

# School District of Hamilton 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-2018, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

### Instructions

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

Before submitting, ensure the document is titled and paginated.

### Submission

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

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

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### Part I: Evaluation System Overview

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

The purpose of this evaluation system is to establish procedures for assessing the performance of all instructional, administrative, and supervisory personnel. Furthermore, this evaluation system is designed to develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of instructional personnel. The primary purpose of this redeveloped evaluation system is to increase student learning growth by improving the quality of instructional, administrative, and supervisory service.

In addition to the requirement of Florida Statutes, the Department of Education has developed and disseminated guidelines for developing performance appraisal systems. These systems must support and promote school improvement, focus on student growth and achievement, provide opportunities for parent input, and establish criteria for continuous quality improvement of the professional skills of instructional personnel which will result in measurable student growth.

The Hamilton County Instructional Employee Performance Appraisal System was designed to enhance organizational quality, ensure self-esteem, promote professional development, and increase student achievement. This system specifically focuses on the organizational purpose as well as the individual aspirations of instructional staff.

Generally, the guidelines can be summarized as follows:

- Fairness, equity, and legal soundness.
- Allocation of time for supervisors to plan, coach, and counsel individuals for higher levels of performance.
- Established procedures for the collection, retrieval, and use of data to provide feedback to an individual, a team, and the system.
- Data-based personnel decisions including rewarding and recognizing high performance through a variety of means.
- Focus on student achievement and the specific conditions of the site in establishing expectations.
- The negotiation of expectations, criteria, outcomes, and competencies based on the conditions of the work site.
- Growth of the individual and the continuous improvement of the organization.
- Annual assessment based on the experience and performance of the individual.

- Two levels of appraisal:
  - a. Documentation of generic competencies in the early stages of a position.
  - b. Development in the later stages of the same position.
- Orientation on the system and skill development in observing, mentoring, coaching and counseling for those impacted by the appraisal system.

This evaluation system consists of multiple dimensions aimed at promoting continuous school improvement. The first dimension spans the length of a person's career and is designed to provide growth and development while supporting increased performance. The results/outcome component is a systems approach to providing organizational growth. These outcomes are influenced by the employee interacting with special conditions within a job that exists at a specific work site, which may be impacted by the individual developmental continuum of the employee. This assessment system has been designed based on the following:

- School Improvement Plans;
- Organization beliefs, mission, and purpose;
- Practices that are reflective of school research;
- Local, specific job descriptions;
- Measurable criteria with specifically identifiable source codes;
- Practices and/or results that are compatible with human resources development models that focus both on the employee and the system purpose;
- The concept that performance appraisal for an individual is finalized only after thorough planning sessions that include extensive appraisee input;
- A design model that provides for quantity, quality, cost effectiveness and timelines, and which may be performed within an appropriate span of control;
- The concept that data should be collected from a variety of sources which may be identified;
- Current research which provide best component practices for employee performance appraisal;
- The situational context of the employee service.

### Part II: Evaluation System Requirements

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

#### System Framework

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

#### Training

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

#### Data Inclusion and Reporting

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

### Evaluation Procedures

- ☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- ☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- ☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
  - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
  - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
  - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
  - The evaluator must discuss the written evaluation report with the employee.
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
  - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

### Use of Results

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

### Notifications

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

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

### District Self-Monitoring

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



## Part III: Evaluation Procedures

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

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Within the first two weeks of school	Meetings, In-service Trainings
Newly Hired Classroom Teachers	New teacher orientation prior to pre-planning	Onboarding Training
Late Hires	Within the first two weeks of employment	Onboarding Training

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
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year	1	Spring	Within 10 days of the observation
Hired after the beginning of the school year	2	Fall, Spring	Within 10 days of each observation
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year	2	Fall, Spring	Within 10 days of each observation

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Hired after the beginning of the school year	2	Fall, Spring	Within 10 days of each observation
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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
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year	1	Spring	Within 10 days of the summative evaluation
Hired after the beginning of the school year	2	Fall, Spring	Within 10 days of each summative evaluation
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year	2	Fall, Spring	Within 10 days of each summative evaluation
Hired after the beginning of the school year	2	Fall, Spring	Within 10 days of each summative evaluation

## Part IV: Evaluation Criteria

### A. Instructional Practice

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

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Hamilton County, instructional practice accounts for **66.7%** 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.

#### 1.0 PLANNING/PREPARATION

- 1.1 Create long-range plans based on a review of state content standards, student-needs, and district/school instructional priorities.
- 1.2 Define learning goals with objectives for the unit and daily plans including standards-based rubrics for performance assessments and/or tasks.
- 1.3 Lesson plans demonstrate knowledge of the content, relationships between important concepts, instructional strategies, and organization of activities in an appropriate sequence.
- 1.4 Lesson plans are revised and/or differentiated based on student needs.
- 1.5 Plan and prepare lessons that require students to engage in rigorous activities and content aligned with state standards.
- 1.6 Uses data prior to planning instruction.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>1.1 Create long-range plans based on a review of state content standards, student-needs, and district/school instructional priorities.</b>				

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<b>Design</b> <i>(Correlates with Domain Indicator 1.1)</i>	<ul style="list-style-type: none"> <li>– Analyzes student needs to develop long range plans.</li> <li>– Monitors and adjusts lesson plans throughout the semester/year based on data and progress monitoring.</li> <li>– Shares findings and conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes state standards consistently throughout the year.</li> <li>– Collaborate with colleagues on strategies that are effective.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some understanding of the district priorities and state content standards and sometimes addresses them in lesson plans.</li> <li>– Lesson plans address state standards.</li> </ul>	<ul style="list-style-type: none"> <li>– District priorities and State content standards are not a part of the long range or daily planning process.</li> <li>– Lesson plans are incongruent with the state standards.</li> </ul>
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>1.2 Define learning goals with objectives for the unit and daily plans including standards-based rubrics for performance assessments and/or tasks.</b>				
<b>Pedagogy</b> <i>(Correlates with Domain Indicator 1.2)</i>	<ul style="list-style-type: none"> <li>– Goals and objectives are based on content standards and needs of students.</li> <li>– Rubrics are utilized in lesson planning where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>– Goals and objectives are aligned with the state curriculum standards. Learning outcomes are clearly stated in lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with colleagues to plan lessons that align with district and state content standards.</li> <li>– Learning outcomes are sometimes included in lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>– Relies on textbook to plan and prepare for the lesson.</li> </ul>
<b>1.3 Lesson plans demonstrate knowledge of the content, relationships between important concepts, instructional strategies, and organizes activities in an appropriate sequence.</b>				
<b>Planning</b> <i>(Correlates with Domain Indicator 1.3)</i>	<ul style="list-style-type: none"> <li>– Sequences a variety of strategies and activities to create lessons that are rigorous, relevant, and meets the needs of diverse learners.</li> <li>– Learning outcomes, goals and objectives are clearly connected to content standards.</li> <li>– Students use essential questions and outcomes to direct their individual learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>– Instruction aligned to standards with differentiation based on student needs.</li> <li>– Lesson plans consistently have rigor and content relevance.</li> <li>– Lesson plans link instruction to lesson outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>– Lesson plans lack: <ul style="list-style-type: none"> <li>• strategies to engage students</li> <li>• relationships between concepts</li> <li>• appropriate sequencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Lesson objectives, outcomes, nor strategies are stated in lesson plans.</li> </ul>

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>1.4 Lesson plans are revised and/or differentiated based on students' needs.</b>				
<b>Student Needs</b> <i>(Correlates with Domain Indicator 1.4)</i>	<ul style="list-style-type: none"> <li>– Lesson plans meet the needs of diverse learners.</li> <li>– Adapts and/or modifies materials and resources to meet the objectives and learning needs of all students.</li> <li>Reviews and analyzes a variety of data to adjust instruction for the class and individual students.</li> </ul>	<ul style="list-style-type: none"> <li>– Lesson plans are differentiated based on student needs.</li> <li>– Adapts and/or modifies materials and resources to meet the objectives and learning needs of most students.</li> <li>Reviews available data including item analysis to adjust instruction for the class.</li> </ul>	<ul style="list-style-type: none"> <li>– Lesson plans lack strategies of differentiation for student needs.</li> <li>– Adapts and/or modifies materials and resources to meet the objectives and learning needs of some students.</li> </ul>	<ul style="list-style-type: none"> <li>– Lesson plans are written and followed with little attention to student needs or outcomes.</li> <li>Does not adapt and/or modify materials or resources to meet the objectives and learning needs of students.</li> </ul>
<b>1.5 Plan and prepare lessons that require students to engage in rigorous activities and content aligned with state standards.</b>				
<b>Quality</b> <i>(Correlates with Domain Indicator 1.5)</i>	<ul style="list-style-type: none"> <li>– Lesson plans are rigorous and demanding in content and engagement.</li> <li>– Lesson plans make connections to prior lessons, student interests, real world situations or other content areas.</li> </ul>	<ul style="list-style-type: none"> <li>– Lesson plans require the use of higher level thinking skills.</li> <li>– Lesson plans include connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Lesson plans rely on textbooks or previous plans. Lesson plans occasionally include higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Lesson plans only address lower levels of thinking and lack rigor.</li> </ul>
<b>1.6 Uses data prior to planning instruction.</b>				
<b>Assessments</b> <i>(Correlates with Domain Indicator 1.6)</i>	<ul style="list-style-type: none"> <li>– Confers with colleagues to gather data on individual student needs and progress and plans accordingly.</li> <li>– Revises lesson plans based on data for individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses data from ongoing formative and summative assessments to align lesson plans for the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes summative assessment data in lesson planning.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not check for prior understanding before creating lesson plans.</li> </ul>

## 2.0 LEARNING AND RESOURCE MANAGEMENT

- 2.1 Establish and maintain a positive, organized, and safe learning environment in which students are actively engaged from bell to bell.
- 2.2 Maintain academic focus by using a variety of motivational techniques.
- 2.3 Establish, communicate, and use behavior management techniques which are appropriate and effective.
- 2.4 Establish and communicate routines and procedures and work with students on consistently following them.
- 2.5 Maintain instructional momentum with smooth and efficient transitions from one activity to another.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>2.1 Establish and maintain a positive, organized, and safe learning environment in which students are actively engaged from bell to bell.</b>				
<b>Learning Environment</b> <i>(Correlates with Domain Indicator 2.1)</i>	Facilitate students to collaborate and maintain a positive, respectful and non-threatening learning environment bell to bell.	Maintains a positive, respectful and non-threatening learning environment where students are engaged from bell to bell.	– Factors necessary for a positive learning environment are not consistently implemented. Students often not engaged from bell to bell.	– Interactions are often disrespectful, uncaring and negative. Students not engaged from bell to bell.
<b>2.2 Maintain academic focus by using a variety of motivational techniques.</b>				
<b>Techniques</b> <i>(Correlates with Domain Indicator 2.2)</i>	– Maintains academic focus through a variety of motivational techniques. Students are actively engaged in the learning process and take responsibility for their learning.	– Maintains academic focus through a motivational technique. Students are actively engaged in the learning process.	– Does not consistently maintain academic focus. Not all students are engaged in the learning process.	– Lacks academic focus. Students are frequently off-task and not engaged in the learning process.

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Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>2.3 Establish, communicate, and use behavior management techniques which are appropriate and effective.</b>				
<b>Behavior Management</b> <i>(Correlates with Domain Indicator 2.3)</i>	<ul style="list-style-type: none"> <li>– Anticipates student behavior and prevents problems.</li> <li>– A wide variety of effective behavior management techniques have been established and utilized.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently monitors student behavior.</li> <li>– Effective behavior management techniques have been established and utilized.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student behavior.</li> <li>– Behavior management techniques are not consistently applied, resulting in behavior problems.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely monitors student behavior.</li> <li>– Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.</li> </ul>
<b>2.4 Establish and communicate routines and procedures and work with students on consistently following them.</b>				
<b>Routines</b> <i>(Correlates with Domain Indicator 2.4)</i>	<ul style="list-style-type: none"> <li>– Maximizes instructional time and minimizes interruptions by instilling classroom routines that are followed effortlessly by all students.</li> <li>– Students assist with managing, distributing, and collecting materials and equipment without prompting.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes and posts routines but students require prompting to follow them.</li> <li>– Teacher manages the distribution and collection of materials and equipment with or without student assistance.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes routines but they are not followed by all students or maintained by the teacher, resulting in the loss of instructional time.</li> <li>– Developing routines and procedures for managing, distributing, and collecting materials and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established routines and instructional time is lost for routine tasks and interruptions.</li> <li>– Has not established procedures for managing, distributing, and collecting materials and equipment.</li> </ul>
<b>2.5 Maintain instructional momentum with smooth and efficient transitions from one activity to another.</b>				
<b>Transitions</b> <i>(Correlates with Domain Indicator 2.5)</i>	<ul style="list-style-type: none"> <li>– Transitions are smooth with students assuming responsibility; no instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Transitions are smooth; little instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Smooth transitions do not always occur, resulting in a loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>– Transitions result in lost instructional time and behavior problems.</li> </ul>

**3.0 INSTRUCTION AND ASSESSMENT**

- 3.1 Demonstrate knowledge and understanding of curriculum content.
- 3.2 Communicate high expectations for learning for all students.
- 3.3 Provide clearly stated learning goals with expected outcomes accompanied by scales or rubrics that describe levels of performance relative to the learning goal.
- 3.4 Monitor learning activities, provide feedback, and adjust instruction to meet student needs.
- 3.5 Use a variety of instructional strategies and/or modifications/accommodations for all students including those with special needs or diverse backgrounds.
- 3.6 Organize the class and use appropriate strategies to enhance critical and creative thinking through problem solving and complex tasks for all students.
- 3.7 Engage students in activities that link prior knowledge to new content, other subject areas, and/or careers for relevant learning experiences.
- 3.8 Conducts progress monitoring through use of a variety of diagnostic, summative, and formative assessments to check comprehension and adjusts instruction based on these assessments.
- 3.9 Require student goal setting and assist in developing and monitoring their plan for academic improvement.
- 3.10 Use appropriate technology in instructional delivery to establish an atmosphere of active learning.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>3.1 Demonstrate knowledge and understanding of curriculum content.</b>				
<b>Knowledge of Content</b> <i>(Correlates with Domain Indicator 3.1)</i>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> <li>– Sparks student excitement and interest in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> <li>Connects the content to other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors with correction.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> <li>Does not make connections to other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Explanations are unclear and fail to build student understanding of key concepts.</li> <li>– Consistently makes content errors without correction.</li> <li>– Does not emphasize key points or make connections to other areas or disciplines.</li> <li>– Students are confused but instruction continues as planned.</li> </ul>



<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>3.2 Communicate high expectations for learning for all students.</b>				
<b>Expectations</b> <i>(Correlates with Domain Indicator 3.2)</i>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications and monitoring student growth.</li> <li>– Students value academic success as evidenced by the quality and pride in their work.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates high expectations for learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not communicate high expectations for learning and achievement.</li> </ul>
<b>3.3 Provide clearly stated learning goals with expected outcomes accompanied by scales or rubrics that describe levels of performance relative to the learning goal.</b>				
<b>Goal Focus</b> <i>(Correlates with Domain Indicator 3.3)</i>	<ul style="list-style-type: none"> <li>– Posts and discusses essential questions, goals, rubrics or exemplars.</li> <li>– Outcomes are correlated with state standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Student goals, objectives, essential questions, or outcomes are stated and displayed and are correlated with state standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Stated or displayed learning objectives of each lesson are not always correlated with state standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not state or display student goals, objectives, outcomes, or essential questions.</li> </ul>

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>3.4 Monitor learning activities, provide feedback, and adjust instruction to meet student needs.</b>				
<b>Monitoring and Feedback</b> <i>(Correlates with Domain Indicator 3.4)</i>	<ul style="list-style-type: none"> <li>– Utilizes and/or administers multiple assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Makes ongoing adjustments in teaching strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Provides learners timely and consistent feedback.</li> <li>– Monitors classroom performance and adjusts teaching strategies.</li> <li>– Corrects and provides specific academic praise.</li> <li>– Re-teaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands the importance of feedback but fails to consistently provide high quality feedback in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not monitor student learning.</li> <li>– Fails to provide quality feedback.</li> </ul>
<b>3.5 Use a variety of instructional strategies and/or modifications/accommodations for all students including those with special needs or diverse backgrounds.</b>				
<b>Individual Student Needs</b> <i>(Correlates with Domain Indicator 3.5)</i>	<ul style="list-style-type: none"> <li>– Meets the learning needs and accommodates the learning styles of all students by differentiating and scaffolding so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs and diverse backgrounds, but meets with little success.</li> <li>– Misses opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated instruction for students with special needs and diverse backgrounds.</li> <li>– Displays little knowledge of student needs.</li> </ul>

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>3.6 Organize the class and use appropriate strategies to enhance critical and creative thinking through problem solving and complex tasks for all students.</b>				
<b>Instructional Strategies</b> <i>(Correlates with Domain Indicator 3.6)</i>	<ul style="list-style-type: none"> <li>– Implements multiple teaching strategies, materials and groupings to involve and motivate all students.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> <li>– Technology use is seamless in lesson design, delivery and student and teacher use.</li> </ul>	<ul style="list-style-type: none"> <li>– Implements three or more teaching strategies, materials and classroom groupings to foster student learning.</li> <li>– Incorporates activities (including technology) designed to foster higher level thinking and problem solving.</li> <li>– Most students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses one or two teaching strategies, materials and groupings.</li> <li>– Lessons do not actively involve all students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Teaching strategies or types of materials fail to reach most students.</li> <li>– Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>
<b>3.7 Engage students in activities that link prior knowledge to new content, other subject areas, and/or careers for relevant learning experiences.</b>				
<b>Prior Knowledge</b> <i>(Correlates with Domain Indicator 3.7)</i>	<ul style="list-style-type: none"> <li>– Fully explains concepts and connects prior knowledge to other subject areas, careers, disciplines, or prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>– Connects prior knowledge to other subject areas, careers, or disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to make some connections between prior knowledge, subject areas, careers, or disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not make connections to other content areas, careers, disciplines, or prior knowledge.</li> </ul>

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>3.8 Conducts progress monitoring through use of a variety of formative assessments to check comprehension and adjusts instruction based on these assessments.</b>				
<b>Progress Monitoring</b> <i>(Correlates with Domain Indicator 3.8)</i>	<ul style="list-style-type: none"> <li>Utilizes and/or administers multiple diagnostic, summative, and/or formative assessments to assess student understanding and mastery of content per grading period.</li> <li>Adjusts instruction accordingly based on assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently checks for understanding and re-teaches as appropriate.</li> <li>Utilizes and/or administers formative assessments to assess student understanding and mastery of content.</li> <li>Adjusts instruction accordingly based on assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Administers required progress monitoring assessments.</li> <li>Fails to adjust instruction based on progress monitoring or formative assessment.</li> <li>Questions students of their understanding during the lesson, but often does not follow up.</li> <li>Fails to consistently use formative assessments to assess student understanding and mastery.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to utilize formative assessments/comprehension checks for progress monitoring.</li> </ul>
<b>3.9 Require student goal setting and assist in developing and monitoring their plan for academic improvement.</b>				
<b>Student Goal Setting</b> <i>(Correlates with Domain Indicator 3.9)</i>	<ul style="list-style-type: none"> <li>Models appropriate goal setting.</li> <li>Students participate in goal setting and develop strategies for analyzing their progress.</li> <li>Creates opportunities for learners to monitor and analyze their own progress.</li> </ul>	<ul style="list-style-type: none"> <li>Models the goal setting process by sharing examples of goals, strategies, and monitoring systems with students.</li> <li>Asks students to set attainable, individual goals and an action plan to monitor their plans so they are knowledgeable about their progress.</li> </ul>	<ul style="list-style-type: none"> <li>Does not consistently assist students with goal setting using exemplars, anchor papers, and individual data.</li> <li>Does not assist students in monitoring their own progress and assuming responsibility for their own learning.</li> <li>Goals established are not attainable.</li> </ul>	<ul style="list-style-type: none"> <li>Permits students to move along in the instructional process regardless.</li> <li>Does not assist students in goal setting.</li> </ul>

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>3.10 Use appropriate technology in instructional delivery to establish an atmosphere of active learning.</b>				
<b>Delivery and Engagement</b> <i>(Correlates with Domain Indicator 3.10)</i>	<ul style="list-style-type: none"> <li>– Seeks out and envisions novel ways for using technology to deliver content.</li> <li>– Uses technology to earn students interest and desire to continue with the learning task.</li> <li>– Uses technology to maximize learning.</li> <li>– Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the learning process.</li> <li>– Collaborates with others to create ways for students to become authentically engaged in the learning process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to deliver content in a variety of ways.</li> <li>– Uses technology to increase the use of higher level thinking skills.</li> <li>– Collaborates with other teachers to plan lessons that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to explore the occasional use of technology to engage students in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.</li> <li>– Is beginning to explore available technology but fails to implement technology in the instructional process.</li> </ul>

#### 4.0 PROFESSIONAL RESPONSIBILITIES

- 4.1 Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
- 4.2 Perform assigned duties in an accurate and timely manner and demonstrate attention to punctuality, attendance, records, and reports.
- 4.3 Maintain confidentiality of student records.
- 4.4 Support school initiatives by active participation in school activities, services, and programs.
- 4.5 Comply and assist in enforcement of school rules, administrative regulations, and Board policies.
- 4.6 Establish testing environment and administer tests in accordance with directions provided to ensure test security.
- 4.7 Communicate effectively, orally and in writing, with students, parents, and community.
- 4.7 Collaborates in a timely manner with students, parents, school staff, and other appropriate persons to meet students' needs and maintain positive relationships.
- 4.9 Work with other teachers in curriculum development, special activities, and sharing ideas and resources.
- 4.10 Communicates in understandable terms individual student progress to the students, parents, and colleagues who need access to the information.
- 4.11 Attend and actively participate in continuing improvement of instructional practices, learning theories, curriculum standards, and subject area content through professional learning opportunities as provided by the school, district, and/or state.
- 4.12 Collaborate and assist others in acquiring new knowledge and understanding.

## Instructional Evaluation System

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>4.1 Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.</b>				
<b>Ethical Behavior</b> <i>(Correlates with Domain Indicator 4.1)</i>	<ul style="list-style-type: none"> <li>– Is able to recognize challenging situations that conflict with professional values.</li> <li>– Takes appropriate action and communicates to correct difficult situations.</li> <li>– Consistently demonstrates exemplary attitude and conduct.</li> <li>– Is always ethical and honest and uses good judgment.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates honesty, even in difficult situations.</li> <li>– Demonstrates adherence to professional values.</li> <li>– Dresses and communicates professionally.</li> <li>– Acknowledges errors.</li> <li>– Is ethical and honest and uses good judgment.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands the importance of integrity, honesty, personal responsibility, and professional conduct.</li> <li>– Sometimes uses questionable judgment.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not adhere to The Code of Ethics and the Principles of Professional Conduct.</li> <li>– Acts in an unethical or ethically questionable manner and uses poor judgment.</li> </ul>
<b>4.2 Perform assigned duties in an accurate and timely manner and demonstrate attention to punctuality, attendance, records, and reports.</b>				
<b>Reliability</b> <i>(Correlates with Domain Indicator 4.2)</i>	<ul style="list-style-type: none"> <li>– Carries out all assignments.</li> <li>– Keeps records accurately.</li> <li>– Is never late for duties or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.</li> <li>– Completes assignments promptly and meets deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>– Is late, misses deadlines, duties, or meetings and makes errors in records (attendance, grades, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to complete assignments or keep records in a timely fashion as required.</li> </ul>
<b>4.3 Maintain confidentiality of student records.</b>				
<b>Confidentiality</b> <i>(Correlates with Domain Indicator 4.3)</i>	<ul style="list-style-type: none"> <li>– Always observes appropriate boundaries and respects confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>– Maintains appropriate boundaries and student confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> </ul>	<ul style="list-style-type: none"> <li>– Violates appropriate boundaries and discloses student information.</li> </ul>

<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>4.4 Support school initiatives by active participation in school activities, services, and programs.</b>				
<b>Contributions</b> <i>(Correlates with Domain Indicator 4.4)</i>	<ul style="list-style-type: none"> <li>– Serves as a leader in at least one aspect of the school, committees, and/or teacher teams.</li> </ul>	<ul style="list-style-type: none"> <li>– Is a positive team member and serves on committees and attends school activities.</li> <li>– Contributes ideas to accomplish the overall mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely serves on committees or attends school activities.</li> <li>– Rarely contributes ideas to improve the school or support its mission.</li> </ul>	<ul style="list-style-type: none"> <li>– Declines invitations to serve on committees or attend school activities.</li> <li>– Never contributes ideas to improve the school or support its mission.</li> <li>– Actions are inconsistent with the School Improvement Plan or school mission.</li> </ul>
<b>4.5 Comply and assist in enforcement of school rules, administrative regulations, and Board policies.</b>				
<b>Compliance</b> <i>(Correlates with Domain Indicator 4.5)</i>	<ul style="list-style-type: none"> <li>– School rules, administrative regulations, and Board policies are followed and enforced on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>– Administrative regulations, school rules, and Board policies are followed and enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Administrative regulations, school rules, and Board policies are not consistently followed or enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– School and district rules and policies are not followed or enforced.</li> </ul>
<b>4.6 Establish testing environment and administer tests in accordance with directions provided to ensure test security.</b>				
<b>Protocol</b> <i>(Correlates with Domain Indicator 4.6)</i>	<ul style="list-style-type: none"> <li>– Motivates all students to do well on tests.</li> <li>– Fully adheres to all testing protocols.</li> </ul>	<ul style="list-style-type: none"> <li>– Fully adheres to all testing protocols.</li> <li>– Talks with students about testing and the significance to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Adheres to testing protocol.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not adhere to testing protocol.</li> </ul>



<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>4.7 Communicate effectively, orally and in writing, with students, parents, and community.</b>				
<b>Students and Families</b> <i>(Correlates with Domain Indicator 4.7)</i>	<ul style="list-style-type: none"> <li>– Deals immediately and successfully with parent concerns.</li> <li>– Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>– Written and oral communication is always informative and expressed in Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>– Communications to parents are sporadic and inconsistent.</li> <li>– Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>– Written and oral communications frequently contain errors and are inconsistent.</li> </ul>
<b>4.8 Collaborates in a timely manner with students, parents, school staff, and other appropriate persons to meet students' needs and maintain positive relationships.</b>				
<b>Relationships</b> <i>(Correlates with Domain Indicator 4.8)</i>	<ul style="list-style-type: none"> <li>– Initiates and maintains a positive relationship with all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>– Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes parents feel unwelcome at school.</li> </ul>
<b>4.9 Work with other teachers in curriculum development, special activities, and sharing ideas and resources.</b>				
<b>Leadership</b> <i>(Correlates with Domain Indicator 4.9)</i>	<ul style="list-style-type: none"> <li>– Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> <li>– Meets with colleagues to address concerns, look for trends and celebrate successes.</li> <li>– Continually provides leadership in meetings.</li> <li>– Initiates the sharing of ideas and resources in meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> <li>– Participates actively in meetings.</li> <li>– Positively participates in the sharing of ideas and resources during meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> <li>– Attends but does not participate in meetings and planning sessions.</li> <li>– Rarely shares ideas or resources during meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> <li>– Is absent often during meetings and planning sessions.</li> <li>– Provides almost no ideas or resources during meetings.</li> </ul>

<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>4.10 Communicates in understandable terms individual student progress to the students, parents, and colleagues who need access to the information.</b>				
<b>Communication</b> <i>(Correlates with Domain Indicator 4.10)</i>	<ul style="list-style-type: none"> <li>– Clearly articulates academic progress to individual students, parents, and appropriate colleagues.</li> <li>– Communicates with stakeholders on a regular and timely basis and in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>– Articulates academic progress to individual students, their parents, and appropriate colleagues.</li> <li>– Consistently makes entries in FOCUS.</li> <li>– Attends parent conferences with student data and exemplars</li> </ul>	<ul style="list-style-type: none"> <li>– Provides academic data to students and asks them to take it home to their parents.</li> <li>– Meets with colleagues as required by administration, but does not consistently inform colleagues of student progress.</li> <li>– Fails to review portfolios of student work with students.</li> </ul>	<ul style="list-style-type: none"> <li>– Grades and test scores are posted but it is the students' responsibility to review them and tell their parents about their academic progress.</li> <li>– Does not require parent signature on progress reports.</li> <li>– Attends PLC's, but rarely discusses student work.</li> </ul>
<b>4.11 Attend and actively participate in continuing improvement of instructional practices, learning theories, curriculum standards, and subject area content through professional learning opportunities as provided by the school, district, and/or state.</b>				
<b>Continuing Improvement</b> <i>(Correlates to Domain Indicators 4.11)</i>	<ul style="list-style-type: none"> <li>– Provides professional learning and leadership within one's sphere of influence.</li> <li>– Represents the faculty at meetings and/or training sessions and disseminating information to the faculty about professional learning.</li> <li>– Serves on committees and shares information with others and provides leadership through mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends professional learning activities as required on individual professional learning plan and implements strategies (follow-up, best practices).</li> <li>– Serves on committees and shares information with others.</li> <li>– Works with colleagues to plan and present professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends professional learning activities as required on individual professional learning plan but does not implement strategies (follow-up, best practices).</li> </ul>	<ul style="list-style-type: none"> <li>– Does not attend professional learning meetings as required.</li> </ul>

## Instructional Evaluation System

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>4.12 Collaborate and assist others in acquiring new knowledge and understanding.</b>				
<b>Collaboration</b> <i>(Correlates to Domain Indicators 4.12)</i>	<ul style="list-style-type: none"> <li>– Meets with colleagues-weekly to review student work, design lessons or share curriculum information.</li> <li>– Regularly meets, and often leads colleagues in the review of data for planning purposes.</li> <li>– Often leads and shares pertinent information at Professional Learning Community meetings.</li> <li>– Models effective techniques and strategies for colleagues.</li> <li>– Continues to seek out ways to expand knowledge level.</li> <li>– Selects goals and objectives based on content standards and needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Meets with colleagues monthly to review data, lesson plans, and student work.</li> <li>– Actively participates at Professional Learning Community meetings as evidenced by artifacts.</li> <li>– Implements professional learning and evaluates effectiveness of learning strategies.</li> <li>– Attends professional learning for assigned area and applies new learning to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings as required.</li> <li>– Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings but rarely contributes.</li> <li>– Sees little value in professional learning and collaboration/PLCs.</li> </ul>

### Teacher Observation Rating System

Domain 1: Planning/Preparation		Points Possible
HE	25-30 total points	30
E	16-24 total points	
NI	7-15 total points	
U	0-6 total points	

Domain 2: Learning and Resource Management		Points Possible
HE	33-40 total points	40
E	21-32 total points	
NI	9-20 total points	
U	0-8 total points	

## Instructional Evaluation System

Domain 3: Instruction and Assessment		Points Possible
HE	57-70 total points	70
E	36-56 total points	
NI	15-35 total points	
U	0-14 total points	

Domain 4: Professional Responsibilities		Points Possible
HE	49-60 total points	60
E	31-48 total points	
NI	13-30 total points	
U	0-12 total points	

Final ratings in each domain will earn the following percentage of total possible points:

Percentage of Total Possible Points	
HE	100%
E	80%
NI	50%
U	20%

After rating each domain, determine the number of points received by each and add together.

Domain	Rating	Max Points	Points Earned
Domain 1: Planning/Preparation		30	
Domain 2: Classroom Management		40	
Domain 3: Direct Instruction		70	
Domain 4: Professional Responsibilities		60	
Sum of Total Points			

Based on the sum of the total points, use the rating criteria below to determine the overall rating.

Final Observation Rating	
HE	161-200
E	101-160
NI	41-100
U	0-40

### B. Other Indicators of Performance

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

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Hamilton County, other indicators of performance account for **20%** of the instructional personnel performance evaluation. **Of the 66.7% dedicated to the instructional observation portion of the evaluation, 20% will be based on Professional Responsibilities.**
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 will be outlined in **Section D: The Summative Rating Calculation.**

### C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Hamilton County, performance of students accounts for **33.3%** of the instructional personnel performance evaluation. (Please note that no state VAM data will be collected for the 2022-2023 school year.)
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

### Student Growth Measures

- All teachers will be included in the teacher evaluation system using the student learning growth measure as 33% of their evaluation including teachers with less than three years of student growth data. The following assessment measures will be utilized by the Hamilton County School District to calculate student growth. These testing instruments are identified in the student performance matrices which follow. The student performance rate is based on the teacher's current assignment.

- The Student Growth and Achievement score of non-classroom teachers will be based on team-wide, school-wide, or district-wide/ statewide standardized assessments in Reading, Math, and EOC assessments depending on services rendered.
- The Hamilton County School District will allow the School-Based Administrator to determine student performance measures and calculations (not to be less than 1/3 of the evaluation) for newly hired instructional personnel in regards to their first evaluation.
- If the number of students assigned is less than 10, the student growth and achievement measure will be derived from other pre-identified assessments. For ESE teachers, if the number of students assigned is less than the defined cell size, the student measure will be derived from the school-wide percent meeting the predicted score on Reading and Math statewide standardized assessments for the ESE subgroups.
- Teachers will have the student learning growth portion of the evaluation calculated based on a district developed matrix identifying local/state assessments and weighting.
- All student growth measures used in evaluations are those of students assigned to the individual teacher.
- The evaluating administrator and teacher will collaborate during the process, before assessments are given and results returned, as to which student performance indicators are chosen. The administrator shall consider the input of the teacher when determining the weighting of each student performance indicator.
- In the event that an agreement between the teacher and administrator cannot be made, the administrator shall make the final determination in the achievement objectives and weights (percentages) of each assessment measure in regards to the student performance component of the teacher evaluations.
- To count toward a teacher's growth measure, a student must be on the course roster for both the October and February FTE periods.
- Specific Student Performance Measures are listed in Appendix D.

### Student Growth Rating System

Domain 5: Student Growth		Points Possible
HE	75-100% of growth target is met	100
E	51-74% of growth target is met	
NI	26-50% of growth target is met	
U	25% or less of growth target is met	

Regardless of which method is used to determine an instructional employee's performance score, the score will be given a rating of one of the following: Highly Effective, Effective, Needs Improvement, or Unsatisfactory. Once this determination has been made, the following chart will be used to assign an exact point value to the performance score:

## Instructional Evaluation System

Performance Score Point Value	
HE	100
E	93
NI	75
U	37

Determine the number of points received by the Student Growth domain.

Domain	Rating	Max Points	Points Earned
Domain 5: Student Growth		100	

### D. Summative Rating Calculation

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

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

## Evaluation Summary

Domain	Rating	Max Points	Points Earned	Percentage Summary
Domain 1: Planning/Preparation		30		46.7 % of Evaluation
Domain 2: Classroom Management		40		
Domain 3: Direct Instruction		70		
Domain 4: Professional Responsibilities		60		20 % of Evaluation
Domain 5: Student Growth		100		33.3 % of Evaluation
Sum of Total Points				

## Overall Rating

Final Evaluation	
HE	281-300
E	226-280
NI	111-225
U	0-110

### Classroom Observation Sample: 2<sup>nd</sup> Grade Instructor:

Classroom Instructional (Revised March 2022)

### Hamilton County School District

#### Classroom Instructional

#### Observation & Data Collection/Analysis Summary

Name:	9th Grade Teacher Sample	School:	Hamilton County High School
Subject:	Language Arts	Grade Level:	9-12
		School Year:	2022-23

OVERALL RATING:	
Domain:	Points Earned:
1. Planning & Preparation	5
2. Learning & Resource Management	8
3. Instruction and Assessment	26.6
4. Professional Responsibilities	28.5
5. Student Growth and Achievement	37
Overall Score	105.1

Overall Score	Unsatisfactory (0-110) <input checked="" type="checkbox"/>	Needs Improvement/ Developing (111-225) <input type="checkbox"/>	Effective (226-280) <input type="checkbox"/>	Highly Effective (281-300) <input type="checkbox"/>
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Comments of the Evaluatee:
Comments of the Evaluator:

Domains 1-4	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:
Domain 5	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:

Signature does not necessarily indicate agreement with this evaluation.

This evaluation has been discussed with me.

☐ YES ☐ No

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## Appendix A – Evaluation Framework Crosswalk

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

Alignment to the Florida Educator Accomplished Practices	
Practice	Evaluation Indicators
<b>1. Instructional Design and Lesson Planning</b>	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1.1, 1.3
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1.3, 1.4
c. Designs instruction for students to achieve mastery;	1.2, 1.5
d. Selects appropriate formative assessments to monitor learning;	1.5
e. Uses diagnostic student data to plan lessons; and,	1.6
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1.2, 1.4
<b>2. The Learning Environment</b>	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	2.4
b. Manages individual and class behaviors through a well-planned management system;	2.2
c. Conveys high expectations to all students;	2.5
d. Respects students' cultural linguistic and family background;	2.3
e. Models clear, acceptable oral and written communication skills;	2.2
f. Maintains a climate of openness, inquiry, fairness and support;	2.1
g. Integrates current information and communication technologies;	2.2
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	2.5
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	2.5
<b>3. Instructional Delivery and Facilitation</b>	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	3.1, 3.3
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3.2
c. Identify gaps in students' subject matter knowledge;	3.5
d. Modify instruction to respond to preconceptions or misconceptions;	3.4
e. Relate and integrate the subject matter with other disciplines and life experiences;	3.6
f. Employ higher-order questioning techniques;	3.6
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3.10, 3.7
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	3.5, 3.6
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	3.2, 3.3

## Instructional Evaluation System

j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3.4, 3.8
<b>4. Assessment</b>	
<i>The effective educator consistently:</i>	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	3.8
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	3.8
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3.8
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	3.5, 3.8, 4.6
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	3.2, 3.8, 4.10
f. Applies technology to organize and integrate assessment information.	3.10
<b>5. Continuous Professional Improvement</b>	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4.11, 4.12
b. Examines and uses data-informed research to improve instruction and student achievement;	4.9
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;	4.11, 4.12
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4.7
e. Engages in targeted professional growth opportunities and reflective practices; and,	4.11
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4.4, 4.9
<b>6. Professional Responsibility and Ethical Conduct</b>	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	4.1, 4.3

## Appendix B – Observation Instruments for Classroom Teachers

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

Classroom Instructional (Revised March 2022)

### Hamilton County School District

#### Classroom Instructional

#### Observation & Data Collection/Analysis Summary

Name:		School:	
Subject:	Grade Level:	School Year:	2022-23

OVERALL RATING:	
Domain:	Points Earned:
1. Planning & Preparation	0
2. Learning & Resource Management	0
3. Instruction and Assessment	0
4. Professional Responsibilities	0
5. Student Growth and Achievement	0
Overall Score	0

Overall Score	Unsatisfactory (0-110) <input type="checkbox"/>	Needs Improvement/ Developing (111-225) <input type="checkbox"/>	Effective (226-280) <input type="checkbox"/>	Highly Effective (281-300) <input type="checkbox"/>
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Comments of the Evaluatee:
Comments of the Evaluator:

Domains 1-4	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:
Domain 5	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:

Signature does not necessarily indicate agreement with this evaluation.

This evaluation has been discussed with me.

☐ YES ☐ No

# Instructional Evaluation System

Classroom Instructional (Revised March 2022)

Planning/Preparation	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
1.1 Create long-range plans based on a review of state content standards, student-needs, and district/school instructional priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Define learning goals with objectives for the unit and daily plans including standards-based rubrics for performance assessments and/or tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Lesson plans demonstrate knowledge of the content, relationships between important concepts, instructional strategies, and organization of activities in an appropriate sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4 Lesson plans are revised and/or differentiated based on student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5 Plan and prepare lessons that require students to engage in rigorous activities and content aligned with state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6 Uses data prior to planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Planning/Preparation				
Unsatisfactory: (0-6)	0	X	0	0
Needs Improvement/Developing: (7-15)	0	X	2.5	0
Effective: (16-24)	0	X	4	0
Highly Effective: (25-30)	0	X	5	0
Summative Scale Value:				0

# Instructional Evaluation System

Classroom Instructional (Revised March 2022)

Learning and Resource Management	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
2.1 Establish and maintain a positive, organized, and safe learning environment in which students are actively engaged from bell to bell.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2 Maintain academic focus by using a variety of motivational techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 Establish, communicate, and use behavior management techniques which are appropriate and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Establish and communicate routines and procedures and work with students on consistently following them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5 Maintain instructional momentum with smooth and efficient transitions from one activity to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Learning and Resource Management				
Unsatisfactory: (0-8)	0	X	0	0
Needs Improvement/Developing: (9-20)	0	X	4	0
Effective: (21-32)	0	X	6.4	0
Highly Effective: (33-40)	0	X	8	0
Summative Scale Value:				0

# Instructional Evaluation System

Classroom Instructional (Revised March 2022)

Instruction and Assessment	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
3.1. Demonstrate knowledge and understanding of curriculum content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2. Communicate high expectations for learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3. Provide clearly stated learning goals with expected outcomes accompanied by scales or rubrics that describe levels of performance relative to the learning goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4. Monitor learning activities, provide feedback, and adjust instruction to meet student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5. Use a variety of instructional strategies and/or modifications/accommodations for all students including those with special needs or diverse backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6. Organize the class and use appropriate strategies to enhance critical and creative thinking through problem solving and complex tasks for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.7. Engage students in activities that link prior knowledge to new content, other subject areas, and/or careers for relevant learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> -	
3.8. Conducts progress monitoring through use of a variety of diagnostic, summative, and formative assessments to check comprehension and adjusts instruction based on these assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.9. Require student goal setting and assist in developing and monitoring their plan for academic improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.10. Use appropriate technology in instructional delivery to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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## Instructional Evaluation System

Classroom Instructional (Revised March 2022)

Instruction and Assessment				
Unsatisfactory: (0-14)	0	X	0	0
Needs Improvement/Developing: (15-35)	0	X	3.5	0
Effective: (36-56)	0	X	5.6	0
Highly Effective: (57-70)	0	X	7	0
Summative Scale Value:				0

Professional Responsibilities	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
4.1 Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2 Perform assigned duties in an accurate and timely manner and demonstrate attention to punctuality, attendance, records, and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 Maintain confidentiality of student records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4 Support school initiatives by active participation in school activities, services, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5 Comply and assist in enforcement of school rules, administrative regulations, and Board policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6 Establish testing environment and administer tests in accordance with directions provided to ensure test security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.7 Communicate effectively, orally and in writing, with students, parents, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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## Instructional Evaluation System

Classroom Instructional (Revised March 2022)

4.8 Collaborates in a timely manner with students, parents, school staff, and other appropriate persons to meet students' needs and maintains positive relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.9 Work with other teachers in curriculum development, special activities, and sharing ideas and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.10 Communicates in understandable terms individual student progress to the students, parents, and colleagues who need access to the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.11 Attend and actively participate in continuing improvement of instructional practices, learning theories, curriculum standards, and subject area content through professional learning opportunities as provided by the school, district, and/or state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.12 Collaborate and assist others in acquiring new knowledge and understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Planning/Preparation				
Unsatisfactory: (0-12)	0	X	0	0
Needs Improvement/Developing: (13-30)	0	X	2.5	0
Effective: (31-48)	0	X	4	0
Highly Effective: (49-60)	0	X	5	0
Summative Scale Value:				0



## Instructional Evaluation System

Classroom Instructional (Revised March 2022)

Student Growth and Achievement	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Student Growth Targets Met	Unsatisfactory 0-25%	Needs Improvement/ Developing 26-50%	Effective 51-74%	Highly Effective 75-100%
Summative Scale Value	37	75	93	100

Notes:
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## Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

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

Non-Classroom Instructional (Revised March 2022)

### Hamilton County School District

#### Non-Classroom Instructional

#### Observation & Data Collection/Analysis Summary

Name:		School:	
Role:	Grade Level:	School Year:	2022-23

OVERALL RATING:	
Domain:	Points Earned:
1. Planning & Preparation	0
2. Learning & Resource Management	0
3. Instruction and Assessment	0
4. Professional Responsibilities	0
5. Student Growth and Achievement	0
Overall Score	0

Overall Score	Unsatisfactory (0-110) <input type="checkbox"/>	Needs Improvement/ Developing (111-225) <input type="checkbox"/>	Effective (226-280) <input type="checkbox"/>	Highly Effective (281-300) <input type="checkbox"/>
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Comments of the Evaluatee:
Comments of the Evaluator:

Domains 1-4	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:
Domain 5	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:

Signature does not necessarily indicate agreement with this evaluation.

This evaluation has been discussed with me.

☐ YES ☐ No

## Instructional Evaluation System

Non-Classroom Instructional (Revised March 2022)

Planning/Preparation	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
1.1 Create long-range plans and schedules based on a review of state content standards and timelines as well as student-needs, school needs, and district/school instructional priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Define learning goals and/or school goals with objectives, timelines, and/or action plans for short-range and long-range tasks, projects, and initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Project goals and/or work goals and schedules demonstrate knowledge of job duties, relationships between important concepts, district/school instructional priorities, and organization of activities in an appropriate sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4 Project plans and/or daily work plans and schedules are revised and/or differentiated based on student, school, district, or state needs and requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5 Plan and prepare for the needs and goals of the school using support from school/district instructional priorities, including state standards and timelines where applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6 Collects and/or uses data and other informational sources prior to planning and scheduling daily work and/or ongoing projects and initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Planning/Preparation				
Unsatisfactory: (0-6)	0	X	0	0
Needs Improvement/Developing: (7-15)	0	X	2.5	0
Effective: (16-24)	0	X	4	0
Highly Effective: (25-30)	0	X	5	0
Summative Scale Value:				0

# Instructional Evaluation System

Non-Classroom Instructional (Revised March 2022)

Learning and Resource Management	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
2.1 Establish and maintain a positive, organized, and safe school environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2 Maintain academic focus by using a variety of motivational techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 Establish, communicate, and use behavior management techniques which are appropriate and effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Establish and communicate routines and procedures and work with students on consistently following them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5 Maintain momentum with smooth and efficient transitions from one activity to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Learning and Resource Management				
Unsatisfactory: (0-8)	0	X	0	0
Needs Improvement/Developing: (9-20)	0	X	4	0
Effective: (21-32)	0	X	6.4	0
Highly Effective: (33-40)	0	X	8	0
Summative Scale Value:				0

## Instructional Evaluation System

Non-Classroom Instructional (Revised March 2022)

Instruction and Assessment	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
3.1. Demonstrate knowledge and understanding of curriculum content and/or job specific content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2. Communicate high expectations for learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3. Provide clearly stated learning goals with expected outcomes accompanied by evidence that describes levels of performance relative to the goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4. Monitor activities, provide feedback, and adjust instruction to meet student/school needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5. Use a variety of strategies and approaches for all participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6. Organize the participants and/or use appropriate strategies to accomplish necessary facilitation of professional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.7. Engage students/staff in activities that link prior knowledge to new content, other subject areas, and/or relevant learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> -	
3.8. Conducts progress monitoring through use of a variety of assessments to check progress towards goals and adjusts instruction/approaches based on these assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.9. Require student/staff goal setting and assist in developing and monitoring their plan for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.10. Use appropriate technology in delivery to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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## Instructional Evaluation System

Non-Classroom Instructional (Revised March 2022)

Instruction and Assessment				
Unsatisfactory: (0-14)	0	X	0	0
Needs Improvement/Developing: (15-35)	0	X	3.5	0
Effective: (36-56)	0	X	5.6	0
Highly Effective: (57-70)	0	X	7	0
Summative Scale Value:				0

Professional Responsibilities	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
4.1 Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2 Perform assigned duties in an accurate and timely manner and demonstrate attention to punctuality, attendance, records, and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 Maintain confidentiality of student records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4 Support school initiatives by active participation in school activities, services, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5 Comply and assist in enforcement of school rules, administrative regulations, and Board policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6 Establish testing environment and administer tests in accordance with directions provided to ensure test security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.7 Communicate effectively, orally and in writing, with students, parents, and the community.☐	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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## Instructional Evaluation System

Non-Classroom Instructional (Revised March 2022)

4.8 Collaborates in a timely manner with students, parents, school staff, and other appropriate persons to meet students' needs and maintains positive relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.9 Work with other teachers in curriculum development, special activities, and sharing ideas and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.10 Communicates in understandable terms individual student progress to the students, parents, and colleagues who need access to the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.11 Attend and actively participate in continuing improvement of instructional practices, learning theories, curriculum standards, and subject area content through professional learning opportunities as provided by the school, district, and/or state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.12 Collaborate and assist others in acquiring new knowledge and understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Professional Responsibilities				
Unsatisfactory: (0-12)	0	X	0	0
Needs Improvement/Developing: (13-30)	0	X	2.5	0
Effective: (31-48)	0	X	4	0
Highly Effective: (49-60)	0	X	5	0
Summative Scale Value:				0

## Instructional Evaluation System

Non-Classroom Instructional (Revised March 2022)

Student Growth and Achievement	Performance Values (Check One)				Observation Code:
Performance Responsibilities:	U	NI/D	E	HE	Indicate all that apply.
Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Student Growth Targets Met	Unsatisfactory 0-25%	Needs Improvement/ Developing 26-50%	Effective 51-74%	Highly Effective 75-100%
Summative Scale Value	37	75	93	100

<b>Notes:</b>
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**Appendix D – Student Performance Measures**

*In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel.*

**Student Performance Measures**

<b>Grade:</b>	<b>Subject/Assessment Tool</b>	<b>Student Growth Measures</b>
<b>Pre-K</b>	Developmental Profile for Pre- K Assessment/F.A.S.T. STAR Early Literacy	Student Growth from Pre to Post Assessment; Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.
<b>K</b>	F.A.S.T. STAR Early Literacy/Math	Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.
<b>1-2</b>	F.A.S.T. STAR Reading/Math	Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.
<b>3</b>	Math/ELA F.A.S.T. Cambium	Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.
<b>4</b>	Math/ELA F.A.S.T. Cambium	Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.

## Instructional Evaluation System

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5	<p>Math/ELA F.A.S.T. Cambium</p> <p>Statewide Science Assessment</p> <p>Performance Matters EOY and Benchmark Assessments (Science, Social Studies, and Electives)</p>	<p>Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.</p> <p>Proficiency as defined by the FLDOE.</p> <p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.</p>
6	<p>Math/ELA F.A.S.T. Cambium</p> <p>Performance Matters EOY and Benchmark Assessments (Science, Social Studies, and Electives)</p>	<p>Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.</p> <p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.</p>

<p><b>7</b></p>	<p>Math/ELA F.A.S.T. Cambium</p> <p>Civics EOC</p> <p>Performance Matters EOY and Benchmark Assessments (Science, Social Studies, and Electives)</p>	<p>Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.</p> <p>Proficiency as defined by the FLDOE.</p> <p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.</p>
<p><b>8</b></p>	<p>Math/ELA F.A.S.T. Cambium</p> <p>Statewide Science Assessment</p> <p>Performance Matters EOY and Benchmark Assessments (Science, Social Studies, and Electives)</p>	<p>Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.</p> <p>Proficiency as defined by the FLDOE.</p> <p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.</p>
<p><b>9</b></p>	<p>ELA F.A.S.T. Cambium</p> <p>Performance Matters EOY and Benchmark Assessments</p>	<p>Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.</p> <p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as</p>

## Instructional Evaluation System

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		defined by the FLDOE for Level 1 and Level 2 students.
<b>10</b>	<p>ELA F.A.S.T. Cambium</p> <p>Performance Matters EOY and Benchmark Assessments</p>	<p>Proficiency and district calculated learning gains for students as evidenced by the PM1 to PM3 Assessment.</p> <p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.</p>
<p><b>Other 6-8 Electives and 9-12 Courses</b> (Social Science, Science, Music, Art, CTE, Math, etc.) that are not assessed via a state assessment.</p>	Performance Matters EOY and Benchmark Assessments	<p>Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for each specific subject area as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.</p>
<p><b>Graduation Requirement:</b> If non-classroom staff use this measure then the denominator must be defined.</p>	ACT/SAT/PSAT/PERT/Retakes	<p>Students that earn a college ready score during their assignment to a teacher will be divided by the total number of students who entered the teacher's assignment without a college ready score.</p>

## Instructional Evaluation System

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<b>FLDOE End of Course Exams</b>	Algebra 1 & Geometry	Proficiency and/or learning gains as defined by the FLDOE.
	Biology & US History	Proficiency as defined by the FLDOE.
<b>ROTC/PE</b>	Performance Matters EOY and Benchmark Assessments	Student growth and proficiency is measured by meeting Performance Matters cut score and learning gain targets for a specific subject area and/or grade level as evidenced by the Performance Matters scores correlation chart. Learning gains will be calculated using the same methodology as defined by the FLDOE for Level 1 and Level 2 students.
	MASS Presidential Fitness Test and Drill Performance-Based	Proficiency is determined by measuring pre-post growth for a specific subject area and/or grade level.
<b>ESE Alternate Assessment</b>	FSA	Proficiency & Growth as established by the FLDOE.
<b>Industry Certification</b>	Scoring as Pass/Fail	Percentage of students who take and pass their Industry Certification Exam.
<b>AP Course</b>	AP Exam	Percentage of students scoring $\geq$ Level 2.
<b>Media Specialist</b>	As determined by staff member's student performance matrix	Based on the performance of students assigned to the individual's area of responsibility.
<b>ESE Staffing Specialist</b>	As determined by staff member's student performance matrix	Based on the performance of students assigned to the individual's area of responsibility.
<b>Guidance Counselor</b>	As determined by staff member's student performance matrix	Based on the performance of students assigned to the individual's area of responsibility.
<b>Instructional Coach/Resource</b>	As determined by staff member's student performance matrix	Based on the performance of students assigned to the individual's area of responsibility.

## Appendix E – Summative Evaluation Forms

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

### Hamilton County School District

#### Instructional

#### Observation & Data Collection/Analysis Summary

Name:	School:	
Subject:	Grade Level:	School Year:

OVERALL RATING:	
Domain:	Points Earned:
1. Planning & Preparation	
2. Learning & Resource Management	
3. Instruction and Assessment	
4. Professional Responsibilities	
5. Student Growth and Achievement	
Overall Score	

Overall Score	Unsatisfactory (0-110)	Needs Improvement/ Developing (111-225)	Effective (226-280)	Highly Effective (281-300)
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Comments of the Evaluatee:
Comments of the Evaluatee:

Domains 1-4	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:
Domain 5	
Signature of Evaluatee:	Signature of Evaluator:
Date:	Date:

Signature does not necessarily indicate agreement with this evaluation.

This evaluation has been discussed with me.

☐ YES ☐ No