	• Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the learning activities and the physical environment. • Students take the initiative to adjust the physical environment. • The teacher and students make extensive and imaginative use of available technology.
Elements Include	**Safety and accessibility →** *Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.* **Arrangement of furniture and use of physical resources →** *Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.*			
Self-Rating				
Evaluator Rating				

Domain 3: Instruction (30%)

Component 3a: Communicating with Students			

	Level of Performance			
	Unsatisfactory (0 points)	**Needs Imp/Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
Level	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Critical Attributes	• *At no time during the lesson does the teacher convey to students what they will be learning.* • *Students indicate through body language or questions that they don't understand the content being presented.* • *The teacher makes a serious content error that will affect students' understanding of the lesson.* • *Students indicate through their questions that they are confused about the learning task.* • *The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.* • *The teacher's vocabulary is inappropriate to the age of the students.*	• The teacher provides little elaboration or explanation about what the students will be learning. • The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • The teacher makes no serious content errors but may make minor ones. • The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher must clarify the learning task so students can complete it. • The teacher's vocabulary and usage are correct but unimaginative. • When the teacher attempts to explain academic vocabulary, it is only partially successful. • The teacher's vocabulary is too advanced, or too juvenile, for students.	• The teacher states clearly, at some point during the lesson, what the students will be learning. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher makes no content errors. • The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher's vocabulary is appropriate to students' ages and levels of development.	• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • The teacher points out possible areas for misunderstanding. • The teacher invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly.
Elements Include	**Expectations for learning** → *The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.* **Directions for activities** → *Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.* **Explanations of content** → *Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.* **Use of oral and written language** → *For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.*			
Self-Rating				
Evaluator Rating				

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	Component 3b: Using Questioning and Discussion Techniques			
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	• *Questions are rapid-fire and convergent, with a single correct answer.* • *Questions do not invite student thinking.* • *All discussion is between the teacher and students; students are not invited to speak directly to one another.* • *The teacher does not ask students to explain their thinking.* • *Only a few students dominate the discussion.*	• The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so.	• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so.	• Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion.
Elements Include	**Quality of questions/prompts →** *Questions of high-quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.* **Discussion techniques →** *Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.* **Student participation →** *In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.*			
Self-Rating				
Evaluator Rating				

Component 3c: Engaging Students in Learning			
	Level of Performance		
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)

	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities.	• Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Elements Include	**Activities and assignments** ➔ *The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.* **Grouping of students** ➔ *How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.* **Instructional materials and resources** ➔ *The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.* **Structure and pacing** ➔ *No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.*			
Self-Rating				
Evaluator Rating				

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Component 3d: Using Assessment in Instruction			
Level of Performance			
Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level — Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Critical Attributes — • The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment.	• The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students.	• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
Elements Include — **Assessment criteria** → *It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).* **Monitoring of student learning** → *A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.* **Feedback to students** → *Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.* **Student self-assessment and monitoring of progress** → *The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.*			
Self-Rating			
Evaluator Rating			

Component 3e: Demonstrating Flexibility and Responsiveness			
	Level of Performance		
Level	**Unsatisfactory (0 points)**	**Needs Imp/Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**

	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
Critical Attributes	• The teacher ignores indications of student boredom or lack of understanding. • The teacher brushes aside students' questions. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. • The teacher makes no attempt to adjust the lesson in response to student confusion.	• The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. • The teacher's attempts to adjust the lesson are partially successful.	• The teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the teacher makes adjustments to the lesson.	• The teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. • The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
Elements Include	**Lesson adjustment** → Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed. **Response to students** → Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities. **Persistence** → Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.			
Self-Rating				
Evaluator Rating				

Domain 4: Professional Responsibilities (20%)

Component 4a: Reflecting on Teaching				
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	• The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement.	• The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction.	• The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved.	• The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • The teacher's suggestions for improvement draw on an extensive repertoire.
Elements Include	**Accuracy** ➔ *As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.* **Use in future teaching** ➔ *If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.*			
Self-Rating				
Evaluator Rating				

Component 4b: Maintaining Accurate Records				
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	• There is no system for either instructional or noninstructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information.	• The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. • The teacher's process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.	• The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. • The teacher's process for recording noninstructional information is both efficient and effective.	• Students contribute to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own progress in learning. • Students contribute to maintaining noninstructional records for the class.
Elements Include	**Student completion of assignments** ➔ *Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.* **Student progress in learning** ➔ *In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.* **Noninstructional records** ➔ *Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.*			
Self-Rating				
Evaluator Rating				

	Component 4c: Communicating with Families			
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	• Little or no information regarding the instructional program is available to parents. • Families are unaware of their children's progress. • Family engagement activities are lacking. • There is some insensitive communication.	• School- or district-created materials about the instructional program are sent home. • The teacher sends home infrequent or incomplete information about the instructional program. • The teacher maintains a school-required gradebook but does little else to inform families about student progress. • Some of the teacher's communications are not sensitive families.	• The teacher regularly makes information about the instructional program available. • The teacher regularly sends home information about student progress. • The teacher develops activities designed to engage families successfully and appropriately in their children's learning. • Most of the teacher's communications to families are appropriate.	• Students regularly develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process. • All the teacher's communications to families sensitive.
Elements Include	**Information about the instructional program** → *The teacher frequently provides information to families about the instructional program.* **Information about individual students** → *The teacher frequently provides information to families about students' individual progress.* **Engagement of families in the instructional program** → *The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.*			
Self-Rating				
Evaluator Rating				

	Component 4d: Participating in the Professional Community			
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	• The teacher's relationships with colleagues are characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and district and community projects.	• The teacher has cordial relationships with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, as well as district and community projects.	• The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school events and school district and community projects.	• The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and leads events that positively impact school life. • The teacher regularly contributes to and leads significant district and community projects.
Elements Include	**Relationships with colleagues** → *Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.* **Involvement in a culture of professional inquiry** → *Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.* **Service to the school** → *Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.* **Participation in school and district projects** → *Teachers contribute to and support larger school and district projects designed to improve the professional community.*			
Self-Rating				
Evaluator Rating				

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	Component 4e: Growing and Developing Professionally			
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
Critical Attributes	• *The teacher is not involved in any activity that might enhance knowledge or skill.* • *The teacher purposefully resists discussing performance with supervisors or colleagues.* • *The teacher ignores invitations to join professional organizations or attend conferences.*	• The teacher participates in professional activities when they are required or provided by the district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to professional organizations.	• The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • The teacher actively participates in organizations designed to contribute to the profession.	• The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the profession.
Elements Include	**Enhancement of content knowledge and pedagogical skill** → *Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.* **Receptivity to feedback from colleagues** → *Teachers actively pursue networks that provide collegial support and feedback.* **Service to the profession** → *Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.*			
Self-Rating				
Evaluator Rating				

	Component 4f: Showing Professionalism			
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	• *The teacher is dishonest.* • *The teacher does not notice the needs of students.* • *The teacher engages in practices that are self-serving.* • *The teacher willfully rejects district regulations.*	• The teacher is honest. • The teacher notices the needs of students but is inconsistent in addressing them. • The teacher does not notice that some school practices result in poor conditions for students. • The teacher makes decisions professionally but on a limited basis. • The teacher complies with district regulations.	• The teacher is honest and known for having high standards of integrity. • The teacher actively addresses student needs. • The teacher actively works to provide opportunities for student success. • The teacher willingly participates in team and departmental decision making. • The teacher complies completely with district regulations.	• The teacher is considered a leader in terms of honesty, integrity, and confidentiality. • The teacher is highly proactive in serving students. • The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. • The teacher takes a leadership role in team and departmental decision making. • The teacher takes a leadership role regarding district regulations.
Elements Include	**Integrity and ethical conduct** → *Teachers act with integrity and honesty.* **Service to students** → *Teachers put students first in all considerations of their practice.* **Advocacy** → *Teachers support their students' best interests, even in the face of traditional practice or beliefs.* **Decision making** → *Teachers solve problems with students' needs as a priority.* **Compliance with school and district regulations** → *Teachers adhere to policies and established procedures.*			
Self-Rating				
Evaluator Rating				

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Liberty County School District

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

_____
Name

School Year: Site: Grade(s):   Subject:

REVIEW STUDENT DATA	Review classroom-level achievement data for students currently assigned to you. Select your identified student group based on your data analysis, School Improvement Plan, school initiatives, team goals, and /or the results from your previous year's IPDP.					
TARGET STUDENT GROUP	**ASSESSMENT TYPE**		**BASELINE**	**GOAL**	**MID-YEAR**	**FINAL**

STUDENT ACHIEVEMENT GOAL	Your Student Achievement Goal must be specific to the student group you have identified. The goal must indicate measurable improvements that are expected in student achievement as a result of your professional learning. It must also mention the date the result will be achieved by.						
	At least		of my target group		on the	(assessment type)	by

PROFESSIONAL PRACTICE GOAL	Your Professional Practice Goal should reflect the professional learning you need to meet your Student Achievement Goal. Other professional learning needs could be identified at your beginning and mid-year meeting with your administrator to discuss your IPDP.

PROFESSIONAL LEARNING OBJECTIVES	What professional learning will you complete that will help you to address and attain your Student Achievement and Professional Development Goals.		
PROFESSIONAL DEVELOPMENT (at least 2 needed)	**HOW WILL YOU IMPLEMENT?**	**ANTICIPATED DATE OF COMPLETION**	**ACTUAL DATE OF COMPLETION**

BEGINNING OF YR. MEETING	*TEACHER SIGNATURE*	*DATE*
	ADMIN. SIGNATURE	*DATE*
MID-YEAR MEETING	*TEACHER SIGNATURE*	*DATE*
	ADMIN. SIGNATURE	*DATE*

REFLECTION

1) How did the professional development you completed align with your intended goals?
2) Discuss how you changed your professional practices as a result of your learning.
3) Did this change result in achieving your Student Achievement Goal? Why or why not?

RESULTS

1) Describe how your students improved as a result of your professional learning and its application in your classroom.
2) What would you most attribute to your results?
3) Would you change anything (target group, goals, etc.) based on your outcome?

END OF YEAR MEETING	TEACHER SIGNATURE	DATE
	ADMIN. SIGNATURE	DATE

ADMINISTRATOR COMMENTS

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

School Counselor Rubric

DOMAIN 1: PLANNING & PREPARATION

Component 1b: Demonstrating Knowledge of Student			
Level of Performance			
Unsatisfactory (0 points)	**Needs Imp/Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
Level School Counselor displays little or no knowledge of child and adolescent development nor of students' skills, special needs, interests, and backgrounds.	School Counselor displays limited knowledge of child and adolescent development. and some knowledge of the varied students' skills, special needs, interests, and backgrounds.	School Counselor demonstrates understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns of development. Counselor displays accurate and detailed knowledge of students' skills, special needs, interests, and backgrounds.	In addition to the characteristics of "proficient," School Counselor displays knowledge of the extent to which individual students follow the general patterns of development. School Counselor demonstrates extensive knowledge of students, systematically acquiring knowledge from several sources about individual students' knowledge, skills, special needs, interests, and backgrounds.
Critical Attributes • *School Counselor does not understand child development characteristics and has unrealistic expectations for students.* • *School Counselor is unaware of the individualized needs of students and ignores students' language, interests, special needs, history and/or circumstances.* • *School Counselor is unaware of medical issues and learning disabilities of students.*	• *School Counselor cites developmental theory, but does not seek to integrate theory into interactions with students.* • *School Counselor inconsistently attempts to gain knowledge of individual needs of students and sometimes seeks to understand students' language, interests, special needs, history and/or circumstances.* • *School Counselor is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of those issues and conditions.*	• *School Counselor integrates knowledge of developmental theory with knowledge of students on their counseling roster to inform their practice.* • *School Counselor actively seeks to gain knowledge of student background and experiences, special needs, history and circumstances and uses this knowledge in practice and decision making.* • *School Counselor is aware of medical issues and learning disabilities of all students on her caseload and works collaboratively with colleagues to understand the implications of those issues and conditions.*	• *School Counselor applies understanding of developmental attributes to differentiate practice and decision-making based on individual students' circumstances.* • *School Counselor demonstrates thorough knowledge of student background and experiences, special needs, history and circumstances, as well as knowledge of individualized techniques to support student. School Counselor uses this knowledge to proactively communicate with or about the student.* • *School Counselor researches medical and learning issues of students on her caseload, and works with those students to ensure their own understanding and ability to advocate on their own behalf. .*

Component 1d: Demonstrating Knowledge of Resources			
Level of Performance			
Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level School Counselor demonstrates little or no knowledge of resources available to students through the school, district or community, nor is the counselor aware of resources for expanding one's own professional skills.	School Counselor displays some awareness of resources available to students through the school, district, or community and for extending one's professional skills but does not seek to expand their knowledge.	School Counselor displays knowledge of resources available to students through the school or district, as well as those in the community, on the internet, and other sources external to the school. School Counselor seeks resources to extend their own professional skills and knowledge.	School Counselor displays extensive knowledge of resources for students. These include school, district, community, and external resources. School Counselor makes extensive use of resources provided by professional organizations, universities and on the internet.
Critical Attributes • School Counselor does not seek resources outside the district to expand his/her knowledge. • School Counselor is unable to suggest or identify resources that meet the needs of students.	• School Counselor sometimes seeks resources outside the district to expand his/her knowledge. • School Counselor has limited suggestions for resources to meet the needs of students.	• School Counselor knows how to gain access to resources outside the district and effectively shares them with students and parents. • The School Counselor makes detailed suggestions for evidence-based resources to meet the needs of their student population.	• School Counselor proactively and routinely seeks resources outside the district and makes extensive effort to share with students, colleagues, parents and all community stakeholders. • The School Counselor works collaboratively with colleagues, parents and students to create a list of evidence-based resources that will support the needs of their student population.

Domain 2: The Environment

Component 2a: Creating an Environment of Respect and Rapport			
Level of Performance			
Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level School Counselor's interactions with students are mostly negative, inappropriate, or insensitive to students' ages, backgrounds, and developmental levels. The counselor does not promote positive interactions among students, parents, or staff. The Counselor does not deal with disrespectful behavior. The counseling environment is not a place where students, teachers, and/or parents feel safe and respected.	School Counselor's interactions with students are generally appropriate, but may reflect occasional inconsistencies and insensitivity. The counselor makes occasional attempts to promote positive interactions among students, parents, or staff. The counselor attempts to respond to disrespectful behavior with uneven results. Students, teachers and/or parents feel somewhat safe and respected in the counseling environment.	School Counselor's interactions with students, parents and staff are respectful and appropriate to the ages, backgrounds, and developmental levels of the students. The counselor actively promotes positive interactions. The counseling environment is one in which participants feel safe and respected.	School Counselor's interactions with students, parents and staff are highly positive, respectful, and appropriate to the ages, backgrounds, and developmental levels of the students, reflecting genuine warmth, caring and sensitivity. The counselor has successfully involved students in promoting positive student-to-student interactions.
Critical Attributes • School Counselor is insensitive to students' backgrounds and developmental levels. • School Counselor displays no familiarity with or caring about students. • School Counselor speaks disrespectfully to students, parents, staff, or colleagues. • School Counselor displays a lack of responsiveness to students, parents, staff and colleagues • School Counselor fails to convey an atmosphere of respect and encouragement.	• School Counselor makes inconsistent effort to be sensitive to students' backgrounds and developmental levels. • School Counselor demonstrates familiarity with the unique circumstances of some of the students on her roster. • Quality of interactions between School Counselor and students, parents, and staff is uneven, with occasional disrespect or insensitivity. • School Counselor is responsive to a small number of students, parents, staff and colleagues. • School Counselor attempts to create an atmosphere of respect with uneven results. Students may hesitate to participate	• School Counselor is sensitive to all students' backgrounds and developmental levels and fosters this sensitivity with students and staff. • School Counselor demonstrates detailed knowledge of each of the students on her roster. • Interactions between School Counselor and students, parents, and staff are consistently respectful. • School Counselor is responsive to parents, staff, colleagues, and all students on his/her caseload. • School Counselor consistently creates an atmosphere of support and rapport.	• School Counselor is highly sensitive to all students' backgrounds and developmental levels and supports student initiation of events recognizing and including diverse populations. • School Counselor consistently demonstrates knowledge of, compassion for, and responsiveness to all students. • School Counselor models exemplary respect for students, parents, staff, and community stakeholders, treating them with dignity in all situations. • School Counselor is responsive to all school, district, and community stakeholders. • School Counselor facilitates an atmosphere of genuine caring and respect for all. Students participate without fear of put-downs or ridicule from either the School Counselor or other students.

Domain 3: Delivery of Services

	Component 3a: Communicating with Students			
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	School Counselor rarely communicates with students. Communications contains major errors and/or are unclear. The Counselor's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. Communication is strictly one-way from School Counselor to students.	School Counselor attempts to communicate with students. Spoken and written communications contain some errors or are partially clear, requiring clarification. School Counselor's spoken communication may be correct, but vocabulary is not fully appropriate for students. School Counselor does not take opportunities to explain academic or counseling vocabulary. School Counselor makes minimal efforts at two-way communication with students.	School Counselor regularly communicates with students. School Counselor's oral and written communications are clear and accurate. School Counselor's use of academic and counseling vocabulary is precise and serves to extend understanding. School Counselor makes regular efforts at two-way communication with students.	School Counselor's oral and written communications with students are ongoing, clear, precise, and expressive. Misconceptions are anticipated by the School Counselor and prevented through use of well-honed communication skills. Students use correct vocabulary. School Counselor frequently uses multiple means of soliciting input from, and communicating with, students.
Critical Attributes	• School Counselor does not share information, or makes serious errors that will affect student understanding. • Students indicate, through body language or questions, that they do not understand the purpose or content of the session provided by the School Counselor • School Counselor does not seek input from students.	• School Counselor shares limited information or provides only partially accurate information to students. • School Counselor provides little explanation about the purpose of the session. • School Counselor seeks input from students, but is inconsistent or sporadic in gathering or acting on such input..	• School Counselor consistently shares accurate information with students. • School Counselor clearly states the purpose of the session, as well as session goals. • School Counselor regularly seeks input from students, and effectively acts on such input.	• School Counselor has consistent and accurate collaborative communication with students. • Students contribute to defining the purpose of the session; if asked, students are able to explain the purpose of the session.

	Component 3d: Assessing Student Needs			
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	School counselor neither accesses student progress nor consults with team members to address students' needs. Feedback is absent or of poor quality. Students are not engaged in self assessment. School counselor does not use assessment to determine services that will address students' needs.	School counselor inconsistently assesses progress students are making in programs or limits consultation with team members to address students' needs. Feedback to students is general. Few students assess their own work. School counselor sometimes uses assessments to determine services that will address students' needs.	School counselor consistently assesses the progress students are making in programs and consults with team members to discuss students' needs. Feedback to students is accurate and specific; students are frequently engaged in self-assessment. School counselor uses assessment to determine appropriate school-wide services to address the needs of the student population.	School counselor consistently assesses students' progress in programs, using multiple measures and regularly consults with students, parents, and team members to discuss students' needs. A variety of forms and methods are used to provide accurate and specific feedback. Students assess and monitor their own progress and use the data to identify appropriate improvement strategies. School counselor successfully assesses individual students' needs and differentiates services to address them.
Critical Attributes	• School counselor makes no effort to determine students' understanding of assessment results. • School counselor has no plan to engage students in self-assessment. • School counselor provides feedback that is inaccurate, nonspecific and/or lacks timeliness. • School counselor ignores or does not know how to interpret student assessment data..	• School Counselor shares limited information or School counselor attempts to determine student understanding of assessment results. • School counselor makes only minimal attempts to engage students in selfassessment. • School counselor attempts to use appropriate assessment techniques for the general student population. • School counselor provides feedback that is timely, but not specific or consistent. • School counselor displays limited ability to interpret student assessment data.	• School counselor elicits clear evidence of student understanding of assessment results. • School counselor frequently invites students to engage in self-assessment and provides appropriate strategies for doing so. • School counselor uses assessment techniques that are differentiated. • School counselor provides feedback that is specific, timely, and consistent. • School counselor accurately interprets student assessment data and makes program decisions or recommends courses of action based on data.	• Students demonstrate solid understanding of assessment results and the ability to self-identify needs based on the data. • Students assess their own needs/progress using assessment criteria they have helped establish. • School counselor skillfully determines and uses differentiated assessment techniques for individual students. • School counselor and students discuss high quality feedback that is proactive, pertinent & focused on improvement. • School counselor and individual students meet to interpret assessment data and discuss program direction/individual action plans.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice				
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	School counselor reports, records, and documentation are missing, late or inaccurate, resulting in confusion. School counselor does not understand the importance of safekeeping and maintenance of student records. School counselor does not use student data to guide decision-making.	School counselor's reports, records, and documentation are uneven and occasionally late. School counselor has a basic understanding of the safekeeping and maintenance of student records. School counselor makes scant use of student data to guide decision-making.	School counselor's reports, records, and documentation are submitted in a timely manner. School counselor's practices related to safekeeping and maintenance of student records are consistent with district standards. School counselor uses student date to guide decision-making.	School counselor's practices elated to record keeping are highly systematic and efficient. Maintenance and safe keeping practices serve as a model for colleagues in other schools. School counselor engages parents and students in using student data to guide decision-making. Students contribute information to their portfolios.
Critical Attributes	• School counselor has no system for record keeping. Records are in disarray and provide incorrect and confusing information. • School counselor does not maintain and submit records/reports in a timely manner when requested. • School counselor does not know how to use the data to guide students.	• School counselor has a process for recording information; however, it is out of date, incomplete or inaccurate. • School counselor inconsistently maintains and submits records/reports. • School counselor has limited knowledge of how to use data to guide students.	• School counselor's process for record keeping is efficient and effective. • School counselor consistently maintains and submits records/reports in a timely manner. • School counselor has a clear understanding of how to use data to guide students.	• School counselor collaborates with colleagues regarding best practice for record-keeping and shares systems and processes. • School counselor consistently makes records/reports available to stakeholders to support selfadvocacy and future planning. • School counselor engages and educates appropriate stake holders on how to best use data to guide students.

Component 4c: Communicating with Families, Staff, and Community				
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	School Counselor provides little, if any, information to families, staff or community about the counseling program as a whole or with individual students. School Counselor does not attempt to engage families in the programs offered by the counseling department. Communications with staff and families violate confidentiality guidelines. Some communications contain inappropriate language.	School Counselor provides limited though accurate information to families, staff or community about the counseling program as a whole or with individual students. School Counselor attempts to engage families in the programs offered by the counseling department. School Counselor is somewhat familiar with confidentiality guidelines. Communication may not be sensitive to families.	School Counselor provides thorough and accurate information to families, staff or community about the counseling program as a whole or with individual students. School Counselor frequently engages families in the programs offered by the counseling department. School Counselor consistently follows confidentiality guidelines. Communications are conveyed in a sensitive manner.	School Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. School Counselor engages families in using and contributing to the resources of the counseling department. School Counselor consistently maintains and model's confidentiality for all while appropriately communicating student needs with family, staff and community. School Counselor responds to concerns in a sensitive manner.
Critical Attributes	• School Counselor provides limited or inaccurate information regarding the counseling program to stakeholders. • School Counselor does not comply with school/district procedures for communicating with families. • School Counselor doesn't know who should have access to information or what can be disseminated.	• School Counselor infrequently provides information about the counseling program to stakeholders; parents are randomly informed. • School Counselor complies with school/district procedures for communicating with families but efforts are inconsistent. • School Counselor has limited knowledge of who should have access to information, or does not communicate helpful confidential information to those with whom it would be appropriate.	• School Counselor regularly makes information about the counseling program available and uses more than one means to disseminate information. • School Counselor complies with all school/district procedures for communicating with families and successfully engages them at the appropriate times. • School Counselor is aware of what information is confidential; timing, content, and audience for sharing information is always appropriate.	• School Counselor is innovative in finding multiple means to provide information to stakeholders. • School Counselor complies with all school/district procedures and initiates additional interactions, encouraging collaboration with all stakeholders. School Counselor provides appropriate information at appropriate times. • School Counselor serves as the district consultant for the appropriate dissemination of records and educates all stakeholders about confidentiality policies.

	Component 4f: Showing Professionalism			
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
Level	School Counselor displays dishonesty or unprofessional behavior in interactions with colleagues, students, families and the community. School counselor does not comply with school district and professional regulations even when directed.	School Counselor is honest in interactions and appropriate in professional actions with colleagues, students, families and the community. School Counselor inconsistently advocates for families' or students' social, behavioral or academics needs.	School Counselor displays high standards of honesty, integrity, and professional behaviors in interactions with colleagues, students, families and the community. School Counselor consistently advocates for families' or students' social, behavioral or academic needs. School Counselor fully complies with school, district, and professional regulations.	School Counselor models the highest standards of honesty, integrity, and professional behavior in interactions with other colleagues, students, families and community members. School Counselor provides leadership to colleagues in advocating for families' or students' social, behavioral or academic needs. School Counselor takes on a leadership role regarding implementation of school, district, and professional regulations.
Critical Attributes	• *School Counselor demonstrates lack of honesty and integrity.* • *School Counselor does not exhibit willingness or ability to work collaboratively with other professionals.* • *School Counselor does not notice or advocate for the needs of students and families.* • *School Counselor does not provide opportunities for student success.* • *School Counselor willfully rejects district regulations.*	• *School Counselor demonstrates honesty and general compliance.* • *School Counselor is willing to collaborate occasionally with other professionals.* • *School Counselor notices needs of students and families but is inconsistent in advocating for their needs.* • *School Counselor is inconsistent in providing opportunities for student success.* • *School Counselor complies with district regulations only when prompted.*	• *School Counselor is honest and is known for having high standards of integrity.* • *School Counselor seeks opportunities to participate in ongoing collaboration with professionals.* • *School Counselor actively and consistently advocates for student and family needs.* • *School Counselor consistently provides opportunities for student success.* • *School Counselor continually assesses planned actions to insure compliance with district regulations.*	• *School Counselor provides opportunities for other counselors and staff to engage in professional conversation to ensure shared understanding of honesty and integrity.* • *School Counselor exhibits skill and leadership in professional collaboration.* • *School Counselor takes a leadership role in the school, district and community, proactively advocating for the needs of students and families.* • *School Counselor makes differentiated efforts to ensure opportunities are available for individual students to be successful.*

Media Teacher Rubric

DOMAIN 1 : Planning and Preparation			
Component	**Level of Performance**		
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
1a: Demonstrating Knowledge of Content	*Media Teacher is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.*	*Media Teacher is familiar with the curriculum but cannot articulate connections with literacies and the research process.*	*Media Teacher displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.*	*Media Teacher displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and develops meaningful connections.*
1b: Demonstrating Knowledge of Students	*Media Teacher makes little or no attempt to acquire knowledge of the students' information literacy needs. Media Teacher does not understand the need for this information in planning and developing*	*Media Teacher demonstrates some knowledge of the students' information literacy needs. Media Teacher shows some understanding of this need in planning and developing the collection.*	*Media Teacher demonstrates adequate knowledge of the students' information literacy needs. Media Teacher uses this knowledge in planning and developing the collection.*	*Media Teacher has a thorough knowledge of the students' information literacy needs and uses this knowledge expertly in planning instruction, developing and promoting the resources in the collection.*
1c: Setting Service Delivery Outcomes	*Media Teacher has no clear goals for the media program and does not display a real understanding of the school's instructional goals for the student population.*	*Media Teacher's goals for the media program are rudimentary and indicate a partial understanding of the school's instructional goals for the student population.*	*Media Teacher's goals for the media program are clear and indicate an understanding of the school's instructional goals for a the student population.*	*Media Teacher's goals for the media program are highly appropriate, support the school's instructional goals for the student population, and have been developed following consultations with students and colleagues.*
1d: Demonstrating Knowledge of Resources	*Media Teacher has little awareness of the resources with the school's media collection or resources available electronically, and does not seek resources outside the library media center.*	*Media Teacher is aware of the resources within the school's media collection, as well as resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.*	*Media Teacher has commendable knowledge of the resources within the school's media collection; has knowledge of and the skills to access electronic and/or online resources; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.*	*Media Teacher has an extensive knowledge of the resources within the school's media collection; has knowledge of a variety of electronic and online resources, accompanied with advanced skills for accessing these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.*
1e: Designing Coherent Service Delivery	*Media Teacher has little knowledge of the three literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor.*	*Media Teacher has partial knowledge of the three literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor.*	*Media Teacher has commendable knowledge of the three literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor.*	*Media Teacher has an extensive knowledge of the three literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor. Media Teacher demonstrates ability to differentiate instruction where appropriate.*
1f: Assessing Goal Achievement	*Media Teacher does not collaborate with teachers in planning, implementing, and assessing learning activities.*	*Media Teacher collaborates with some teachers to coordinate the use of the media center and its resources and may provide learning experiences that support instruction.*	*Media Teacher collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies (information, digital, technology).*	*Media Teacher collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies (information, digital, technology).*

DOMAIN 2 : The Classroom Environment				
Component	**Level of Performance**			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
2a: Creating an Environment of Respect and Rapport	*Media Teacher's interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the Media Teacher. Some student interactions are characterized by conflict, sarcasm, or put-downs.*	*Media Teacher's interactions with students and staff are generally polite and respectful but may reflect inconsistencies. Respect toward the Media Teacher is not always evident.*	*Media Teacher demonstrates genuine caring and respect for students and staff. Most students and staff exhibit a mutual respect for the Media Teacher.*	*Media Teacher demonstrates genuine caring and respect for students and staff, and uses praise and positive reinforcement. Students and staff exhibit a high regard for the Media Teacher.*
2b: Establishing a Culture for Goal Achievement	*Media Teacher maintains a controlled and stifling environment not conducive to learning.*	*Media Teacher maintains an environment that is attractive, with expectations that students use the library appropriately.*	*Media Teacher maintains an environment that is inviting, flexible and attractive, with expectations that students be productively engaged.*	*Media Teacher maintains an environment that is inviting, flexible and attractive, with expectations that students are curious, on task and value the media center.*
2c: Managing Procedures	*Media Center policies and procedures are minimal and do not effectively provide access to the resources, the media center, and the expertise of the Media Teacher.*	*Media Center policies and procedures have been established in the areas of circulation and scheduling use of the media center, but sometimes function inconsistently resulting in unreliable access to resources, the facility, and the expertise of the Media Teacher.*	*Media Center policies and procedures have been established in the areas of circulation and scheduling use of the media center to provide adequate access to resources, the facility, and the expertise of the Media Teacher.*	*Media Center policies and procedures have been established in the areas of circulation and scheduling use of the media center to provide optimal, flexible access to resources, the facility, and the expertise of the Media Teacher.*
2d: Managing Compliance/Client Behavior	*There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.*	*It appears the Media Teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.*	*Standards of conduct appear to be clear to students, and the Media Teacher monitors student behavior against those standards. Media Teacher's response to student misbehavior is appropriate and respectful to students.*	*Standards of conduct are clear, with evidence of student participation in setting them. Media Teacher's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.*
2e: Organizing Physical Space	*Media Teacher makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.*	*Media Teacher's efforts to make use of the physical environment are uneven, resulting in occasional confusion. Signage is inconsistent.*	*Media Teacher makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.*	*Media Teacher makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, displays are attractive and inviting.*

	DOMAIN 3 : Instruction			
Component	**Level of Performance**			
	Unsatisfactory (0 points)	**Needs Imp/Developing (1 point)**	**Effective (2 points)**	**Highly Effective (3 points)**
3a: **Communicating Clearly and Accurately**	*Library media program policies, procedures, and services are unclear or confusing to students and teachers. There is no evidence of collaboration in the design and support of instruction.*	*Some of the library media program policies, procedures, and services are unclear or confusing to students and teachers. Media Teacher collaborates in the design and support of instruction when specifically asked to do so.*	*Library media program policies, procedures, and services are clear to students and teachers. Media Teacher initiates collaboration in the design and support of instruction.*	*Library media program policies, procedures, and services are clear to students and teachers. Media Teacher initiates collaboration in the effective design and support of instruction, locating additional resources from sources outside the school.*
3b: **Information Gathering**	*Media Teacher's questions are of poor quality and low level, and there is minimal or no discussion or interaction between Media Teacher and students/teachers.*	*Media Teacher's questions are a combination of low and high quality, and there is some attempt at discussion and interaction between Media Teacher and students/teachers.*	*Media Teacher's questions are of high quality, and there is genuine discussion and interaction between Media Teacher and students/teachers.*	*Media Teacher's questions are uniformly high quality, with adequate for students/teachers to respond. Students/Teachers assume considerable responsibility for the success of the discussion, initiating topics, and making unsolicited contributions.*
3c: **Engaging Students in Goal Achievement**	*Teachers/Students are not engaged in learning/goal achievement due to poor design of instruction, poor grouping strategies, or inappropriate materials.*	*Teachers/Students are somewhat engaged in learning/goal achievement due to uneven design of instruction, grouping strategies, or partially appropriate materials.*	*Teachers/Students are engaged in learning/goal achievement due to effective design of instruction, grouping strategies, and appropriate materials.*	*Teachers/Students are highly engaged in learning/goal achievement, and as a result, take initiative in ensuring the engagement of their peers.*
3d: **Using Assessment in Service Delivery**	*Students are not aware of the criteria by which their learning will be evaluated, and Media Teacher does not monitor student learning. Media Teacher does not assess the library media program.*	*Students are somewhat aware of the criteria by which their learning will be evaluated and monitoring of student learning is uneven. Media Teacher's assessment of the library media program is infrequent.*	*Students are fully aware of the criteria by which their learning will be evaluated and there is frequent monitoring of student learning. Media Teacher routinely assesses the library media program.*	*Students are fully aware of the criteria by which their learning will be evaluated and have contributed to the development of the criteria. Monitoring of student learning is data driven and ongoing. Assessment of the library media program is ongoing.*
3e: **Demonstrating Flexibility and Responsiveness**	*Media Teacher adheres to his or her plan, in spite of evidence of its inadequacy.*	*Media Teacher makes modest changes in the library media program when confronted with evidence of the need for change.*	*Media Teacher makes revisions to the library media program when they are needed.*	*Media Teacher is continually seeking ways to improve the library media program, and makes changes as needed in response to student, parent, or teacher input.*

	DOMAIN 4 : Professional Responsibilities			
Component	**Level of Performance**			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
4a: Reflecting on Practice/Service Delivery	*Media Teacher rarely reflects on the effectiveness of services, resources and instructional strategies, or the reflections are inaccurate or self-serving.*	*Media Teacher's reflection on effectiveness of services, resources, and instructional strategies is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.*	*Media Teacher's reflection provides an accurate and objective description of effectiveness of services, resources, and instructional strategies, citing specific positive and negative characteristics. Media Teacher makes some specific suggestions as to how the media program might be improved.*	*Media Teacher's reflection is highly accurate and perceptive, citing specific examples of effectiveness of services, resources, and instructional strategies. Media Teacher draws on an extensive repertoire to suggest alternative strategies and their likely success.*
4b: Maintaining Accurate Records	*Media Teacher does not maintain accurate or current records that adequately reflect the needs of the library media program.*	*Media Teacher maintains records, including circulation and inventory of resources, statistics of library use, and utilization of media budget. Current records reflect needs to maintain the media program.*	*Media Teacher maintains accurate, fairly current, and accessible records including: circulation and inventory of resources, statistics of library use, and utilization of media budget. These records are reported and reflect needs for a comprehensive media program.*	*Media Teacher maintains accurate, current, and easily accessible records including: circulation and inventory of resources, statistics of library use, and utilization of media budget. These records are assembled, carefully reviewed, and reported in a timely manner. Media Teacher uses data effectively to accurately reflect needs for a progressive and comprehensive media program.*
4c: Communicating with Stakeholders	*Media Teacher makes no effort to communicate with the school community about the library media center program and services.*	*Media Teacher is inconsistent in communicating with the school community about the library media program, new resources, and services.*	*Media Teacher regularly communicates with the school community to keep them informed and to promote the use of the library media program, new resources, and services.*	*Media Teacher effectively and consistently communicates with the school community to keep them informed, to promote the development of the library media program, new resources and services. The Media Teacher actively solicits feedback and input from the school community to improve instruction, program, and services.*
4d: Participating in a Professional Community	*Media Teacher's relationships with colleagues are negative or selfserving, and the Media Teacher avoids being involved in school and district events and projects.*	*Media Teacher's relationships with colleagues are cordial, and the Media Teacher participates in school and district events and projects when specifically requested.*	*Media Teacher participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.*	*Media Teacher makes a substantial contribution to school and district by actively participating in school events and projects, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.*
4e: Growing and Developing Professionally	*Media Teacher makes no attempt to participate in professional development activities, to share knowledge with others, or to assume professional responsibilities.*	*Media Teacher participates in professional activities when convenient, and contributions to the profession are limited.*	*Media Teacher seeks out opportunities for professional development to enhance professional practice. Media Teacher welcomes feedback from colleagues and administrators and participates actively in assisting other educators.*	*Media Teacher actively pursues professional development opportunities through professional reading, memberships, conferences and action research. Media Teacher actively seeks out feedback from colleagues and administrators. Media Teacher makes a substantial contribution to the profession through teaching workshops, writing articles, and making presentations to contribute to the profession on a school, district, state, and national level.*
4f: Demonstrating Professionalism	*Media Teacher does not adhere to professional ethics, displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.*	*Media Teacher displays knowledge of professional ethics, is honest in interactions with colleagues, students, and the public; adherence to copyright laws is inconsistent.*	*Media Teacher displays good knowledge of professional ethics, shows high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.*	*Media Teacher demonstrates a commitment to professional ethics and can be counted on to hold the highest standards of honesty and integrity; takes a leadership role with colleagues in helping to ensure there is no plagiarism or violation of copyright laws.*

Teacher on Special Assignment (TSA) Rubric

DOMAIN 1 : Planning & Preparation			
Component	Level of Performance		
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
1a: Demonstrating Knowledge of Content	*The teacher rarely practices professional competence in the delivery of student services delivery in the contexts of individual, family, school, and community characteristics.*	*The teacher regularly practices professional competence in the delivery of student service in the contexts of individual, family, school, and community characteristics.*	*The teacher consistently applies their knowledge of teaching and learning and factors that impact personal, social and educational decision making for all stakeholders.*	*In addition to meeting proficiency in this component, the teacher is a resource for student, parents, teacher and administrator regarding factors that impact personal, social and educational decision making for all stakeholders.*
1b: Demonstrating Knowledge of Students	*Teacher displays little or no knowledge of child and adolescent development and or student needs, interests and academic programs.*	*Teacher displays partial knowledge of child and adolescent development and or student needs, interests and academic programs.*	*Teacher displays accurate understanding of student needs, interests and academic programs and or the typical developmental characteristics of the age group, as well as exceptions to the general patterns.*	*In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. teacher is also aware and proactive in identifying and meeting student needs, interests and ensuring appropriate placement of students in academic programs.*
1c: Setting Service Delivery Outcomes	*Teacher adheres to the plan or program, in spite of evidence of its inadequacy.*	*Teacher makes modest changes in the counseling program when confronted with evidence of the need for change.*	*Teacher makes revisions in the counseling program when they are needed.*	*Teacher is continually seeking ways to improve the Counseling program and makes changes as needed in response to student, parent, or teacher input.*
1d: Demonstrating Knowledge of Resources	*Teacher demonstrates little or no knowledge of district, state or federal policies and regulations and of resources available for students.*	*Teacher displays awareness of district, state and federal policies and regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.*	*Teacher displays awareness of district, state and federal policies and regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.*	*Teachers knowledge of district, state and federal policies and regulations and of resources is extensive, including those available through the school or district and in the community.*
1e: Designing Coherent Service Delivery	*The teacher has no clear goals for the instructional program, or they are inappropriate for the age of the students or the needs of the school.*	*The teacher's plans for the instructional program are rudimentary and are partially suitable to the situation, the needs of the school and the age of the students.*	*The teacher's goals for the instructional program are clear and appropriate to the situation, the needs of the school and to the age of the students.*	*The teacher's goals for the instructional program are highly appropriate to the situation, the needs of the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.*
1f: Assessing Goal Achievement	*Teacher has no plan to evaluate the program or resists suggestions that such an evaluation is important.*	*Teacher has a rudimentary plan to evaluate the program.*	*Teacher's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.*	*Teacher's evaluation plan is highly sophisticated, with imaginative source of evidence and a clear path toward improving the program on an ongoing basis.*

Component	DOMAIN 2 : The Classroom Environment			
	Level of Performance			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
2a: Creating an Environment of Respect and Rapport	*The teacher's relationship(s) with parents and students are inappropriate and do not promote positive interactions. The teacher makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between student and teachers.*	*The teacher's interactions with others are a combination of both positive and negative. Teacher's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.*	*The teacher's interactions are positive and promote healthy interactions. teacher promotes a culture throughout the school for productive and respectful communication between and among students and teachers.*	*The teacher's interactions are positive and promote healthy interactions. Students seek out the teacher, reflecting a high degree of comfort and trust. The culture in the school for productive and respectful communication between and among students and teachers, while guided by the teacher, is productive and respectful. The teacher often takes a leadership role in promoting positive interpersonal relationships.*
2b: Establishing a Culture for Goal Achievement	*The teacher rarely integrates behavioral supports and mental health services with academic and learning goals for students.*	*The teacher regularly integrates behavioral supports and mental health services with academic and learning goals for students.*	*The teacher consistently synthesizes school wide behavioral data in order to promote positive academic and learning outcomes for students.*	*In addition to meeting proficiency, the teacher applies their expertise of behavior and mental health to positively impact school-wide academic and behavioral trends.*
2c: Managing Procedures	*The teacher rarely promotes the use of evidence-based instructional, behavioral and mental health interventions targeted to the area(s) of concern based on multiple sources of assessment data.*	*The teacher regularly promotes the use of evidence-based instructional, behavioral and mental health interventions targeted to the area(s) of concern based on multiple sources of assessment data.*	*The teacher consistently promotes the use of evidence-based instructional, behavioral and mental health interventions targeted to the area(s) of concern and analyzes the effectiveness of the interventions.*	*In addition to meeting proficiency in this component, the teacher provides continuous feedback regarding the effectiveness of the intervention(s) and supports the intervention provider accordingly.*
2d: Managing Compliance/Client Behavior	*Teachers relationships with colleagues are negative or selfserving, and teacher avoids being involved in school and district events and projects. teacher does not assess student needs, or the assessment results are not accurate.*	*Teachers relationships with colleagues are cordial and teacher participates in school and district events and projects when specifically requested. Teachers assessments of student needs are perfunctory.*	*Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. teacher assesses student needs and knows the range of student needs in the school.*	*Teacher makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. teacher conducts detailed and individualized assessments of student needs to contribute to program planning.*
2e: Organizing Physical Space	*The teacher does not incorporate various techniques for data collection, measurement, analysis, accountability and use of technology resources in evaluation of services at the individual, group, and /or systems levels.*	*The teacher regularly incorporates various techniques for data collection, measurement, analysis, accountability and use of technology resources in evaluation of services at the individual, group, and /or systems levels.*	*The teacher consistently incorporates various techniques for data collection, measurement, analysis, accountability, and use of technology resources in evaluation of services at the individual, group, and/or systems levels.*	*In addition to meeting proficiency in this component, the teacher impacts systems change as a result of the evaluation of services at the individual, group, and/or systems level.*

	DOMAIN 3 : Instruction			
Component	**Level of Performance**			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
3a: Communicating Clearly and Accurately	*Teacher provides no information or inaccurate information to families, either about the educational program as a whole or about individual students.*	*Teacher provides limited though accurate information to families about the program as a whole and about individual students.*	*Teacher provides thorough and accurate information to families about the program as a whole and about individual students.*	*Teacher provides thorough and accurate information to families. Teacher is proactive in providing information to families about the program and about individual students through a variety of means.*
3b: Information Gathering	*The teacher does not collect data from multiple sources as a foundation for decision-making and considers ecological factors (e.g., classroom, family, community characteristics) as a context for assessment and intervention.*	*The teacher regularly collects data from multiple sources as a foundation for decision-making.*	*The teacher consistently collects data from multiple sources and uses on-going progress monitoring data to determine the effectiveness of the interventions.*	*In addition to meeting proficiency in this component, the teacher assumes a leadership position in data analysis and technology resources in order to improve education and behavioral outcomes.*
3c: Engaging Students in Goal Achievement	*Teachers program is independent of student needs and does not help students and teachers formulate academic, personal/social, and career plans.*	*Teacher attempts to help students and teachers formulate academic, personal/social and teachers formulate academic, personal/social, and career plans are partially successful.*	*Teacher attempts to help students and teachers formulate academic, personal/social and teachers formulate academic, personal/social, and career plans are successful.*	*Teacher helps individual students and teachers formulate academic, personal/social and career plans effectively and efficiently. teacher conducts detailed and individualized assessments of student needs to contribute to individual planning.*
3d: Using Assessment in Service Delivery	*The teacher rarely evaluates services, programs, academic or behavioral achievement at the individual group and/or systems level.*	*The teacher regularly incorporates data in evaluation of services, programs, academic or behavioral achievement at the individual group and/or systems level.*	*The teacher consistently incorporates various techniques for data collection, measurement, analysis, accountability, and use of technology resources in evaluation of services, programs, academic or behavioral achievement at the individual group and/or systems level.*	*In addition to meeting proficiency in this component, the teacher impacts system change as a result of the evaluation of services, programs, academic or behavioral achievement at the individual group and/or systems level.*
3e: Demonstrating Flexibility and Responsiveness	*Teacher adheres to the plan or program, in spite of evidence of its inadequacy.*	*Teacher makes modest changes in the educational program when confronted with evidence of the need for change.*	*Teacher makes revisions in the educational program when they are needed.*	*Teacher is continually seeking ways to improve the educational program and makes changes as needed in response to student, parent, or teacher input.*

	DOMAIN 4 : Professional Responsibilities			
Component	**Level of Performance**			
	Unsatisfactory (0 points)	Needs Imp/Developing (1 point)	Effective (2 points)	Highly Effective (3 points)
4a: Reflecting on Practice/Service Delivery	Teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	Teachers reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Teachers reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. teacher makes some specific suggestions as to how the educational program might be improved.	Teachers reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. teacher draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining Accurate Records	Teachers reports, records, and documentation are missing, late, or inaccurate, resulting in confusion and misinformation or mis-advisement.	Teachers reports, records, and documentation are generally accurate but are occasionally late.	Teachers reports, records, and documentation are accurate and are submitted in a timely manner.	Teachers approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with Stakeholders	Teacher provides no information to families, either about the educational program as a whole or about individual students.	Teacher provides limited though accurate information to families about the educational program as a whole and about individual students.	Teacher provides thorough and accurate information to families about the educational program as a whole and about individual students.	Teacher is proactive in providing information to families about the educational program and about individual students through a variety of means.
4d: Participating in a Professional Community	Teachers relationships with colleagues are negative or selfserving, and teacher avoids being involved in school and district events and projects.	Teachers relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Growing and Developing Professionally	The teacher rarely engages in professional development activities and does not stay abreast of developments in the field.	The teacher regularly engages in professional development activities and stays abreast of developments in the field.	The teacher actively engages in lifelong learning and strategically aligns their professional development activities to enhance their ongoing professional growth.	In addition to meeting proficiency in this component, the teacher applies the knowledge learned from the professional development activities to trainings and workshops for school staff, students, parents, and/or other professional groups.
4f: Demonstrating Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Appendix D – Student Performance Measures

Student Performance Measures

Teaching Assignment		Assessment(s)	Performance Standards
Pre-K	**Pre-K (3-year-olds)**	ASQ	Benchmarks for assigned students
	Pre-K (4-year-olds)	F.A.ST. Assessment	Proficiency & Growth (SGP) for assigned students
K-2	**K-2 (General Ed.)**	F.A.ST. Assessment Reading & Math (PM3)	*Proficiency & Growth (SGP) for assigned students*
	K-2 (Self Contained ESE)	BDI-3 / Brigance	Pre/Post Growth Measure
	K-2 (Inclusion ESE)	F.A.ST. Assessment (K-2)	*Proficiency & Growth (SGP) for assigned students*
3rd -5th	**3rd Grade (General Ed.)**	F.A.ST. ELA & Math (PM3)	*Proficiency & Growth for assigned students*
	4th Grade (General Ed.) • **Self- Contained** • **English/Language Arts** • **Mathematics**	FAST - State VAM * ELA / Math VAM * ELA VAM * Math VAM	*Proficiency & Learning Gains for assigned students*
	4th Grade (Science)	District EOC	*Prof./Growth of students on District EOC*
	4th Grade (Social Studies)	District EOC	*Prof./Growth of students on District EOC*
	5th Grade (General Ed.) • **Self-Contained** • **English /Language Arts** • **Mathematics**	FAST - State VAM * ELA / Math VAM * ELA VAM * Math VAM	*Proficiency & Learning Gains for assigned students*
	5th Grade (Science)	NGSSS Science Assessment & District Assessment	*Proficiency & Growth Measure on Assessments*
	5th Grade (Social Studies)	District EOC	*Prof./Growth of students on District EOC*
	3rd - 5th • **ESE Self-Contained**	Florida Alternate Assessment	*Proficiency on FAA*
	3rd - 5th • **ESE Inclusion**	F.A.S.T.	*Proficiency/Gains Assigned Students*
K-5 Special Area	**Physical Education**	District EOC	*Growth on District Assessment (Pre/Post)*
	Music	Performances	*Rating*
	Guidance	School VAM	*Performance of School 's Teachers*
	Technology	School VAM	*Performance of School 's Teachers*
Middle School (6th-8th)	**6th - 8th Grades** • **English/Language Arts**	FAST Assessment	*State VAM for assigned students*
	6th - 8th Grades • **Mathematics**	FAST Assessment	*State VAM for assigned students*
	Algebra I	Algebra I EOC	State VAM for Algebra I students
	Science • **6th & 7th Grades**	District EOC	*Growth/Proficiency on District EOC*
	Science • **8th Grade**	NGSSS Science	*Proficiency on 8th Grade NGSSS Science Assessment*
	Social Studies • **6th & 8th Grades**	District EOC	*Growth/Proficiency on District EOC*

6th-8th Special Area	**Social Studies** • 7th Grade	Civics EOC	*Proficiency on Civics EOC*
	6th - 8th • ESE Self-Contained	Florida Alternate Assessment	*Proficiency on FAA for assigned students*
	6th - 8th • ESE Inclusion	FAST Assessments	*Proficiency/Growth for assigned students*
	CTE Teacher	Certification Assessments	*% Proficient on Certification Exams*
	Physical Education	District EOC	*Growth/Improvement (Pre/Post Test)*
	Music	Performances	*Rating*
	Technology	School VAM	*Performance of School 's Teachers*
	Guidance	School VAM	*Performance of School 's Teachers*
9th – 12th (High School)	**English 1, Reading 1**	State VAM	*Prof./Growth on FAST Assessment*
	English 2, Reading 2	State VAM	*Prof./Growth on FAST Assessment*
	English 3, Reading 3	FAST Retakes & District Measure	*Prof./Growth on FAST & District Assessment*
	English 4, Reading 4	FAST Retakes & District Measure	*Prof./Growth on FAST & District Assessment*
	Algebra 1; Algebra 1 Honors; Algebra 1B	State VAM	*Proficiency/Growth on Algebra I EOC*
	Geometry; Geometry Honors	Geometry EOC	*Proficiency on Geometry EOC*
	Liberal Arts Math	District EOC	*Prof./Growth (Pre/Post Test) District EOC*
	Algebra II	District EOC	*Prof./Growth (Pre/Post Test) District EOC*
	Biology 1; Biology 1 Honors	Biology EOC	*Proficiency on Biology EOC*
	United States History	US History EOC	*Proficiency on US History EOC*
	ROTC	District EOC	*Prof./Growth (Pre/Post Test) District EOC*
	World History	District EOC	*Prof./Growth (Pre/Post Test) District EOC*
	Physical Science	District EOC	*Prof./Growth (Pre/Post Test) District EOC*
	Earth Space Science	District EOC	*Prof./Growth (Pre/Post Test) District EOC*
	HOPE P.E.	District EOC	*Growth (Pre/Post Test) on District EOC*
	Physical Education	District EOC	*Growth (Pre/Post Test) on District EOC*
	ESE Self Contained	Florida Alternate Assessment	*Proficiency of assigned students*
	ESE Inclusion	State Assessment Scores	*Proficiency/Growth of specific assigned students*
	Reading Intervention	State VAM	*Proficiency/Growth of specific assigned students*
	Math Intervention	Algebra I EOC retake	*Proficiency of Retake score of assigned students*
	CTE Courses (Welding, CMAA, Ag, ServSafe, Adobe, MOS)	CTE Certification Exams	*% of students passing*
	District Non-Classroom Instructional Personnel	School VAM	*Performance of School 's Teachers*
	Guidance Counselors	School VAM	*Performance of School 's Teachers*
	Technology	School VAM	*Performance of School 's Teachers*
	Music / Band	Performances	*Rating*
	Credit Recovery	Rubric	*Position Rubric Rating*

Appendix E – Summative Evaluation Forms

The process of assigning the final rating for all instructional staff members is calculated using fifty percent (50%) instructional practices and 50% instructional performance/student growth. The final evaluation score is determined by adding these components for a final score assigned by the supervisor.

SUMMATIVE EVALUATION		
Instructional Practice Score (50%)		
Formal Observations	*Avg. component score / 3 (possible rubric points) = avg. score * 100= Total points *.50=*	*Formal Score*
Informal Observations	*Avg. component score / 3 (possible rubric points) = avg. score * 100= Total points *.25=*	*Informal Score*
Walkthrough Observations	*Avg. component score / 3 (possible rubric points) = avg. score * 100= Total points *.25=*	*Walkthrough Score*
Student Performance Score (50%)		
Score earned from State VAM or Local District Measure	*Score Rating * .50*	*Student Performance Score*
OVERALL SCORE *Instructional Practice + Student Performance*		

LIBERTY COUNTY SCHOOL DISTRICT
Summative Evaluation Score

(Enter Employee Name)
SCHOOL YEAR

DESCRIPTION	Points Earned	Possible Points	Final Rating Formula
Instructional Practices	0.000	50	0.00%
Instructional Performance/Student Growth	0.000	50	0.00%
Total Evaluation	0.000	100	**0.00%**

Evaluation Rating   **Enter Evaluation Rating**

Summative Evaluation Score Scale

Highly Effective	75 -100
Effective	50 - 74
Needs Improvement	29 - 49
Unsatisfactory	0 - 28

Teacher Signature: **Date:**

Supervisor Signature: **Date:**

Signatures above indicate that the (Enter School Yr.) Summative Evaluation Score was discussed and reviewed with the Instructional Staff member.