The School District of Osceola County

2024 - 2025

Instructional Personnel Evaluation System

The School District of Osceola County

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407-518-2940

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Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

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Part I: Evaluation System Overview

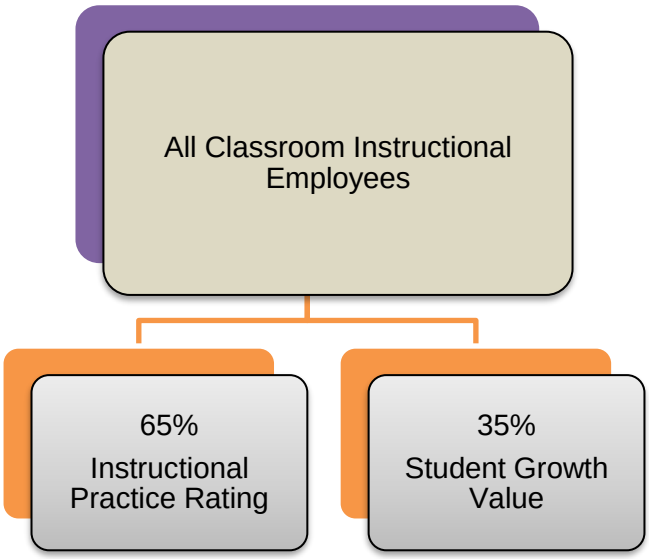
In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.

Introduction

The School District of Osceola County's Instructional Assessment System is designed to contribute toward the achievement of goals identified in the District Plan pursuant to state statute. The system also supports district and school-level improvement plans and promotes actions that are consistent with the district's stated purpose for instructional OCEA Contract: Article XII (Appendix I).

The Marzano model was selected based on the recommendation through a collaborative effort with the Osceola County Education Association and The School District of Osceola County's as a sub-committee of the Bargaining Leadership Teams. The purpose of the redeveloped evaluation system is to increase student learning growth by improving the quality of instructional and supervisory practices. This model will provide a rigorous, transparent, and fair evaluation system that differentiates effectiveness with data based on student growth. The District affirms Marzano's expectation that all teachers can increase their expertise from year to year, producing annual gains in student growth with a powerful cumulative effect.

The School District of Osceola County, Florida
Instructional Employee Evaluation Flowchart



Part II: Evaluation System Requirements

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

System Framework

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

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

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

Training

☒ The district provides training programs and has processes that ensure

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

Data and Reporting

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

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

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

District Procedures

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

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

☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.

☒ The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers

throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.

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

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

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

Use of Results

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

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

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

Notifications

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

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

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

District Self-Monitoring

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

- Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;

- Evaluators provide necessary and timely feedback to employees being evaluated;
- Evaluators follow district policies and procedures in the implementation of evaluation system(s);
- Use of evaluation data to identify individual professional learning; and,
- Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

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 Teachers	Within the first 20 contracted work days	• Staff Development Activities • Electronic resources
Newly Hired Classroom Teachers	Within the first 20 contracted work days	• Staff Development Activities • Electronic resources
Late Hires	Within the first 20 contracted work days	• Staff Development Activities • Electronic resources

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom Teachers			
Category I (within first year of instructional employment at SDOC)	2-6	2 First Semester 3-6 Second Semester	Not to exceed 10 days after the observation visit
Category II (greater than 1 completed year of instructional employment at SDOC)	1-5	1-2 First Semester 3-5 Second Semester	Not to exceed 10 days after the observation visit

Newly Hired Classroom Teachers			
Hired after the beginning of the school year	2-6	1-2 First Semester 3-6 Second Semester	Not to exceed 10 days after the observation visit

Classroom Observation Counts

The administrative staff at each school, which includes the Principal and Assistant Principal(s), will conduct observations of, and data reviews with, the teacher. Administrators will observe teachers on the following schedules.

The table below identifies the <u>maximum</u> amount of observations that can contribute towards a classroom teacher's final evaluation. The number of observations a teacher should have is dependent on the 'Category' of which they belong. The category type is defined by the instructional employees' contract type.

REQUIRED OBSERVATION	Category 1 (PP)	Category 2 (01+ or PSC)	*Struggling Teachers
• **Formal (Announced)**	2	1	As Determined By School Leader
• **Focused (Announced or Unannounced)**	Not to exceed 4	Not to exceed 4	As Determined By School Leader
• **Walkthrough**	Unlimited Feedback Only	Unlimited Feedback Only	Unlimited Feedback Only

If any of the 17 elements defined in Domains 2 & 3 are not observed and scored during the above maximum observations, the teacher shall request an additional Focused Observation to capture the missing instructional strategy(s) no later than the end of the third academic quarter.

- Struggling teachers are those not meeting district expectations regarding their performance (e.g., pattern of observation ratings at the "Beginning" level). Struggling teachers may:
  - be placed on an improvement plan.
  - receive a higher number of observations beyond the recommended number of observations.

- Teachers who are placed on an improvement plan may receive a higher number of observations beyond the recommended number of observations.

Domains 1 & 4 Observation Counts:

Domains Data Points	All Classroom Teachers (Category 1 & 2) Semester 1	All Classroom Teachers (Category 1 & 2) Semester 2	Struggling Teachers
• **Domain 1 (Weight = 20%)**	A minimum of 1 score for each element	Only if current scores are rated lower than Applying	As needed
• **Domain 4 (Weight = 20%)**	A minimum of 1 score for each element	Only if current scores are rated lower than Applying	As needed

Domain 1 & 4 Standards-Based Planning & Professional Responsibilities (Observational Sessions)

During observational sessions in Domains 1 and 4, all instructional employees will be scored on all elements in each of these domains twice per year (a minimum of one observation during first semester). If the employee earns a rating of Applying or Innovating during the first semester, a second rating capture shall not be required. During the observation session:

- The classroom teacher may provide evidence to support/document indicators within the selected element.
- The administrator may utilize the evidence provided by the instructional employee or additional documented evidence to support scoring of the elements that contribute towards the final summative evaluation.
- These observations are data point observations.
- The focus of Standards Based Planning is on process as well as product. Further, the degree to which lesson plan procedures are followed is a focus in the Final Evaluation metric 'Professional & Ethical Behaviors', not Domain 2.

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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom Teachers			
Hired before the beginning of the school year	2	Mid-Year (December – January) and End of Year - Instructional Practice Score Finalized (April – May) Summative Evaluation (Following Sept – Oct)	Within 10 days of the evaluation being conducted
Newly Hired Classroom Teachers			
Hired after the beginning of the school year	2	Mid-Year 45 – 90 days after employment and End of Year - Instructional Practice Score Finalized (April – May) Summative Evaluation (Following Sept – Oct)	Within 10 days of the evaluation being conducted

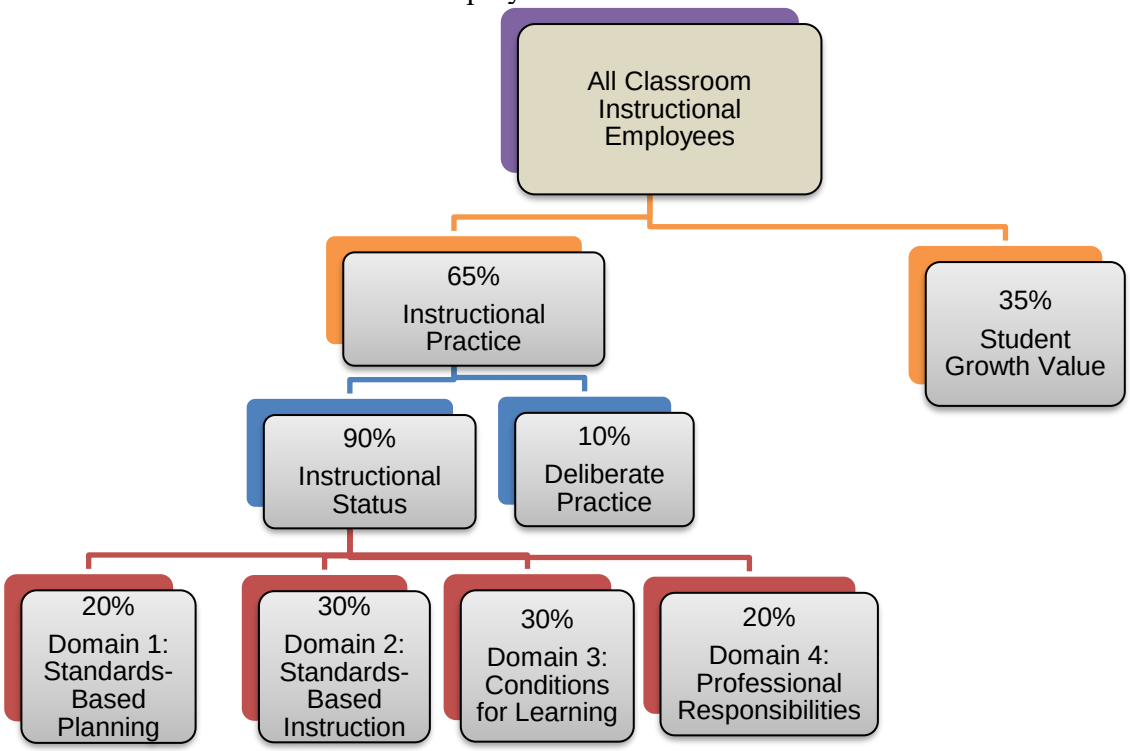
Part IV: Evaluation Criteria

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 The School District of Osceola County, instructional practice accounts for 65% of the instructional personnel performance evaluation.

The Marzano model focuses on effective instructional practices, that when used with fidelity and at the appropriate time in the unit of instruction, will positively impact student achievement. This model emphasizes that through deliberate instructional planning, leading to deliberate instruction, leads to results in deliberate student achievement. The instructional employees' Instructional Practice Score will be a combination of four focused domains and the deliberate practice. *[Instructional Status Score (.90)] + [Deliberate Practice Score (.10)] = Instructional Practice Score*
In this section, a description of the domains, the deliberate practice selection, and the percentage break down on how it contributes to the evaluation will be described. Additionally, the type and amount of observations that will contribute to the instructional employees' evaluation will be defined.



Instructional Status Score (Standards Based Planning, Standards-Based Instruction, Conditions for Learning, Professional Responsibilities)

The Instructional Status Score contributes to 90% of the Instructional Practice Score. It consists of scored observations in following areas:

Standards-Based Planning (Domain 1): (20% of the Instructional Status Score) focuses on how instructors plan and prepare for content, technology and unique needs of the students they are instructing. This is not the

'what' (e.g. lesson plan completion) but rather the 'why' and 'how' they have chosen to plan standards-based units and lessons a specific way. It is planning deliberately for resources that support those standards and frequent use of data to close the achievement gap.

Standards-Based Instruction (Domain 2): (30% of the Instructional Status Score) focuses on the deliberate use of ten (10) primary instructional strategies that if utilized with fidelity and in alignment with the established content standards will increase the probability of student achievement.

Conditions for Learning (Domain 3): (30% of the Instructional Status Score) focuses on the application of strategies that encourage a healthy and rigorous learning environment through the use of, collaborative structures, the establishment of rules and procedures, engagement practices, and feedback practices that celebrate student progress.

Professional Responsibilities (Domain 4): (20% of the Instructional Status Score) focuses on professional practices that include adherence to school and district procedures, continued professional growth, and promoting a collegial environment through collaboration.

Domain 1 Standards Based Planning

School Leaders may capture ratings for Domain 1 Observations during pre-observation meetings, observation of PLC and collaborative planning, and Deliberate Practice data chats. Administrators will capture, at a minimum one data point for each element in Domain 1 for those teachers on staff at the start of the school year. Teachers shall have the opportunity to provide additional examples of valid evidence for the principal to consider toward the rating(s) for that observation.

Guiding Principles for Lesson Plans

1. **Lesson plans shall meet federal and state requirements for classroom instruction.**
   - *Section 1003.41 --State Academic Standards, Florida Statutes*
   - *Section 1003.42 – Required Instruction, Florida Statutes*
   - *State Board of Education Rule 6A-5.065 -- The Educator Accomplished Practices.*
   - Accommodations for:
     - Exceptional Student Education (ESE) students
     - Gifted students
     - Section 504 students
     - English Language Learner (ELL) students

   - Differentiated instruction modifications for students in Tier 2 or Tier 3 of Multi-Tiered Systems of Support/ Problem Solving (MTSS/ PS)

     NOTE: A list of appropriate instructional strategies that will be used for a group of ESE, ELL, or MTSS/ PS students shall meet this requirement for lesson plans.

2. **Lesson plans shall address Florida Standards.**
   - http://www.cpalms.org/Public/search/Standard

3. **Florida Course Descriptions shall guide lesson plans.**
   - http://www.cpalms.org/Public/search/course

4. **In general, lesson plans may include, but shall not be limited to:**
   - Learning Goals and Learning Targets
   - Methods or Procedures
   - Resources or Materials Used
   - Assessment or Evaluation

5. **A unit plan may fulfill the lesson plan requirement for the defined duration of the unit if the unit plan contains sufficient information that complies with these guiding principles. However, administrators shall not require instructional employees to submit both a unit plan and a lesson plan for the same instructional content.**

6. **Certain instructional programs or grants may require that lesson plans include additional elements and/ or different timelines for submission in order to meet specific program or grant criteria.**
   - The school principal shall receive written approval of the appropriate Assistant Superintendent of Curriculum and Instruction prior to implementing these requirements.
   - School principals shall share these requirements with instructional employees in advance.

7. **In general, instructional employees shall submit lesson plans to the appropriate designated administrator on a weekly basis within one week prior to the actual classroom instruction of the content within the lesson plan.**

    - Administrators shall permit instructional employees the flexibility to amend lesson plans when:
        - Data supports that students require differentiated instruction; or
        - Changes to the regular classroom schedule occur that are beyond the instructional employee's control (e.g., school-wide testing, required professional development, school activities, fire or tornado drills, etc.).

Deliberate Practice

The Deliberate Practice Score contributes 10% of the Instructional Practice Score. When an instructor specifically focuses on an instructional strategy that is directly correlated with improved student achievement with a focus on closing the achievement gap, he or she is not only improving one's own individual growth, but also the academic growth of his or her students. Deliberate Practice instructional strategies shall be identified and agreed upon by both the administrator and teacher at the beginning of the evaluation plan. These strategies will include 2 teacher selected (one from both domains 2 and 3) and two school leader selected (one from both domains 2 & 3). The highest rating of the selected elements will be averaged and combined. The system will utilize the following rubric which will contribute to 10% of the Instructional Practice Score.

Rating	*Highly Effective*	*Effective*	*Developing/ Needs Improvement*	*Unsatisfactory*
Score	*3.3 - 4.0*	*2.3 – 3.29*	*1.7 – 2.29*	*0.0 – 1.69*

Domains 2 & 3 Standards-Based Instruction and Conditions for Learning Observations (Formal, Focused, Walkthrough)

During Domain 2 & 3 Observations, the observer will focus on the dominant instructional strategies being utilized or should be utilized during the classroom visit.

Formal Observations

During formal observations, the administrator conducts a pre-observation meeting with the instructor prior to the classroom observation. During this meeting they will discuss the teacher's standards-based learning goal and learning targets for the lesson to be observed. In collaboration with the teacher, the observer ensures that the plan exhibits a focus on the essential standards, including a scale or learning targets that shows a progression to the full intent of the standard; that the plan incorporates available resources aligned to the standard; and that it incorporates techniques to close the achievement gap using data. The administrator will look for (but not limited to) specific instructional strategies discussed in pre-conference to apply as data points towards the summative evaluations.

- Formal observations shall be scheduled with teachers in advance for formal observations, both a pre-conference and a post-conference shall be held, which may be either face-to-face or via the evaluation website.
- Formal observations may range from twenty-five (25) minutes to an entire class period.
  - If the administrator does not observe evidence for the elements during this time, he or she shall permit the classroom teacher the opportunity to provide the appropriate evidence no later than the post-conference.
  - If the administrator arrives more than ten (10) minutes late to the scheduled time for the observation, then the observation shall be rescheduled unless the teacher requests in writing the same day that the administrator apply the data points for this observation.
  - The teacher shall invite the administrator to return if he or she would like to reattempt an instructional strategy for mastery attainment.

- Formal observations shall always count towards a teacher's evaluation.

- Teachers may benefit from additional observations.

  - Teachers may request additional observations beyond the recommended number of observations.

  - A teacher must submit the request in writing to his or her principal within ten (10) working days of the most recent observation.

  - Teachers may receive an additional observation by a trained administrator mutually agreed upon by the teacher and the administration.

  - An additional observation shall be part of the teacher's overall evaluation and data points shall apply.

Focused Observations

- During *focused observations*, administrators may observe, provide feedback, and/ or apply data points toward any of the 23 for which teachers provide behavioral evidence. For focused observations administrators shall focus on elements with 'no' scores and/ or with 'low' scores.

  - Focused observations shall have no more than a two-week window 'drop-in announcement' prior to the administration of the observation

  - Focused observations may range from ten (10) to thirty (30) minutes.

  - Focused observations will be data point observations and will count towards a teacher's evaluation.

  - If a teacher receives a score of Developing or lower on the same element two or more times, the teacher shall schedule a meeting with his/ her administrator.

  - Within five (5) business days after an administrator shares the results for a focused observation, teachers shall have the opportunity to provide additional examples of valid evidence for the principal to consider toward the rating(s) for that observation.

Walkthrough Observations

- During *classroom walkthroughs*, administrators may observe and provide feedback on any of the 17 elements in Domains 2 &3. ,
  - Classroom walkthroughs may range from three (3) to five (5) minutes in duration.

  - Classroom walkthroughs shall be conducted for all teachers.

  - Classroom walkthroughs are NOT scheduled in advance.

  - Classroom walkthroughs are NOT data point observations and do NOT contribute to Domains 2 & 3 60% of the Instructional Status Score. Scored walkthrough elements serve to inform dialogue between the administrator and teacher for coaching and feedback on instructional practice. Walkthrough data points will contribute to the Deliberate Practice Score.

Domain 4: Professional Responsibilities

The observer focuses on professional practices that include adherence to school and district procedures, continued professional growth, and promoting a collegial environment through collaboration.

Summative Evaluation Weightings for Instructional Practice Score

Status Scoring for the Instructional Practice

During the current school year, teachers will be assessed based on an overall status score. The status score reflects his/her understanding and application of the Art and Science of Teaching framework across the four domains:

- ✓ Domain 1: Standards-Based Planning
- ✓ Domain 2: Standards-Based Instruction
- ✓ Domain 3: Conditions for Learning
- ✓ Domain 4: Professional Responsibilities

Multiple measures determine the overall status score.

Domain Weightings

Categories I, II, and Struggling Teachers	Instructional Status Score Weighting
Domain 1	20%
Domain 2	30%
Domain 3	30%
Domain 4	20%

Frequency Configuration and Score for Instructional Status Score

Categories I, II, and Struggling Teachers	Highly Effective (4)	Effective (3)	Developing/ Needs Improvement (2)	Unsatisfactory (1)
• ***Domain 1***	*The Instructional Status Score is competency based. Instructors will receive the highest rated score given at the element level. The highest rating assigned for each element is averaged at the domain level and weighted according to the table above. In Domain 4, - Professional Responsibilities, instructors will receive an average of all elements scored, then weighted according to the table above.*			
• ***Domain 2***				
• ***Domain 3***				
• ***Domain 4***				

Examples of Evidence

Domain 1: ***Standards-Based Planning***	**Domain 2:** ***Standards-Based Instruction***
• Planning conference or pre-conference • Content of lesson plans • Designing common student assessments • Collaborative Planning Notes / Observations • Artifacts • ***NOTE: The focus of this domain is process, not the product only.***	• Formal observations • Focused, announced observations • Focused, unannounced observations • Evidence of student work
Domain 3: ***Conditions for Learning***	**Domain 4:** **Professional Responsibilities**
• Formal observations • Focused, announced observations • Focused, unannounced observations • Evidence of student work	• Evidence of adherence to school and district policies and procedures • Evidence of continued effort to increase subject area knowledge and pedagogy through professional development • Evidence of promoting teacher leadership and a school-wide culture of professional learning • Current professional development inservice record • Evidence of PD to practice • Evidence of record keeping compliance • Authentic participation in collaborative planning • Mentoring of others • Artifacts

During the beginning of the year initial review of the evaluation system, the teacher and the evaluator will collaborate on the evidence that will be collected in each Domain during the school year along with a timeline for collection. The administrator may complete this procedure for teachers individually or in groups.

During the pre and post conferences for Domains 1-4, only administration and the observed instructional employee shall be present.

Above all, the Marzano Observation/ Evaluation System is a qualitative, not a quantitative, model that is designed to help teachers improve their delivery of instruction and grow professionally.

In order to receive a particular rating for a specific element or domain, the teacher is NOT required to:

- ✓ *include all examples of evidence listed above;*
- ✓ *include all examples of evidence listed on any of the Marzano protocol forms; or*
- ✓ *complete all questions on Marzano pre-conference or post-conference forms.*

Instead, the focus of the evaluation of each element or domain should be on the quality of the examples of evidence the teacher does provide, not the quantity.

Observation Scoring and Ratings

The collection of data from observations, predetermined activities, and artifacts will be reviewed and assessed based upon rubrics set forth in the Marzano Art and Science of Teaching Model. Within the Marzano Focused Teacher Evaluation Model, a five-level rubric is used to rate the performance and provide feedback to teachers on their use of the twenty-three Elements of the New Art and Science of Teaching Framework. These ratings are considered formative in nature and are provided to give direction and feedback to the teacher prior to the final evaluation. The ratings are:

- Not Using (0)
- Beginning (1)
- Developing (2)
- Applying (3)
- Innovating (4)

Each source of evidence is rated based upon the rubric provided by the Osceola County School District/Marzano Evaluation Model on the scale of 0-4 as described above and added to the collection of evidence.

For scoring Domains 2 &3 Administrators will differentiate scoring using the following format.
Not Using: Strategy was called for but not exhibited.
Beginning: Uses the strategy incorrectly or with parts missing.
Developing: The instructor utilizes the strategy appropriately with content that is in alignment with the applicable grade/course standards, but less than the majority of students are monitored for the desired effect of the strategy.
Applying: The instructor utilizes the strategy appropriately with content that is in alignment with the applicable grade/course standards, and monitors for evidence of which the desired effect of that strategy is evident by the majority of the students.
Innovating: The instructor utilizes the strategy appropriately with content that is in alignment with the applicable grade/course standards and based on student evidence, implements adaptations where needed to achieve the desired effect in more than 90% of the students.

Step 1

Rate observable elements at each of the following levels:

- Innovating (4)
- Applying (3)
- Developing (2)
- Beginning (1)
- Not Using (0)

Step 2

For Domains 1-3, identify the highest assigned rating for each of the elements scored. Average those ratings at the domain level to determine the domain score.

Step 3

For Domain 4, average all element ratings to determine the domain score.

Step 4

For each domain, determine the percentage of the total each domain represents by multiplying the domain score by the weighted percentage below:

- Domain 1: 20%
- Domain 2: 30%
- Domain 3: 30%
- Domain 4: 20%

Step 5

Add the averages of all domains to determine the Instructional Status Score. Apply the results to the rating on the Proficiency Scale.

3.30-4.0 = Highly Effective
2.30-3.29 = Effective
1.70-2.29 = Developing
0.0-1.69 = Unsatisfactory

Description of Evaluation Process – Category 1 Teacher

The chart below reflects the timeline for REQUIRED observations ONLY.

Formal Observation #1 (Formative) ✓ Conducted within the first forty-five (45) days of school.
Individual Professional Growth Plan ✓ Written within the first forty-five (45) days of school
Formal or Focused Observation #2 (Formative) and Review of Progress in the Collection of Artifacts ✓ To be conducted by the close of the first semester ✓ Probationary instructional staff members must be formally observed within the first 45 days of their hire date. ✓ Recommended in October/ November/ December
Mid-Point Evaluation utilizing the iObservation site ✓ Review Growth Plan progress ✓ Conducted by the end of the first semester
Additional *Focused Observation can be conducted* *As needed to capture scores on elements without a score or upon request of teacher.*
Additional *Formal Observation can be conducted* *As needed to capture scores on elements without a score or upon request of teacher.*
Formal or Focused Observations #3-6 ✓ Recommended in January/ February / March
✓ FINAL Evaluation Acknowledgement Utilizing the iObservation site ✓ Instructional Practice Score Finalized (April – May) ✓ FINAL Summative Evaluation (Following Sept – Oct)

Newly hired teachers will receive at minimum two annual evaluations within the first year of hire. These evaluations will include scores from Instructional Practice (65%), and Student Growth (35%). The School District of Osceola County will allow site-based principals to determine student performance measures for newly hired instructional personnel for their first evaluation (mid-point). The resulting score of the Mid-Point Evaluation does not impact the scoring for the Final Evaluation, but rather serves as a snapshot of the teacher's current performance.

When a teacher's performance is determined to be less than effective, according to Article 12.11.1 in the Teacher's Contract (Appendix I), a conference will be held, and a professional improvement plan shall be developed jointly and/or the individual professional development plan may be altered to address the concern.

Additional observations can be conducted as stated on page 18.

Description of Evaluation Process – Category 2 Teacher

The chart below reflects the timeline for REQUIRED & Additional observations.

Individual Professional Growth Plan ✓ Written within the first forty-five (45) days of school
Formal or Focused Observation #1 (Formative) and Review of Progress in the Collection of Artifacts ✓ To be conducted by the close of the first semester ✓ Recommended in September/ October/ November
Mid-Point Evaluation utilizing the iObservation site ✓ Review Growth Plan progress ✓ Conducted by the end of the first semester
Formal or Focused Observations #2-5 ✓ Recommended in January/ February / March
Additional *Focused Observation can be conducted* *As needed to capture scores on elements without a score or upon request of teacher.*
Additional *Formal Observation can be conducted* *As needed to capture scores on elements without a score or upon request of teacher.*
✓ FINAL Evaluation Acknowledgement Utilizing the iObservation site ✓ Instructional Practice Score Finalized (April – May) ✓ FINAL Summative Evaluation (Following Sept – Oct)

Classroom teachers will be notified of a deficiency prior to be scored (counting towards the final evaluation) as less than effective in Professional & Ethical Behaviors.

When a teacher's performance is determined to be less than effective, according to Article 12.11.1 (Appendix I) in the Teacher's Contract, a conference will be held, and a professional improvement plan shall be developed jointly and/ or the individual professional development plan may be altered to address the concern.

Additional observations can be conducted as stated on pages 18.

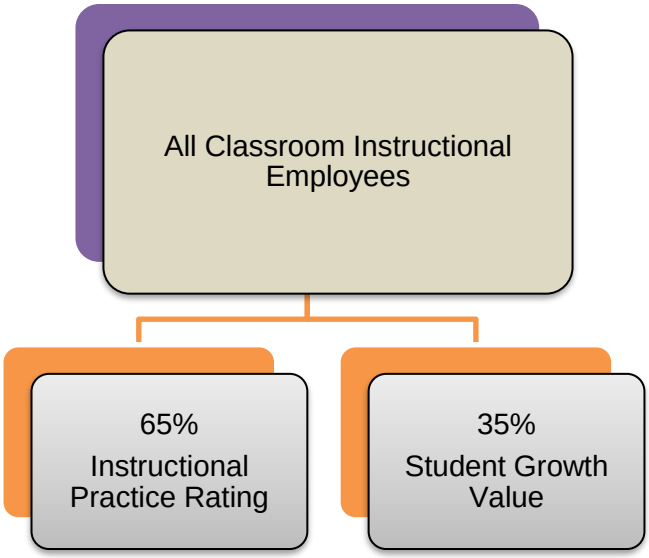
C. Performance of Students

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 the School District of Osceola County, performance of students accounts for 35% of the instructional personnel performance evaluation.

Performance of Students

The School District of Osceola County, Florida
Instructional Employee Evaluation Flowchart



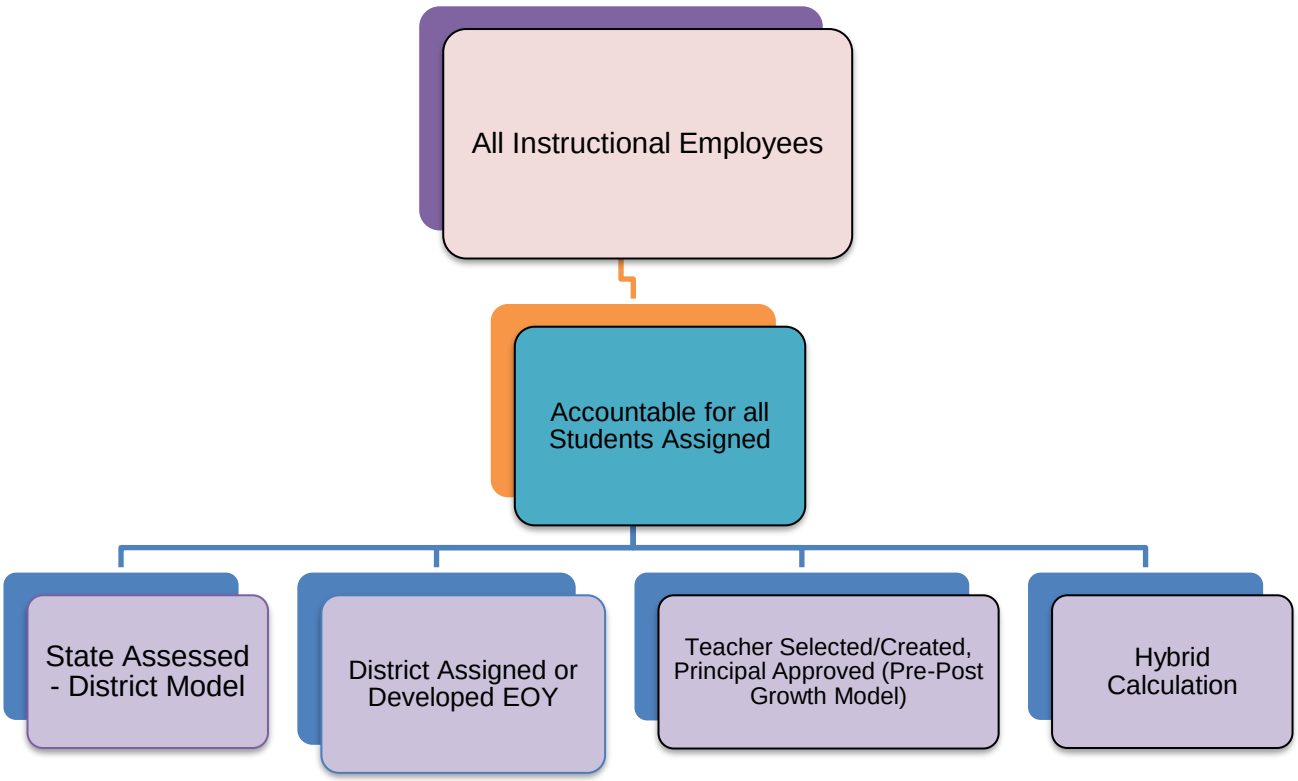
Student Growth Introduction

As required by Section 1012.34, Florida Statute, (Appendix I) student learning growth shall count for at least 1/3 an instructional employee's performance evaluation.

The calculations of expected growth for students accounts for the following variables:

- Prior achievement scores such as
  - NSGRA
  - NWEA
  - FSA
- PM1 & PM2
- Students with Disabilities (SWD) status
- English language learner (ELL) status
- Gifted status
- Attendance

All classroom teachers as defined in Section 1012.01, Florida Statute will receive student learning growth value based on the courses the teach and results of the statewide assessments and/or comprehensive, district approved exam and/or comprehensive principal selected, teacher selected pre and post exam.
All classroom teachers as defined in Section 1012.01, Florida Statute, will be evaluated in terms of Student Growth following the flow-chart below:



The Student Growth Value contribution will be derived from all of the instructor's students and the courses of which they are taught. Courses will be assigned to one of five Student Growth Measurement Models to determine the corresponding student growth for each course. All growth scores will be weighted, and finally averaged together to calculate a final Student Growth Measure. In theory, the student growth measure could be comprised of multiple measurement models, all calculated on a 1-4 scale and weighted accordingly to the number of students per course. This growth measure will contribute to 35% the instructional employee's final evaluation.

Student Growth Measurement Models

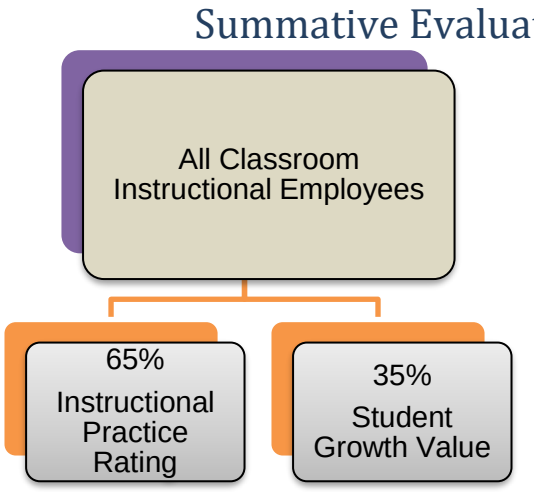
The School District of Osceola County has developed policies for selection, development, administration, and scoring of local assessments and for collection of assessment results for the purpose of calculating the Student Growth Measurement Metric.

As the Florida Department of Education provides technical assistance for statewide assessments, district administration shall revise these procedures to reflect such changes on at least an annual basis.

State Assessments for which a state growth model has not been provided by State (FAST PM3, End of Course exams for Algebra 1, Geometry, Civics, Biology, and US History)	State Assessed-District Model
District Level Assessments / DEOY	District Assessed - DEOY
Teacher selected/created, principal approved pre and post test	Pre-Post Test Growth Model
Hybrid	For those class periods/sections teaching a course that may have one or more grade levels; and where those grade levels or courses are tied to one or more SGM models.

D. Summative Rating Calculation

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



The calculation of the Final Summative Evaluation Score is as follows.

1. Once all scores have been calculated following the procedures listed on pages:
   - Pg. 13 - 23 for the Instructional Practice Rating
   - Pg. 26 – 28 for the Student Growth Value

2. Multiply the rating by the corresponding negotiated percentage:
   - (1-4 Rating) .65 = Instructional Practice Rating
   - (1-4 Rating) .35 = Student Growth Value Rating

3. The Final Summative Score is the sum of the two metrics:

Instructional Practice + Student Growth Value = Final Summative Score

Final Score Scale

Rating	*Highly Effective*	*Effective*	*Developing/ Needs Improvement*	*Unsatisfactory*
Score	*3.3 - 4.0*	*2.3 – 3.29*	*1.7 – 2.29*	*0.0 – 1.69*

Example 1:

Second Grade Teacher

STANDARDS-BASED PLANNING	0	1	2	3	4	Score
Planning Standards-Based Lessons/Units					X	4
Aligning Resources to Standard(s)			X	X		3
Planning to Close the Achievement Gap Using Data					X	4

STANDARDS-BASED INSTRUCTION	0	1	2	3	4	Score
Identifying Critical Content from the Standards *(Required evidence in every lesson)*				X	X	4
Previewing New Content				X		3
Helping Students Process New Content				X	X	4
Using Questions to Help Students Elaborate on Content				X		3
Reviewing Content					X	4
Helping Students Practice Skills, Strategies, and Processes			X		X	4
Helping Students Examine Similarities and Differences			X		X	4
Helping Students Examine Their Reasoning					X	4
Helping Students Revise Knowledge				X		3
Helping Students Engage in Cognitively Complex Tasks				XX		3

CONDITIONS FOR LEARNING	0	1	2	3	4	Score
Using Formative Assessment to Track Progress				XX	X	4
Providing Feedback and Celebrating Progress				X		3
Organizing Students to Interact with Content			X	X	X	4
Establishing and Acknowledging Adherence to Rules and Procedures			X		X	4
Using Engagement Strategies				X	X	4
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom				X		3
Communicating High Expectations for Each Student to Close the Achievement Gap				X		3

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4	Score
Adhering to School and District Policies and Procedures				X	X	7
Maintaining Expertise in Content and Pedagogy				X	X	7
Promoting Teacher Leadership and Collaboration					X	4

Domain Score	Weighted Domain Score
3.66	3.66 X .20 = .73
3.6	3.6 X .30 = 1.08
3.57	3.57 X .30 = 1.07
3.6	3.6 X .20 = .72

Instructional Status Score: 3.6

Deliberate Practice Score = 3

*(Instructional Status Score * .90) + (Deliberate Practice Score * .10) = Instructional Practice Score*

*(3.6 * .9) + (3 * .10) = Instructional Practice Score*

3.24+ .3 = 3.54

Instructional Practice Score = 3.54

Student Growth = 4

Instructional Practice (.65) + Student Growth (.35) = Final Score
3.54 (.65) + 4 (.35) = Final Score

2.30 + 1.40 = 3.7

Final Score = 3.70 Highly Effective

Example 2:

9th Grade ELA Teacher

STANDARDS-BASED PLANNING	0	1	2	3	4	Score
Planning Standards-Based Lessons/Units		X	X			2
Aligning Resources to Standard(s)		X				1
Planning to Close the Achievement Gap Using Data		X				1

STANDARDS-BASED INSTRUCTION	0	1	2	3	4	Score
Identifying Critical Content from the Standards *(Required evidence in every lesson)*			X			2
Previewing New Content		X		X		3
Helping Students Process New Content			X			2
Using Questions to Help Students Elaborate on Content			X			2
Reviewing Content			X			2
Helping Students Practice Skills, Strategies, and Processes			X			2
Helping Students Examine Similarities and Differences			X			2
Helping Students Examine Their Reasoning	X					0
Helping Students Revise Knowledge		X				1
Helping Students Engage in Cognitively Complex Tasks	X					0

CONDITIONS FOR LEARNING	0	1	2	3	4	Score
Using Formative Assessment to Track Progress	X					0
Providing Feedback and Celebrating Progress		XX				1
Organizing Students to Interact with Content		X	X			2
Establishing and Acknowledging Adherence to Rules and Procedures		X				1
Using Engagement Strategies		XX	X			2
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom			X			2
Communicating High Expectations for Each Student to Close the Achievement Gap	X					0

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4	Score
Adhering to School and District Policies and Procedures		X	X			3
Maintaining Expertise in Content and Pedagogy		X	X			3
Promoting Teacher Leadership and Collaboration			X			2

Domain Score	Weighted Domain Score
1.33	1.33 X .20 = .26
1.6	1.6 X .30 = .48
1.14	1.14 X .30 = .34
1.6	1.6 X .20 = .32

Instructional Status Score: 1.4

Deliberate Practice Score = 2

*(Instructional Status Score * .90) + (Deliberate Practice Score * .10) = Instructional Practice Score*

*(1.4 * .9) + (2 * .10) = Instructional Practice Score*

1.26 + .2 = 1.4

Instructional Practice Score = 1.46

Student Growth = 1

Instructional Practice (.65) + Student Growth (.35) = Final Score
1.46 (.65) + 1 (.35) = Final Score

.94 + .35 = 1.29

Final Score = 1.29 Unsatisfactory

Recommended Best Practices for Evaluation

Observers may:

- ✓ Communicate on a regular basis, clear expectations for successful implementation of the Marzano Observation/ Evaluation System.
- ✓ Clarify that the teacher understands the criteria of the key elements he or she has selected.
- ✓ Set a schedule in which teachers can sign up for their pre-conference, post-conference, and formal observations. Block certain weeks throughout the school year and request that teachers make it their responsibility to schedule the pre- and post- conferences and the observation according to the district guidelines and timelines.
- ✓ Follow the pacing guide that Professional Development provides that defines approximate completion dates by quarter or semester so that teachers receive feedback throughout the school year.
- ✓ Conduct no less than half of the required observations prior to the end of the first semester of school.
- ✓ Avoid delaying and scheduling a large number of observations into the last month of school.
- ✓ Ease any anxiety about focused observations (particularly if this is a new practice for a teacher) by announcing the day or the week observations will be taking place; and once the teacher is comfortable with having an administrator in his or her room, move to unannounced informal observations.
- ✓ Complete observations for elements for which behavioral evidence is observed.
- ✓ Reschedule an observation for another time when, non-traditional instruction (that does not lend well to a formative observation) is taking place. (i.e. testing)
- ✓ Avoid scheduling observations for teachers:
  - during times when 'auto-splitting' is occurring in a classroom;
  - only at the same time of the instructional day;
  - for teachers of students who are tested during state and district testing windows to the extent possible; and/ or
  - during times when student behavior may be affected due to a disruption in the daily schedule such as immediately after fire or tornado drills, special student activities, or other unusual circumstances that may skew observation data.
- ✓ Provide finalized feedback no more than ten (10) working days after an observation concludes.
- ✓ Use the appropriate pre-observation, post-observation, and lesson plan forms to empower teachers to reflect upon classroom instruction.
- ✓ Plan observations to represent a fair sampling of the teacher's instructional day. Per Article V, Section 5.23, of the Contract (Appendix I):
  - *Every reasonable effort will be made to place teachers in their certified teaching field.*

- *In some cases, the Board may assign a teacher outside the scope of his/her certification areas.*
- *When this is done, the teaching evaluation will note that the teacher is assigned out of field if the evaluation is done on that assignment.*
- *When teachers are given split assignments, evaluations shall be done only in their certified areas.*

Recommended Roles		
Formal Observation	**Observer**	**Teacher**
Pre-Conference	To support and guide the teacher in planning and preparation	To provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula
Post-Conference	To provide a climate and experience that enables the teacher and the observer to reflect upon the lesson and to determine next steps	To reflect upon the impact that the lesson had on student learning.
Written Feedback	To provide objective, actionable and timely feedback as described in the district procedures	To reflect upon and engage in dialogue with observers; and to take appropriate action

Appendix A – Evaluation Framework Standards

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

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

	• Providing Feedback and Celebrating Progress • Organizing Students to Interact with Content • Establishing and Acknowledging Adherence to Rules and Procedures • Using Engagement Strategies • Establishing and Maintaining Effective Relationships in a Student- Centered Classroom
b. Manages individual and class behaviors through a well-planned management system;	Domain 3: • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress • Organizing Students to Interact with Content • Establishing and Acknowledging Adherence to Rules and Procedures • Using Engagement Strategies • Establishing and Maintaining Effective Relationships in a Student- Centered Classroom • Communicates High Expectations for each student to close the achievement gap
c. Conveys high expectations to all students;	Domain 3: • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress • Organizing Students to Interact with Content • Establishing and Acknowledging Adherence to Rules and Procedures • Using Engagement Strategies • Establishing and Maintaining Effective Relationships in a Student- Centered Classroom • Communicates High Expectations for each student to close the achievement gap
d. Respects students' cultural linguistic and family background;	Domain 3: • Establishing and Maintaining Effective Relationships in a Student- Centered Classroom
e. Models clear, acceptable oral and written communication skills;	Domain 3: • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress • Establishing and Acknowledging Adherence to Rules and Procedures • Establishing and Maintaining Effective Relationships in a Student- Centered Classroom Domain 4: • Adhering to School and District Policies and Procedures
f. Maintains a climate of openness, inquiry, fairness and support;	Domain 3: • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress • Establishing and Acknowledging Adherence to Rules and Procedures • Establishing and Maintaining Effective Relationships in a Student- Centered Classroom Domain 4: • Adhering to School and District Policies and Procedures

g. Integrates current information and communication technologies;	Domain 1: • Aligning Resources to Standard(s)
h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	Domain 3: • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress • Organizing Students to Interact with Content • Establishing and Acknowledging Adherence to Rules and Procedures • Using Engagement Strategies • Establishing and Maintaining Effective Relationships in a Student- Centered Classroom • Communicates High Expectations for each student to close the achievement gap Domain 4: • Adhering to School/District Policies and Procedures
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	Domain 1: • Aligning Resources to Standard(s)
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	Domain 3: • Establishing and Maintaining Effective Relationships in a Student- Centered Classroom Domain 4: Adhering to School/District Policies and Procedures

3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	Domain 2: • Identifying Critical Content from the Standards • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks Domain 3: • Organizing Students to Interact with Content • Using Engagement Strategies
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Domain 2: • Identifying Critical Content from the Standards • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks
c. Identify gaps in students' subject matter knowledge;	Domain 1: • Planning to Close the Achievement Gap Using Data Domain 3: • Using Formative Assessment to Track Progress • Communicates High Expectations for each student to close the achievement gap
d. Modify instruction to respond to preconceptions or misconceptions;	Domain 2: • Identifying Critical Content from the Standards • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks
e. Relate and integrate the subject matter with other disciplines and life experiences;	Domain 2: • Identifying Critical Content from the Standards • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks
f. Employ questioning that promotes critical thinking;	Domain 2: • Using Questions to Help Students Elaborate on Content
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Domain 2: • Identifying Critical Content from the Standards • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content

	• Reviewing Content • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Domain 1: • Planning Standards-Based Lessons and Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data Domain 2: • Identifying Critical Content from the Standards • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks Domain 3: • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress • Organizing Students to Interact with Content • Establishing and Acknowledging Adherence to Rules and Procedures • Using Engagement Strategies • Establishing and Maintaining Effective Relationships in a Student- Centered Classroom • Communicates High Expectations for each student to close the achievement gap
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	Domain 3: • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress • Organizing Students to Interact with Content • Establishing and Acknowledging Adherence to Rules and Procedures • Using Engagement Strategies • Establishing and Maintaining Effective Relationships in a Student- Centered Classroom • Communicates High Expectations for each student to close the achievement gap
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Domain 2: • Identifying Critical Content from the Standards • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks Domain 3: • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress • Organizing Students to Interact with Content • Establishing and Acknowledging Adherence to Rules and Procedures
4. Assessment	

The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	Domain 1: • Planning Standards-Based Lessons and Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Domain 1: • Planning Standards-Based Lessons and Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data Domain 3: • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Domain 1: • Planning Standards-Based Lessons and Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data Domain 3: • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Domain 1: • Planning Standards-Based Lessons and Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data Domain 3: • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Domain 1: • Planning Standards-Based Lessons and Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data Domain 3: • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress Domain 4: • Adhering to School/District Policies and Procedures • Promoting Teacher Leadership and Collaboration
f. Applies technology to organize and integrate assessment information.	Domain 1: • Planning Standards-Based Lessons and Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Domain 4: • Adhering to School and District Policies and Procedures • Maintaining Expertise in Content and Pedagogy
b. Examines and uses data-informed research to improve instruction and student achievement;	Domain 1: • Planning Standards-Based Lessons and Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data Domain 4: • Maintaining Expertise in Content and Pedagogy
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;	Domain 1: • Planning Standards-Based Lessons and Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data Domain 4: • Adhering to School and District Policies and Procedures • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Domain 4: • Adhering to School and District Policies and Procedures • Promoting Teacher Leadership and Collaboration
e. Engages in targeted professional growth opportunities and reflective practices; and,	Domain 4: • Adhering to School and District Policies and Procedures • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Domain 2: • Identifying Critical Content from the Standards • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Students Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks Domain 3: • Using Formative Assessment to Track Progress • Providing Feedback and Celebrating Progress • Organizing Students to Interact with Content • Establishing and Acknowledging Adherence to Rules and Procedures • Using Engagement Strategies • Establishing and Maintaining Effective Relationships in a Student- Centered Classroom • Communicates High Expectations for each student to close the achievement gap Domain 4: • Adhering to School and District Policies and Procedures • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration

6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:	
a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	Domain 4: • Adhering to School and District Policies and Procedures • Promoting Teacher Leadership and Collaboration
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	Domain 4: • Adhering to School and District Policies and Procedures • Promoting Teacher Leadership and Collaboration
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	Domain 4: • Adhering to School and District Policies and Procedures

Appendix B – Observation Instruments for Classroom Teachers

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

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Domain: Standards Based Planning

Element: **Planning Standards-Based Lessons/Units**

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

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

Example Planning Evidence:

- ☐ Plans exhibit a focus on the essential standards required at the appropriate age or grade level
- ☐ Plans include a scale or learning progression that builds a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Planned instruction and student tasks are aligned to both the content and the level of cognitive complexity of the learning target
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how the needs of all students are addressed in the classroom

When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans and EL strategies are addressed in the classroom

Example Implementation Evidence:

- ☐ Completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Completed student assignments/work demonstrate grounding in real-world application
- ☐ Completed student assignments/work demonstrate how the needs of all students have been addressed in the lesson/unit
- ☐ Completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans and EL strategies have been addressed in the lesson/unit
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

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

Element: **Aligning Resources to Standard(s)**

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

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

Example Planning Evidence:

- ☐ Plans identify how to use traditional resources such as textbooks, manipulatives, primary source materials, etc., at the appropriate level of text complexity to implement the unit or lesson plan
- ☐ Plans integrate a variety of text types (structures) and both fiction and non-fiction text as appropriate
- ☐ Plans identify Standards for Mathematical Practice to be applied
- ☐ Plans identify how available digital resources will be used
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - Social networking sites, blogs, discussion boards
- ☐ When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc., to implement the unit or lesson plan
- ☐ When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content

Example Implementation Evidence:

- ☐ Resources are implemented throughout the lesson as planned
- ☐ Planned traditional resources are utilized by students to engage in the lesson
- ☐ Traditional resources are appropriately aligned to grade level standards
  - Textbooks
  - Manipulatives
  - Primary source materials
- ☐ Planned digital resources are used by students to engage in the lesson
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - Social networking sites, blogs, discussion boards
- ☐ Planned resources include ones to which students can relate
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to include traditional and/or digital resources for use in standards-based units and lessons in teacher plan.	**Attempts** to include traditional and/or digital resources for use in standards-based units and lessons in teacher plan.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards- based units and lessons *and* **provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.**	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Element: **Planning to Close the Achievement Gap Using Data**

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

Desired Effect: Teacher provides data showing that each student makes progress toward closing the achievement gap.

Example Planning Evidence:

- ☐ Plans are based on diagnostic data results
- ☐ Plans include potential instructional adjustments that will or could be made based on student evidence/data
- ☐ Plans show modifications made to assessments and accommodations used when testing based on students learning styles
- ☐ Plans include a process for how students will track their individual progress on learning targets
- ☐ A coherent record-keeping system is developed and maintained on student learning
- ☐ Plans take into consideration student needs (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ☐ Plans take into consideration how to communicate with families with specific needs

Example Implementation Evidence:

- ☐ Data collection is implemented as planned
- ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual or groups of students at the appropriate grade level targets
- ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- ☐ Completed student assignments/work reflect accommodations and/or adaptations for individual or groups of students at the appropriate grade level targets
- ☐ Completed student assignments/work show students track their individual progress on learning targets
- ☐ Communication about student progress is regularly sent home
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	**Attempts** to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* **provides evidence of data showing that each student makes progress toward closing the achievement gap.**	Helps others by sharing evidence of using data showing that each student makes progress toward closing the achievement gap.

Domain: Standards Based Instruction

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

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

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

Example Teacher Instructional Techniques:

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale or learning progression that specify critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing, storytelling, and other techniques to bring attention to the critical content
- ☐ Ensure text complexity aligns to the critical content

Example Teacher Techniques for Monitoring for Learning:

- ☐ **Use a Group Activity** to monitor that students know what content is important
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ☐ **Use Response Methods** to monitor that students know what content is important
- ☐ **Use Questioning Sequences** to monitor that students know what content is important

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written response (i.e. summary, entrance/exit ticket)
- ☐ Create nonlinguistic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content

Explain applicable mathematical practices in critical content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- **Reteach or use a new teacher technique**
- **Reorganize groups**
- **Utilize peer resources**
- **Modify the task**

Provide additional resources

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

Element: **Previewing New Content**

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

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

Example Teacher Instructional Techniques:

- ☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- ☐ Use preview questions before instruction or a teacher-directed activity
- ☐ Use K-W-L strategy, anticipation guide, student brainstorming, preview questions, or a variation
- ☐ Provide advanced organizer (e.g. outline, graphic organizer)
- ☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
- ☐ Use digital resources and/or other media to help students make linkages to new content
- ☐ Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Techniques for Monitoring for Learning:

- ☐ **Use a Group Activity** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- ☐ **Use Response Methods** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Identify basic relationship between prior content and new content
- ☐ Explain linkages with prior knowledge in individual or group work
- ☐ Make predictions about new content
- ☐ Summarize the purpose for new content
- ☐ Explain how prior standards or learning targets link to the new content

Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

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

Element: Helping Students Process New Content

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

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

Example Teacher Instructional Techniques:

- ☐ Break content into appropriate chunks
- ☐ Employ formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ☐ Use informal strategies to engage group members in active processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
- ☐ Facilitate group members in summarizing and/or generating conclusions
- ☐ Facilitate recording and representing new knowledge
- ☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts
- ☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback

Example Teacher Techniques for Monitoring for Learning:

- ☐ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Questioning Sequences** to monitor that students can summarize and generate conclusions about the content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Discuss, answer questions, and/or generate conclusions about the new content in groups
- ☐ Summarize or paraphrase the just learned content
- ☐ Record and represent new knowledge
- ☐ Make predictions about what they expect to learn next
- ☐ Summarize or draw conclusions from complex text and its academic language

Use repeated reasoning and abstract, quantitative, or qualitative reasoning

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task to appropriate chunk of content
- ☐ Provide additional resources

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

Element: Using Questions to Help Students Elaborate on Content

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

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

Example Teacher Instructional Techniques:

- ☐ Use a sequence of increasingly complex questions (i.e. detail, category, elaboration- inferences, predictions, projections, definitions, generalizations) as it relates to the content (text) with appropriate wait time
- ☐ Ask students to provide evidence (i.e. prior knowledge, textual evidence) for their elaborations
- ☐ Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- ☐ Model the process of using evidence to support elaboration
- ☐ Model processes and proficiencies to support mathematical elaboration

Example Teacher Techniques for Monitoring for Learning:

- ☐ **Use a Group Activity** to monitor that students accurately elaborate on content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students accurately elaborate on content
- ☐ **Use Response Methods** to monitor that students accurately elaborate on content
- ☐ **Use Questioning Sequences** to monitor that students accurately elaborate on content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Answer detail and category questions about the content
- ☐ Answer elaborative questions about the content and provide evidence to support elaborations
- ☐ Identify basic relationships between ideas and how one idea relates to another
- ☐ Discussions and student work demonstrate students can make well-supported elaborative inferences
- ☐ Discussions are grounded in evidence from text, both literary and informational
- ☐ Discussions and student work provide evidence of mathematical elaboration

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Rephrase questions/scaffold questions
- ☐ Modify task
- ☐ Provide additional resources

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

Element: **Reviewing Content**

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

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

Example Teacher Instructional Techniques:

- ☐ Begin lesson with a brief review of previously taught content
- ☐ Use a scaffolding process to systematically show the cumulative nature of the content
- ☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Brief summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Warm-up or bell-ringer activity
- ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes

Example Teacher Techniques for Monitoring for Learning:

- ☐ **Use a Group Activity** to monitor that students know the previously taught critical content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content
- ☐ **Use Response Methods** to monitor that students know the previously taught critical content
- ☐ **Use Questioning Sequences** to monitor that students know the previously taught critical content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ☐ Summarize the cumulative nature of the content
- ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm- up activities)
- ☐ Explain previously taught concepts
- ☐ Demonstrate increased fluency and/or accuracy of previously taught processes

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

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

Element: **Helping Students Practice Skills, Strategies, and Processes**

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

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

Example Teacher Instructional Techniques:

- ☐ Review and model how to execute the skill, strategy, or process
- ☐ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ☐ Employ "worked examples" or exemplars
- ☐ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- ☐ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- ☐ Provide opportunity for purposeful homework that focuses on practice of a skill, strategy, or process

Example Teacher Techniques for Monitoring for Learning:

- ☐ **Use a Group Activity** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Student Work** (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Response Methods** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Questioning Sequences** to monitor that students develop automaticity with skills, strategies, or processes

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ☐ Summarize the cumulative nature of the content
- ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm- up activities)
- ☐ Explain previously taught concepts
- ☐ Demonstrate increased fluency and/or accuracy of previously taught processes

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

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

Element: **Helping Students Examine Similarities and Differences**

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

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

Example Teacher Instructional Techniques:

- ☐ Use comparison, classifying, analogy, and/or metaphor activities to examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ Ask students to make conclusions after the examination of similarities and differences
- ☐ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ☐ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Techniques for Monitoring for Learning:

- ☐ **Use a Group Activity** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Student Work** (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Response Methods** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Questioning Sequences** to monitor that student knowledge of content is deepened by examining similarities and differences

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Student work on similarities and differences includes student summary of learning (e.g. making conclusions and/or responding to questions) to indicate deeper understanding of content
- ☐ Response to questions indicate examining similarities and differences has deepened understanding of content
- ☐ Make conclusions after examining evidence about similarities and differences
- ☐ Present evidence to support their explanation of similarities and differences
- ☐ Artifacts/student work indicate students have used digital and traditional resources to provide evidence of similarities and differences

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

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

Element: Helping Students Examine Their Reasoning

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

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

Example Teacher Instructional Techniques:

- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ Model the process of making and supporting a claim
- ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ☐ Ask students to examine logic of a response (e.g. group talk, peer revisions, debated, inferences)
- ☐ Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- ☐ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives

Example Teacher Techniques for Monitoring for Learning:

- ☐ **Use a Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Student Work** (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

Example Student Evidence of Desired (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ☐ Articulate support for a claim and/or errors in reasoning within group interactions
- ☐ Summarize new insights resulting from analysis
- ☐ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ☐ Artifacts/student work indicate students have used textual evidence to support their claim
- ☐ Mathematical arguments and critiques of reasoning are viable and valid
- ☐ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

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

Element: Helping Students Revise Knowledge

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

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

Example Teacher Instructional Techniques:

- ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
- ☐ Guide students to identify alternative ways to execute procedures
- ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- ☐ Utilize reflection activities to cultivate a growth mindset
- ☐ Prompt students to summarize and defend how their understanding has changed based on new learning
- ☐ Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences
- ☐ Guide students in a reflection process

Example Teacher Techniques for Monitoring for Learning:

- ☐ **Use a Group Activity** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Response Methods** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Questioning Sequences** to monitor that students deepen understanding by revising their knowledge

Example Student Evidence of Desired (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Explain what they are clear about and what they are confused about
- ☐ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- ☐ Groups make corrections and/or additions to information previously recorded about content
- ☐ Explain previous errors or misconceptions about content
- ☐ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
- ☐ Reflections show clarification in thinking or processing

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

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

Element: **Helping Students Engage in Cognitively Complex Tasks**

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

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

Example Teacher Instructional Techniques:

- ☐ Based on the prior content and learning, model, coach, and support the process of generating and testing a proposition, proposed theory, or hypothesis
- ☐ Ask students to design how they will test and analyze the strength of support for their proposition, theory, or hypothesis
- ☐ Provide prompt(s) for students to experiment with their own thinking
- ☐ Observe, coach, and support productive student struggle and perseverance
- ☐ Coach students as they engage with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to
- ☐ Generate conclusions
- ☐ Identify common logical errors
- ☐ Present and support propositions, theories, or hypotheses
- ☐ Navigate digital and traditional resources

Example Teacher Techniques for Monitoring for Learning:

- ☐ **Use a Group Activity** to monitor that students prove or disprove the proposition, theory or hypothesis
- ☐ **Use Student Work** (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis
- ☐ **Use Questioning Sequences** to monitor that students prove or disprove the proposition, theory, or hypothesis

Example Student Evidence of Desired (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Explain the proposition, theory, or hypothesis they are testing
- ☐ Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- ☐ Justify the process used to support the proposition, theory, or hypothesis
- ☐ Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can
- ☐ Generate conclusions
- ☐ Identify common logical errors
- ☐ Present and support the proposition, theory, or hypothesis
- ☐ Navigate digital and traditional resources
- ☐ Identify how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Utilize different coaching/facilitation techniques
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

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

Domain: Conditions For Learning

Element: Using Formative Assessment to Track Progress

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

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

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

Additional Evidence

Example Teacher Instructional Techniques:

- ☐ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks)
- ☐ Ask students to provide evidence of and explain their progress toward the learning target
- ☐ Facilitate individual conferences regarding use of data to track progress
- ☐ Use formative measures to chart individual and/or class progress toward learning targets using a performance scale
- ☐ Use formative assessment that reflects awareness of a variety of differences represented in the classroom
- ☐ Use technology to organize and review data
- ☐ Use a variety of assessments to determine students' progress toward the learning target and/or standard

Example Student Evidence of Desired (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work.)

- ☐ Systematically update their status on the learning targets using a chart, graph, or data notebook
- ☐ Describe their status relative to learning targets and unit standards (e.g. exit ticket, summary)
- ☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets
- ☐ Demonstrate autonomy in providing evidence of progress on learning targets

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Element: Providing Feedback and Celebrating Progress

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

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

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

Additional Evidence

Example Teacher Instructional Techniques:

- ☐ Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets
- ☐ Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets
- ☐ Celebrate as groups make progress toward learning targets
- ☐ Implement a systematic, ongoing process to provide feedback
- ☐ Use a variety of ways to celebrate progress toward learning targets (not general praise)
- ☐ Show of hands
- ☐ Certificate of success
- ☐ Round of applause
- ☐ Academic praise
- ☐ Digital media
- ☐ Share assessment data with student and student's family

Example Student Evidence of Desired (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work.)

- ☐ Use feedback to revise or update work to help meet their learning target
- ☐ Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work)
- ☐ Show signs of pride regarding development of mathematical practices
- ☐ Initiate celebration of individual success, group success, and that of the whole class
- ☐ Surveys indicate students want to continue making progress

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Utilize new methods to celebrate success
- ☐ Provide additional opportunities to give feedback

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

Element: **Organizing Students to Interact with Content**

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

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

Example Teacher Instructional Techniques:

- ☐ Organize students into pre-planned or ad hoc groups during individual lessons
- ☐ Establish routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provide guidance regarding group interactions and critiquing the reasoning of others
- ☐ Provide guidance on one or more cognitive skills appropriate for the lesson
- ☐ Utilize assignments or tasks at the appropriate taxonomy level of content
- ☐ Provide guidance on one or more interpersonal skills, such as
- ☐ Taking various perspectives
- ☐ Interacting responsibly
- ☐ Handling controversy and conflict resolution
- ☐ Use various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)

- ☐ Work within groups with an organized purpose
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Add their perspectives to discussions
- ☐ Explain individual student and/or group thinking about the content
- ☐ Take responsibility for the learning of peers and self

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

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

Element: Establishing and Acknowledging Adherence to Rules and Procedures

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

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

Example Teacher Instructional Techniques:

- ☐ Involve students in designing classroom routines and procedures to develop a student-centered classroom
- ☐ Use classroom meetings to review and process rules and procedures to ensure adherence
- ☐ Remind students of rules and procedures
- ☐ Ask students to restate or explain rules and procedures
- ☐ Provide cues or signals when a rule or procedure should be used
- ☐ Recognize potential sources of disruption and deal with them immediately
- ☐ Consistently exhibit "withitness" behaviors
- ☐ Recognize and/or acknowledge students or groups who follow rules and procedures
- ☐ Organize physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.)

- ☐ Follow clear routines during class
- ☐ Explain and/or model classroom rules and procedures
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Recognize and comply with cues and signals by the teacher
- ☐ Self-regulate behavior while working individually and in groups
- ☐ Describe the classroom as an orderly and safe environment
- ☐ Describe the teacher as fair and responsive to individual students
- ☐ Move purposefully about the classroom and efficiently access materials

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Modify rules and procedures
- ☐ Seek additional student input
- ☐ Reorganize physical layout of the classroom

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

Element: **Using Engagement Strategies**

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

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

Example Teacher Instructional Techniques:

- ☐ Take action or use specific strategies to re-engage students
- ☐ Use academic games
- ☐ Manage response rates
- ☐ Use physical movement
- ☐ Maintain a lively pace
- ☐ Demonstrate intensity and enthusiasm for the content
- ☐ Use friendly controversy
- ☐ Provide opportunities for students to talk about themselves as it relates to the content
- ☐ Present unusual or intriguing information about the content

Example Student Evidence of Desired (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)

- ☐ Behaviors show the engagement strategy increases engagement
- ☐ Student-centered tasks and processes produce high levels of engagement
- ☐ Engage in the critical content with enthusiasm
- ☐ Actions show students are motivated and/or inspired by the teacher's engagement strategies
- ☐ Multiple students or the entire class respond to questions posed by the teacher
- ☐ Artifacts/student work indicate students are engaged in the critical content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Vary engagement technique
- ☐ Reorganize groups
- ☐ Modify task
- ☐ Utilize peer resources
- ☐ Vary resources

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

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

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student.

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

Example Teacher Instructional Techniques:

- ☐ Encourage students to share their thinking, input, and perspectives
- ☐ Relate content-specific knowledge to students' lives
- ☐ Use students' interests to highlight or reinforce interpersonal skills (e.g. cultivating a growth mindset)
- ☐ Compliment students regarding academic and personal accomplishments
- ☐ Engage in conversations with students about events in their lives outside of school
- ☐ When appropriate, use humor and/or playful dialogue with students
- ☐ Permit opportunities for students to demonstrate perseverance
- ☐ Use nonverbal signals (e.g. smile, nod, "high five," pat on shoulder, thumbs up, fist bump, silent applause, eye contact)
- ☐ Remain calm and objective in response to inflammatory situations or student misconduct

Example Student Evidence of Desired (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work.)

- ☐ Contribute to a positive classroom community through interactions with peers
- ☐ Demonstrate willingness to engage in discussion and answering questions in class
- ☐ Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- ☐ Respond positively to verbal and/or nonverbal interactions with the teacher
- ☐ Readily share their perspectives and thinking with the teacher
- ☐ Describe their teacher as respectful and responsive to the specific needs of each student

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Seek additional input from students
- ☐ Seek additional resources for self and students
- ☐ Utilize peer resources

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

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

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

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

Example Teacher Instructional Techniques:

- ☐ Use methods to ensure each student is held responsible for participation in classroom activities
- ☐ Ask all levels of questions of each student at the same rate and frequency
- ☐ Probe each student to correct inaccurate answers and to provide evidence of their conclusions
- ☐ Chart questioning patterns to ensure each student is asked questions with the same frequency
- ☐ Track grouping patterns to ensure each student has the opportunity to work and interact with other students
- ☐ Does not allow negative or sarcastic comments about any student
- ☐ Identify students for whom expectations are different and the various ways in which these students have been treated differently
- ☐ Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- ☐ Require perseverance and productive struggle in solving problems and overcoming obstacles

Example Student Evidence of Desired (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work.)

- ☐ Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- ☐ Treat each other with care and respect
- ☐ Actions show students avoid negative thinking about personal thoughts and actions
- ☐ Take risks by offering incorrect or alternative answers
- ☐ Participate in classroom activities and discussions
- ☐ Demonstrate perseverance and productive struggle in solving problems and overcoming obstacles

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Modify questioning techniques and patterns
- ☐ Reorganize seating patterns and groups
- ☐ Reflect on student interactions and change teacher behaviors

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

Element: **Adhering to School and District Policies and Procedures**				
Focus Statement: Teacher adheres to school and district policies and procedures.				
Desired Effect: Teacher adheres to school and district rules and procedures				
Example Teacher Evidence ☐ Perform assigned duties ☐ Fulfill responsibilities in a timely manner ☐ Follow policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment) ☐ Maintain accurate records (e.g. student progress, attendance, parent conferences) ☐ Understand legal issues related to colleagues, students, and families (e.g. special needs, equal rights) ☐ Maintain confidentiality of colleagues, students, and families ☐ Demonstrate personal integrity and ethics ☐ Use social media appropriately				
Not Using (0)	**Beginning (1)**	**Developing (2)**	**Applying (3)**	**Innovating (4)**
Makes no attempt to adhere to school and district policies and procedures.	Attempts to adhere to school and district policies and procedures, but adherence is inconsistent.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures and articulates how they adhere to school and district policies and	Makes no attempt to adhere to school and district policies and procedures.

Element: Maintaining Expertise in Content and Pedagogy

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

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

Example Teacher Evidence

- ☐ Participate in professional development opportunities
- ☐ Demonstrate content expertise and knowledge in the classroom
- ☐ Consistently implement instructional elements at or above the teacher's demonstrated competency level
- ☐ Engage with mentors from subject area experts or highly effective teachers
- ☐ Actively seek help and input from appropriate school personnel to address issues that impact instruction
- ☐ Demonstrate a growth mindset and/or seeks feedback
- ☐ Implement a deliberate practice or professional growth plan
- ☐ Identify new ways to improve student achievement
- ☐ Use a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- ☐ Explain the differential effects of specific classroom strategies on closing the achievement gap
- ☐ Reflect on how teacher observational data is correlated to student achievement data
- ☐ Identify specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- ☐ Keep track of identified focus areas for improvement within instructional strategies or conditions for learning

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

Element: Promoting Teacher Leadership and Collaboration

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

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

Example Teacher Evidence

- ☐ Contribute and share expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- ☐ Actively participate in Professional Learning Community meetings
- ☐ Serve as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- ☐ Work cooperatively with appropriate school personnel to address issues that impact student learning
- ☐ Promote positive conversations and interactions with teachers and colleagues
- ☐ Foster collaborative partnerships with parents to enhance student success
- ☐ Encourage parent involvement in classroom and school activities
- ☐ Use multiple means and modalities to communicate with families
- ☐ Serve as a student advocate in the classroom, school, and community
- ☐ Participate in school and community activities as appropriate to support students and families
- ☐ Serves on school and district-level committees
- ☐ Works to achieve school and district improvement goals

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

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.

This Appendix is not included in this document because the instruments for non- classroom teachers for SDOC are captured in a separate handbook.

Appendix D – Student Performance Measures

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

Course Number	Course Name	Level	Associated Exam	Evaluation
100060	M/J INTRO ART HIST	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
100300	AP ART HIST	High	AP ART HIST Exam	District
101005	M/J EXPLORING 2D ART	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
101010	M/J 2-D STUDIO ART 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
101020	M/J 2-D STUDIO ART 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
101026	M/J 2D STUDIO ART 3	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
101040	M/J 3-D STUDIO ART 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
101100	M/J Visual Art 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
101110	M/J Visual Art 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
101120	M/J Visual Art 3	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
101300	2-D STUDIO ART 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
101310	2-D STUDIO ART 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
101320	2-D STUDIO ART 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
101330	3-D STUDIO ART 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
101340	3-D STUDIO ART 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
101440	FIN CFT STUD ART 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
102040	M/J CREATIVE PHOTO 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
102300	CERAM/POT 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
102310	CERAM/POT 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
102320	CERAM/POT 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
103000	M/J DIG ART & DES 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post

103020	M/J DIG ART DESIGN 3	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
Course Number	**Course Name**	**Level**	**Associated Exam**	**Evaluation**
104300	AP ART/DRAW PORT	High	AP ART/DRAW PORT Exam	District
104340	DRAW 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
104350	DRAW 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
104360	DRAW 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
104390	PAINT 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
104410	FIG DRAW	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
107440	VISUAL TECH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
107450	VISUAL TECH 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
107460	VISUAL TECH 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
108310	CREATIVE PHOTO 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
108320	CREATIVE PHOTO 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
108330	CREATIVE PHOTO 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
108370	DIGITAL ART IMG 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
109320	PORT DEV: 2D DES HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
109350	AP STUDIO/2-D	High	AP STUDIO/2-D Exam	District
109360	AP STUDIO/3-D	High	AP STUDIO/3-D Exam	District
110300	PRINTMG 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
111310	SCULPT 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
111320	SCULPT 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
114815	IB VISUAL ARTS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
114835	IB VISUAL ARTS 3	High	IB Visual Arts HL Exam	District
200000	M/J COMP SCI DISC	Middle	SSA	District

Course Number	Course Name	Level	Associated Exam	Evaluation
200010	M/J Computer Science Discoveries 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
200320	AP CPTR SCI A	High	AP CPTR SCI A Exam	District
200335	AP COMPUTER SCI PRIN	High	AP COMPUTER SCI PRIN EXAM	District
200800	IB COMPTR STUDIES 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300000	M/J DANCE 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300010	M/J DANCE 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300020	M/J DANCE 3	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300100	M/J Introduction to Dance Techniques	middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300305	INTRO TO DANCE	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300310	DANCE TECNQS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300320	DANCE TECHNQS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300330	DANCE TECHNQS 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300334	DANCE TECHNQS 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300380	DANCE CHOR PERF 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300400	DANCE REPERT 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300410	DANCE REPERT 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300420	DANCE REPERT 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300430	DANCE REPERT 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300655	IB DANCE 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
300670	IB DANCE 3	High	IB Dance HL Exam	District
400000	M/J THEATRE 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
400010	M/J THEATRE 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400020	M/J THEATRE 3	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400030	M/J THEATRE 4	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400035	M/J Basic Theatre	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400040	M/J Acting 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400045	M/J Acting 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400100	M/J INTRO TECH THEA	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400110	M/J TECH THEA DE&PR	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400200	M/J MUSICAL THEAT 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400205	M/J MUSICAL THEAT 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400310	THEATRE 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400320	THEATRE 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400330	THEATRE 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400340	THEATRE 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400350	THEA HIST LIT 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400370	ACTING 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400380	ACTING 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400390	ACTING 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400400	ACTING 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400407	TECH THE D/P SCEN PR	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
400409	TECH THE D/P CMH	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400410	TECH THEA DES&PROD 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400420	TECH THEA DES&PROD 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400430	TECH THEA DES&PROD 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400440	TECH THEA DES&PROD4H	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400500	THEA DIR & ST MAN 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400510	THEA DIR & ST MAN 2H	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400660	THEA CIN & FILM PROD	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400700	MUSIC THEATRE 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400710	MUSIC THEATRE 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400720	MUSIC THEATRE 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
400830	IB THEATRE 3	High	IB Theatre HL Exam	District
500000	M/J PERS CAR SCH 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
500002	M/J PERS CAR SCH C/P	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
500300	EXEC INTERN 1	High	None Required	N/A
500310	EXEC INTERN 2	High	None Required	N/A
500320	EXEC INTERN 3	High	None Required	N/A
500330	EXEC INTERN 4	High	None Required	N/A
500500	PERS,CAR,SCH DEV 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
500510	PERS,CAR,SCH DEV 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
500520	PERS,CAR,SCH DEV 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
500530	PERS,CAR,SCH DEV 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
700030	M/J IB MYP INT FLNG1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
701320	FRENCH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
701330	FRENCH 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
701340	FRENCH 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
701800	FL PRE-IB FRENCH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
701810	FL PRE-IB FRENCH 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
701830	IB FRENCH 4-B	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
701840	IB FRENCH 5-B	High	IB French SL Exam	District
701865	IB FRENCH 6	High	IB French HL Exam	District
701870	IB MYP FRENCH 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
701880	IB MYP FRENCH 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
705320	ITALIAN 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
705330	ITALIAN 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
705340	ITALIAN 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
708000	M/J SPANISH BEG	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
708010	M/J SPANISH INTERM	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
708100	M/J Exploratory Spanish	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
708340	SPANISH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
708350	SPANISH 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
708360	SPANISH 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
708370	SPANISH 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
708400	AP SPANISH	High	AP SPANISH Exam	District
708410	AP SPANISH LIT	High	AP SPANISH LIT Exam	District
708800	FL PRE-IB SPANISH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
708810	FL PRE-IB SPANISH 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
708825	IB SPANISH 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
708830	IB SPANISH 4-B	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
708840	IB SPANISH 5-B	High	IB Spanish SL Exam	District
708865	IB SPANISH 6	High	IB Spanish HL Exam	District
708870	IB MYP SPANISH 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
708880	IB MYP SPANISH 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
708890	IB MYP SPANISH 3	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
717300	AMER SIGN LANG 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
717310	AMER SIGN LANG 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
717312	AMER SIGN LANG 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
800000	M/J HEALTH 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
800010	M/J HEALTH GR 7Y	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
800020	M/J HEALTH GR 8Y	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
800040	M/J HEALTH GR 7S	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
800320	FIRST AID SAFETY	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
900800	IB THEORY/KNWLG 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
900810	IB THEORY/KNWLG 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1000010	M/J INTENSIVE READING 1	Middle	FAST ELA	District
1000012	M/J INTENS READ 2	Middle	FAST ELA	District
1000014	M/J INTENS READ 3	Middle	FAST ELA	District
1000410	INTENS READ	High	FAST ELA	District
1000410	INTENS READ	High	SAT/ACT	District
1000412	Intensive Reading 1	High	FAST ELA	District
1000412	Intensive Reading 1	High	SAT/ACT	District
1000414	Intensive Reading 2	High	FAST ELA	District
1000414	Intensive Reading 2	High	SAT/ACT	District
1000416	Intensive Reading 3	High	FAST ELA	District
1000416	Intensive Reading 3	High	SAT/ACT	District
1000418	Intensive Reading 4	High	FAST ELA	District
1000418	Intensive Reading 4	High	SAT/ACT	District
1001010	M/J LANG ARTS 1	Middle	FAST ELA	District
1001020	M/J LANG ARTS 1, ADV	Middle	FAST ELA	District
1001030	M/J IB LANG ARTS 1	Middle	FAST ELA	District
1001040	M/J LANG ARTS 2	Middle	FAST ELA	District
1001050	M/J LANG ARTS 2, ADV	Middle	FAST ELA	District
1001060	M/J IB LANG ARTS 2	Middle	FAST ELA	District
1001070	M/J LANG ARTS 3	Middle	FAST ELA	District
1001080	M/J LANG ARTS 3, ADV	Middle	FAST ELA	District
1001090	M/J IB LANG ARTS 3	Middle	FAST ELA	District
1001310	ENG 1	High	FAST ELA	District
1001320	ENG HON 1	High	FAST ELA	District
1001340	ENG 2	High	FAST ELA	District
1001350	ENG HON 2	High	FAST ELA	District
1001370	ENG 3	High	SAT/ACT	District
1001380	ENG HON 3	High	SAT/ACT	District
1001400	ENG 4	High	SAT/ACT	District
1001405	ENG 4: FL COLL PREP	High	SAT/ACT	District
1001410	ENG HON 4	High	SAT/ACT	District
1001415	PRE-AP ENGLISH 1	High	FAST ELA	District
1001416	PRE-AP ENGLISH 2	High	FAST ELA	District
1001420	AP ENG COMPO	High	AP ENG COMPO Exam	District
1001430	AP ENG LIT COMPO	High	AP ENG LIT COMPO Exam	District
1001800	FL PRE-IB ENG 1	High	FAST ELA	District

Course Number	Course Name	Level	Associated Exam	Evaluation
1001810	FL PRE-IB ENG 2	High	FAST ELA	District
1001820	IB ENGLISH 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1001830	IB ENGLISH 4	High	IB English HL Exam	District
1002000	M/J LANG ARTS 1 ESOL	Middle	FAST ELA	District
1002010	M/J LANG ARTS 2 ESOL	Middle	FAST ELA	District
1002020	M/J LANG ARTS 3 ESOL	Middle	FAST ELA	District
1002180	M/J ENGLISH LANG DEV	Middle	FAST ELA	District
1002380	ENGLISH LANG DEV	High	FAST ELA	District
1005350	LIT & THE ARTS 1 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1005360	LIT & THE ARTS 2 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1005365	LIT IN MEDIA HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1006000	M/J JOURN 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1006300	JOURN 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1006310	JOURN 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1006320	JOURN 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1006330	JOURN 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1006331	JOURN 5 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1006332	JOURN 6 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1006375	SOCIAL MEDIA 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1007000	M/J SPEECH-DEBATE 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1007300	SPEECH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1007300	SPEECH 1	High	FAST ELA	District
1007310	SPEECH 2	High	FAST ELA	District
1007310	SPEECH 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
1007330	DEBATE 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1007340	DEBATE 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1007350	DEBATE 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1007360	DEBATE 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1009000	M/J CREATIVE WRIT 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1009010	M/J CREATIVE WRIT 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1009020	M/J CREATIVE WRIT 3	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1009320	CREATIVE WRIT 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1009330	CREATIVE WRIT 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1009331	CREATIVE WRIT 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1009332	CREATIVE WRIT 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1009350	PLAY WRIT	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1020810	AMER LIT HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1020860	GREAT BOOKS HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1043000	ADVANCED PLACEMENT DRAWING	High	AP Drawing Exam	District
1100000	M/J LIB SKLS/IL (MC)	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1113300	SCULPT 3 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1200310	ALG 1	Middle/High	EOC - Algebra 1	District
1200315	ALG 1 CR	High	School District Model	District
1200320	ALG 1 HON	Middle/High	EOC - Algebra 1	District
1200330	ALG 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
1200340	ALG 2 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1200370	ALG 1-A	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1200380	ALG 1-B	High	EOC - Algebra 1	District
1200384	Mathematics for Data and Financial Literacy	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1200388	Mathematics for Data and Financial Literacy Honors	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1200390	IB MYP ALG 1	Middle	EOC - Algebra 1	District
1200400	INTENS MATH	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1200700	Math Coll. Readiness	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1200710	Mathematics for College Algebra	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1201325	IB MATH: ANLYS/APPR1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1201330	IB MATH: ANLYS/APPR2	High	IB MATH: ANLYS/APPR2 SL Exam	District
1201335	IB MATH: ANLYS/APPR3	High	IB Math: ANLYS/APPR2 HL Exam	District
1202300	CALCULUS HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1202310	AP CALCULUS AB	High	AP CALCULUS AB Exam	District
1202320	AP CALCULUS BC	High	AP CALCULUS BC Exam	District
1202340	PRE-CALCULUS HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1204000	M/J INTENS MATH	Middle	FAST Math	District
1205010	M/J Grade 6 Mathematics	Middle	FAST Math	District
1205020	M/J Grade 6 Mathematics Advanced	Middle	FAST Math	District
1205040	M/J Grade 7 Mathematics	Middle	FAST Math	District
1205050	M/J Grade 7 Mathematics Advanced	Middle	FAST Math	District
1205070	M/J Grade 8 Pre-Algebra	Middle	FAST Math	District
1205090	M/J IB MATH 1	Middle	FAST Math	District

Course Number	Course Name	Level	Associated Exam	Evaluation
1205100	M/J IB PRE-ALGEBRA	Middle	FAST Math	District
1206310	GEO	Middle/High	EOC - Geometry	District
1206320	GEO HON	Middle/High	EOC - Geometry	District
1206810	IB MYP GEOM	Middle	EOC - Geometry	District
1207300	LIB ARTS MATH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1207350	Mathematics for College Liberal Arts	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1209300	IB MATH: APPS/INT 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1209305	IB MATH: APPS/INT 2	High	IB Math: APPPS/INT 2 SL Exam	District
1210300	PROB, STAT W/APPLS H	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1210305	Mathematics for College Statistics	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1210320	AP STAT	High	AP STAT Exam	District
1298310	ADV TOPICS IN MATH	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1300000	M/J MUS THEORY 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1300010	M/J MUS THEORY 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1300030	M/J UNDERSTAND MUSIC	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1300080	M/J EXPL MUS PERF	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1300300	MUS THEORY 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1300310	MUS THEORY 2 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1300330	AP MUS THEORY	High	AP MUS THEORY Exam	District
1300340	MUSIC WORLD	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1300816	IB Music 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1300818	IB Music 2	High	IB Music SL	District
1301030	M/J KEYBD 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
1301040	M/J KEYBD 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1301080	M/J EXPL MUS PERF	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1301090	M/J EXPL MUSIC 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1301320	GUITAR 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1301330	GUITAR 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1301360	KEYBD 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1301370	KEYBD 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1301380	KEYBD 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1301390	KEYBD 4 HONORS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302000	M/J BAND 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302010	M/J BAND 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302020	M/J BAND 3	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302030	M/J BAND 4	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302040	M/J ORCH 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302050	M/J ORCH 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302060	M/J ORCH 3	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302080	M/J INSTRU TECNQS 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302090	M/J INSTRU TECNQS 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302100	M/J INSTRU TECNQS 3	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
1302110	M/J INSTRU ENS 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302120	M/J INSTRU ENS 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302130	M/J INSTRU ENS 3	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302300	BAND 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302310	BAND 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302320	BAND 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302330	BAND 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302340	BAND 5 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302350	BAND 6 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302360	ORCH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302370	ORCH 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302380	ORCH 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302390	ORCH 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302400	ORCH 5 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302410	ORCH 6 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302420	INSTRU TECNQS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302430	INSTRU TECNQS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302450	INSTRU TECNQS 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
1302460	INSTRU ENS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302470	INSTRU ENS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302480	INSTRU ENS 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302490	INSTRU ENS 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302500	JAZZ ENS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302510	JAZZ ENS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302520	JAZZ ENS 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1302530	JAZZ ENS 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303000	M/J CHORUS 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303010	M/J CHORUS 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303020	M/J CHORUS 3	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303030	M/J CHORUS 4	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303070	M/J VOCAL TECNQS 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303150	M/J MUSIC TECH	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303300	CHORUS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303310	CHORUS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303320	CHORUS 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303330	CHORUS 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303340	CHORUS 5 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
1303350	CHORUS 6 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303360	CHORUS REG-SPEC 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303370	CHORUS REG-SPEC 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303380	CHORUS REG-SPEC 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303400	VOCAL TECNQS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303410	VOCAL TECNQS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303420	VOCAL TECNQS 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303430	VOCAL TECNQS 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303440	VOCAL ENS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303450	VOCAL ENS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303460	VOCAL ENS 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1303470	VOCAL ENS 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1304300	MUS TECH & SO ENG 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1304310	MUS TECH & SO ENG 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1305300	EURHY 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1305310	EURHY 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1305320	EURHY 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1305330	EURHY 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
1305420	MUSIC ENS 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1305430	MUSIC ENS 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1400000	M/J PEER COUN 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1400010	M/J PEER COUN 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1400300	PEER COUN 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1400310	PEER COUN 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1400320	PEER COUN 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1400330	PEER COUN 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1400340	PEER/PARTNERS LRNG	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1501300	PERS FIT	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1501310	FIT LIFST DESIGN	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1501320	FIT ISSUES FOR ADOL	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1501340	WEIGHT TRAIN 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1501350	WEIGHT TRAIN 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1501360	WEIGHT TRAIN 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1501380	PERS FIT TRAINER	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1501390	COMPRE FIT	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1501410	POWER WEIGHT TRAIN 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
1502410	INDIV/DUAL SPRTS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1502420	INDIV/DUAL SPRTS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1502430	INDIV/DUAL SPRTS 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1502470	REC	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1502480	OUTDOOR ED	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1502490	CARE/PREV OF ATH INJ	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1503300	TRACK & FIELD	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1503310	BASKETBALL	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1503315	Basketball 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1503320	SOCCER	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1503350	TEAM SPRTS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1503360	TEAM SPRTS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1503400	AEROBICS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1503410	AEROBICS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1503420	AEROBICS 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1504500	TENNIS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1505500	VOLLEYBALL 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1505510	VOLLEYBALL 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
1505520	VOLLEYBALL 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1505550	WRESTLING 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1505560	WRESTLING 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1508000	M/J FITNESS GRADE 6	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1508020	M/J TEAM SPORTS GRD7	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1508040	M/J EXTRME SPRTS GD8	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1508050	M/J IND/DUAL SPT GD8	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1508060	M/J COMPRE GRDE 6/7	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1508070	M/J COMPRE GDE 7/8	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1700000	M/J RESEARCH 1	Middle	FAST ELA	District
1700010	M/J RESEARCH 2	Middle	FAST ELA	District
1700020	M/J RESEARCH 3	Middle	FAST ELA	District
1700100	M/J CRIT THINK	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1700110	M/J AVID 6TH	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1700120	M/J AVID 7TH	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1700130	M/J AVID 8TH	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1700135	M/J AVID 8TH & C/P	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1700300	RESEARCH 1	High	School District Model	District
1700310	RESEARCH 2	High	School District Model	District
1700320	RESEARCH 3	High	School District Model	District
1700360	FL PRE-IB INQ SKILLS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
1700370	CRIT THINK ST SKLS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1700380	CAR RESA&DECI MAK	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1700390	AVID 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1700400	AVID 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1700410	AVID 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1700420	AVID 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1700500	AP CAPSTONE SEMINAR	High	AP CAPSTONE SEMINAR Exam	District
1700510	AP CAPSTONE RESEARCH	High	AP CAPSTONE RESEARCH Exam	District
1800300	AF AERO SCI 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1800310	AF AERO SCI 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1800320	AF AERO SCI 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1800330	AF AEROSCI 4 LEADDEV	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1800400	LEAD ED 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1800410	LEAD ED 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1801300	AR LEAD ED/TRAIN 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1801310	AR LEAD ED/TRAIN 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1801320	AR LEAD ED/TRAIN 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1801330	AR LEAD ED/TRAIN 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
1802300	NAVAL SCI 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1802310	NAVAL SCI 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1802320	NAVAL SCI 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1802330	NAVAL SCI 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1803300	MC LEAD ED 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1803310	MC LEAD ED 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1803320	MC LEAD ED 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1803330	MC LEAD ED 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1900300	DRIVER ED CLASS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
1900310	DRIVER ED CLASS/LAB	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2000010	M/J LIF SCI	Middle	SSA	District
2000020	M/J LIFE SCI ADV	Middle	SSA	District
2000025	M/J STEM LIFE SCI	middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2000030	M/J IB MYP LIFE SCI	Middle	SSA	District
2000310	BIO 1	Middle/High	EOC - Biology	District
2000320	BIO 1 HON	Middle/High	EOC - Biology	District
2000340	AP BIO	High	AP BIO Exam	District
2000350	ANAT PHYSIO	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2000360	ANAT PHYSIO HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2000440	GENETICS HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2000800	FL PRE-IB BIO 1	High	EOC - Biology	District
2000805	IB Biology 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
2000810	IB BIO 2	High	IB Bio SL Exam	District
2000820	IB BIO 3	High	IB Bio HL Exam	District
2000850	IB MYP BIOLOGY	Middle	EOC - Biology	District
2001010	M/J ERTH/SPA SCI	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2001020	M/J ERTH/SPA SCI ADV	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2001030	M/J IB MYP ERT/SP SC	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2001310	ERTH/SPA SCI	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2001320	ERTH/SPA SCI HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2001340	ENV SCI	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2001341	ENV SCI HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2001350	ASTRONOMY	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2001375	IB ENV SYS & SOC 2	High	IB Env. Syst SL Exam	District
2001380	AP ENV SCI	High	AP ENV SCI Exam	District
2002040	M/J COMPRE SCI 1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2002050	M/J COMPRE SCI 1 ADV	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2002060	M/J IB MYP COMP SCI1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2002070	M/J COMPRE SCI 2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2002080	M/J COMPRE SCI 2 ADV	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2002100	M/J COMPRE SCI 3	Middle	SSA	District
2002110	M/J COMPRE SCI 3 ADV	Middle	SSA	District
2002340	EXP SCI 1 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2002480	FORC SCI 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
2002500	MARINE SCI 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2002510	MARINE SCI 1 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2003010	M/J PHY SCI	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2003020	M/J PHY SCI ADV	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2003310	PHY SCI	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2003320	PHY SCI HON	Middle/High	SSA	District
2003340	CHEM 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2003350	CHEM 1 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2003360	CHEM 2 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2003370	AP CHEM	High	AP CHEM Exam	District
2003380	PHYS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2003390	PHYS 1 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2003421	AP Physics 1	High	AP Physics 1 Exam	District
2003422	AP Physics 2	High	AP Physics 2 Exam	District
2003430	AP PHYSICS C: ME	High	AP PHYSICS C: ME Exam	District
2003800	FL PRE-IB CHEM 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2003805	IB Chemistry 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2003810	IB CHEM 2	High	IB Chem SL Exam	District
2003820	IB CHEM 3	High	IB Chem HL Exam	District
2003836	FL PRE-IB PHYSICS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2003840	IB PHYSICS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2003845	IB PHYSICS 2	High	IB Physics SL Exam	District
2003850	IB PHYSICS 3	High	IB Physics HL Exam	District
2020910	ASTR S/G HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
2100010	M/J US HIST	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2100015	M/J US HIST&CAR PLAN	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2100020	M/J US HIST ADV	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2100025	M/J US HIS ADV & C/P	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2100310	US HIST	High	EOC - US History	District
2100320	US HIST HON	High	EOC - US History	District
2100330	AP U.S. HIST	High	AP U.S. HIST Exam	District
2100360	LATIN AMER HIST	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2100800	IB HISTORY OF AMER	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2102310	ECONOMICS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2102320	ECON HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2102335	ECON FIN LIT	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2102345	ECON FIN LIT HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2102360	AP MICROECON	High	AP MICROECON Exam	District
2102370	AP MACROECON	High	AP MACROECON Exam	District
2102372	PERSONAL FIN LIT	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2102430	IB BUS MGMT 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2102810	IB ECONOMICS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2102820	IB ECONOMICS 2	High	IB Economics SL Exam	District
2102830	IB ECONOMICS 3	High	IB Economics HL Exam	District
2103010	M/J WORLD GEOG	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2103020	M/J WORLD GEOG ADV	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
2103400	AP HUMAN GEOG	High	AP HUMAN GEOG Exam	District
2104000	M/J SS	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2104010	M/J ENG CIT SERVLRN1	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2104020	M/J ENG CIT SERVLRN2	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2104060	M/J INTRO PERSFINLIT	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2105860	IB PHILOSOPHY 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2105870	IB PHILOSOPHY 2	High	IB Philosophy SL Exam	District
2105875	IB Philosophy 3	High	IB Philosophy HL Exam	District
2106010	M/J CIVICS	Middle	EOC-Civics	District
2106016	M/J CIVICS & CAR PL	Middle	EOC-Civics	District
2106020	M/J CIVICS ADV	Middle	EOC - Civics	District
2106026	M/J CIVICS ADV&CAR P	Middle	EOC-Civics	District
2106310	US GOVT	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2106320	US GOVT HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2106420	AP US GOVT/POL	High	AP US GOVT/POL Exam	District
2106430	AP COMP GOVT/POL	High	AP COMP GOVT/POL Exam	District
2106850	IB GLOBAL POLITICS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2106855	IB GLOBAL POLITICS 2	High	IB Global Politics SL Exam	District
2106860	IB GLOBAL POLITICS 3	High	IB Global Politics Exam	District
2107300	PSYCH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2107310	PSYCH 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2107800	IB PSYCHOLOGY 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2108300	SOCIOLOGY	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2109010	M/J WORLD HIST	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
2109020	M/J WORLD HIST ADV	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2109310	WORLD HIST	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2109320	WORLD HIST HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2109380	AP EURO HIST	High	AP European History Exam	District
2109420	AP WORLD HIST	High	AP WORLD HIST Exam	District
2109805	IB CONTEMP HISTORY 2	High	IB History HL Exam	District
2109830	IB MYP WRLD HIST	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2400300	LEAD SKLS DEV	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2400310	LEAD TECNQS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
2400320	LEADER STRATEGIES	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
3004800	DANCE KINE/SOMAT 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
3026010	HOPE	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
4006600	THEA CIN & FILM PROD	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5001010	ART - GRADE K	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5001020	ART - GRADE 1	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5001030	ART - GRADE 2	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5001040	ART - INTERM 1	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5001050	ART - INTERM 2	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5001060	ART - INTERM 3	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5002010	INTRO TO COMP SCI 1	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
5002020	INTRO TO COMP SCI 2	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5003010	DANCE - GRADE K	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5003020	DANCE - GRADE 1	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5003030	DANCE - GRADE 2	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5003040	DANCE - INTERM 1	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5003050	DANCE - INTERM 2	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5003060	DANCE - INTERM 3	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5004200	THEATRE GRADE KINDERGARTEN	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5004210	THEATRE GRADE 1	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5004220	THEATRE GRADE 2	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5004230	THEATRE INTERMEDIATE 1	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5004240	THEATRE INTERMEDIATE 2	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5004250	THEATRE INTERMEDIATE 3	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5005200	PERS,CAR,SCH DEV 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5010041	LANG ARTS GRADE K	Elementary	FAST ELA	District
5010042	LANG ARTS GRADE 1	Elementary	FAST ELA	District
5010043	LANG ARTS GRADE 2	Elementary	FAST ELA	District
5010044	LANG ARTS GRADE 3	Elementary	FAST ELA	District
5010045	LANG ARTS GRADE 4	Elementary	FAST ELA	District
5010046	LANG ARTS GRADE 5	Elementary	FAST ELA	District
5011000	LIB SKLS/INFO LIT K	Elementary	None Required	N/A
5011010	LIB SKLS/INFO LIT 1	Elementary	None Required	N/A
5011020	LIB SKLS/INFO LIT 2	Elementary	None Required	N/A

Course Number	Course Name	Level	Associated Exam	Evaluation
5011030	LIB SKLS/INFO LIT 3	Elementary	None Required	N/A
5011040	LIB SKLS/INFO LIT 4	Elementary	None Required	N/A
5011050	LIB SKLS/INFO LIT 5	Elementary	None Required	N/A
5012020	MATH GRADE K	Elementary	FAST Math	District
5012030	MATH GRADE ONE	Elementary	FAST Math	District
5012040	MATH GRADE TWO	Elementary	FAST Math	District
5012050	MATH GRADE THREE	Elementary	FAST Math	District
5012060	MATH GRADE FOUR	Elementary	FAST Math	District
5012070	MATH GRADE FIVE	Elementary	FAST Math	District
5013060	MUSIC - GRADE K	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5013070	MUSIC - GRADE 1	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5013080	MUSIC - GRADE 2	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5013090	MUSIC-INTERM 1	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5013100	MUSIC-INTERM 2	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5013110	MUSIC-INTERM 3	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5015020	PHYSICAL EDUCATION K	Elementary	Post Test ONLY - Teacher/Principal Selected	Pre / Post
5015030	PHYSICAL EDUCATION 1	Elementary	Post Test ONLY - Teacher/Principal Selected	Pre / Post
5015040	PHYSICAL EDUCATION 2	Elementary	Post Test ONLY - Teacher/Principal Selected	Pre / Post
5015050	PHYSICAL EDUCATION 3	Elementary	Post Test ONLY - Teacher/Principal Selected	Pre / Post
5015060	PHYSICAL EDUCATION 4	Elementary	Post Test ONLY - Teacher/Principal Selected	Pre / Post
5015070	PHYSICAL EDUCATION 5	Elementary	District EOY	Pre / Post
5020010	SCIENCE GRADE K	Elementary	None Required	N/A
5020020	SCIENCE GRADE ONE	Elementary	None Required	N/A
5020030	SCIENCE GRADE TWO	Elementary	None Required	N/A
5020040	SCIENCE GRADE THREE	Elementary	None Required	N/A
5020050	SCIENCE GRADE FOUR	Elementary	None Required	N/A
5020060	SCIENCE GRADE FIVE	Elementary	None Required	N/A

Course Number	Course Name	Level	Associated Exam	Evaluation
5020080	STEM Lab Grade 1	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5020090	STEM Lab Grade 2	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5020100	STEM Lab Grade 3	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5020110	STEM Lab Grade 4	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5020120	STEM Lab Grade 5	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
5021020	SOC STUDIES K	Elementary	None Required	N/A
5021030	SOC STUDIES 1	Elementary	None Required	N/A
5021040	SOC STUDIES 2	Elementary	None Required	N/A
5021050	SOC STUDIES 3	Elementary	None Required	N/A
5021060	SOC STUDIES 4	Elementary	None Required	N/A
5021070	SOC STUDIES 5	Elementary	None Required	N/A
5100580	VPK-SCH YEAR PROG	Elementary	None Required	N/A
5200000	Ungraded Prekindergarten	Elementary	None Required	N/A
7013800	AP FRENCH LANG & CU	High	AP French Lang & Culture Exam	District
7173140	AMER SIGN LANG 4 HON	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7650130	PK DISABS: 3-5	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7710011	ACCESS LANG ART - K	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7710012	ACCESS LANG ART - 1	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7710013	ACCESS LANG ART - 2	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7710014	ACCESS LANG ART - 3	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7710015	ACCESS LANG ART - 4	Elementary	FSAA ELA	District
7710016	ACCESS LANG ART - 5	Elementary	FSAA ELA	District
7712015	ACCESS MATH GRADE K	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
7712020	ACCESS MATH GRADE 1	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7712030	ACCESS MATH GRADE 2	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7712040	ACCESS MATH GRADE 3	Elementary	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7712050	ACCESS MATH GRADE 4	Elementary	FSAA Math	District
7712060	ACCESS MATH GRADE 5	Elementary	FSAA Math	District
7720015	ACCESS SCI GRADE K	Elementary	None Required	N/A
7720020	ACCESS SCI GRADE 1	Elementary	None Required	N/A
7720030	ACCESS SCI GRADE 2	Elementary	None Required	N/A
7720040	ACCESS SCI GRADE 3	Elementary	None Required	N/A
7720050	ACCESS SCI GRADE 4	Elementary	None Required	N/A
7720060	ACCESS SCI GRADE 5	Elementary	None Required	N/A
7721011	ACCESS SOC ST - K	Elementary	None Required	N/A
7721012	ACCESS SOC ST - 1	Elementary	None Required	N/A
7721013	ACCESS SOC ST - 2	Elementary	None Required	N/A
7721014	ACCESS SOC ST - 3	Elementary	None Required	N/A
7721015	ACCESS SOC ST - 4	Elementary	None Required	N/A
7721016	ACCESS SOC ST - 5	Elementary	None Required	N/A
7721020	U SKLS SOC&EMOT:PK-5	Elementary	None Required	N/A
7763010	U SKLS: PK-5	Elementary	None Required	N/A
7763030	SPEECH THRPY: PK-5	Elementary	None Required	N/A
7763040	LANG THRPY: PK-5	Elementary	None Required	N/A
7763050	OCCU THRPY: PK-5	Elementary	None Required	N/A
7763090	EXP SKLS:PK-5	Elementary	None Required	N/A
7763100	U SKLS IND FUNC:PK-5	Elementary	None Required	N/A
7800010	THRP INSTR SPT: 6-8	Middle	None Required	N/A
7801010	V/P ARTS: 6-8	Middle	None Required	N/A
7810011	ACCESS M/J LA 1	Middle	FSAA ELA	District
7810012	ACCESS M/J LA 2	Middle	FSAA ELA	District
7810013	ACCESS M/J LA 3	Middle	FSAA ELA	District
7812015	Access M/J Grade 6 Mathematics	Middle	FSAA Math	District
7812020	Access M/J Grade 7 Mathematics	Middle	FSAA Math	District

Course Number	Course Name	Level	Associated Exam	Evaluation
7812030	Access M/J Grade 8 Pre - Algebra	Middle	FSAA Math	District
7815010	PE: 6-8	Middle	None Required	N/A
7820015	ACCESS M/J COMPSCI 1	Middle	None Required	N/A
7820016	ACCESS M/J COMPSCI 2	Middle	None Required	N/A
7820017	ACCESS M/J COMPSCI 3	Middle	FSAA Science	District
7821021	ACCESS M/J CIVICS	Middle	FSAA Civics EOC	District
7821022	ACCESS M/J WRLD HIST	Middle	None Required	N/A
7821023	ACCESS M/J CIV & CP	Middle	FSAA Civics EOC	District
7821025	ACCESS M/J US HIST	Middle	None Required	N/A
7821026	ACCESS M/J USHI & CP	Middle	None Required	N/A
7821030	CAR ED PLAN	High	None Required	N/A
7855040	ADV ACAD: 6-8 GIFTED	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7863000	U SKLS: SOC&EMO 6 -8	Middle	None Required	N/A
7863010	U SKLS: 6-8	Middle	None Required	N/A
7863040	U SKLS: CURR&LRN 6-8	Middle	None Required	N/A
7863090	LRNG STR: 6-8	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7866030	SPEECH THRPY: 6-8	Middle	None Required	N/A
7866040	LANG THRPY: 6-8	Middle	None Required	N/A
7866050	OCCU THRPY: 6-8	Middle	None Required	N/A
7900010	THRP INSTR SPT	Middle/High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7910120	Access English 1	High	FSAA ELA	District
7910125	Access English 2	High	FSAA ELA	District
7910130	Access English 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7910135	Access English 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7912065	Access Geometry	High	FSAA Geometry EOC	District
7912070	ACCESS LIB ARTS MATH	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7912080	ACCESS ALGEBRA 1A	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7912090	ACCESS ALGEBRA 1B	High	FSAA Algebra EOC	District
7915015	ACCESS HOPE 9-12	High	None Required	N/A

Course Number	Course Name	Level	Associated Exam	Evaluation
7920011	ACCESS CHEMISTRY 1	High	None Required	N/A
7920015	ACCESS BIOLOGY 1	High	FSAA Biology EOC	District
7920020	ACCESS E/S SCI	High	None Required	N/A
7920022	ACCESS PHYSICAL SCI	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7920025	ACCESS INTEG SCI 1	High	None Required	N/A
7921015	ACCESS US GOVT	High	None Required	N/A
7921022	ACCESS ECON F IN LIT	High	None Required	N/A
7921025	ACCESS US HIST	High	FSAA US History EOC	District
7921027	Access World History	High	None Required	N/A
7921330	CAR ED: 9-12	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7963010	PREP AD LIV	High	None Required	N/A
7963040	SKLS STU DF HARDHEAR	High	None Required	N/A
7963050	SKLS STUS VISUAL IMP	High	None Required	N/A
7963070	U Skls: Soc & Emo 9-12	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7963080	LRNG STRATEGIES	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7963090	SKLS STUS GIFTED	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7963130	U SKLS	High	None Required	N/A
7963140	SELF-DETERMINATION	High	None Required	N/A
7963150	U SKLS: COMMUNI 9-12	High	None Required	N/A
7963160	U SKLS: IND FUN 9-12	High	None Required	N/A
7965010	MTH STUS GIFTED	High	None Required	N/A
7965040	STUDIES STUS GIFTED	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7966040	LANG THERAPY	High	None Required	N/A
7967010	ACCESS VIS/PERF ARTS	High	None Required	N/A
7967015	ACCESS DRAWING 1	High	None Required	N/A
7967025	ACCESS 2D STUDIO	High	None Required	N/A
7980040	PREP FOR ENTREP/EMP	High	None Required	N/A
7980110	CAR PREP: 9-12	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
7980120	CAR EXPERIENCES: 9-12	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8000400	OR TO CAREER CLUST	High	None Required	N/A

Course Number	Course Name	Level	Associated Exam	Evaluation
8004210	INTRO TO EQUESTRIAN	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8021100	INTRO TO AG,FOOD,NR	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8021300	FUND OF AG SYSTEMS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8100120	INTROD TO AGSCI	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8100210	EX OF AGRISCI	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8100310	ORIEN TO AGSCI	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8106210	ANIM SCI & SERS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8106220	ANIM SCI & SERS 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8106230	ANIM SCI & SERS 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8106240	ANIM SCI & SERS 5	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8106810	AGRISCI FOUND 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8111510	VET ASSIST 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8111520	VET ASSIST 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8111530	VET ASSIST 5	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8111540	VET ASSIST 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8111550	VET ASSIST 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8121510	INTROD HORT 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8121520	HORT SCI 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8129210	FOOD SCI APPL 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
8129220	FOOD SCI APPL 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8200120	Business Leadership Skills	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8200130	BUS KEY & CAR PLAN	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8200210	CPTR APPL BUSINESS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8200211	CPTR APPL BUSINESS 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8200212	CPTR APPL BUSINESS 4	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8200220	CPTR APPL BUS 1 & CP	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8200520	CPTR APPL BUS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8201210	DIG MEDIA/MM FOUND 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8201220	DIG MEDIA/MM FOUND 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8201230	DIG MEDIA/MM FOUND 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8201250	DIG MEDIA/MM FOUND 5	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8201260	DIG MEDIA/MM FOUND 6	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8201410	DIGITAL VIDEO TECH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8201420	DIGITAL VIDEO TECH 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8201430	DIGITAL VIDEO TECH 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8201440	DIGITAL VIDEO TECH 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8201610	Digital Media/Multimedia Web Production	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
8201620	Digital Media/Multimedia Motion Graphics Production	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8203000	FDNS OF JOURNALISM	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8203001	PHOTOJOURNALISM	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8203310	ACCT APPL 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8203320	ACCT APPL 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8203330	ACCT APPL 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8207310	Digital Information Technology	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8208110	GAME & SIM FOUND	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8208120	GAME & SIM DSN	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8208330	GAME & SIM PGM	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8208340	MULTI-USER GAME&SIM	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8208400	GAME/SIM/ANI ADV APP	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8209510	DIGITAL DESIGN 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8209520	DIGITAL DESIGN 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8209530	DIGITAL DESIGN 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8209540	DIGITAL DESIGN 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8209550	DIGITAL DESIGN 5	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
8215120	BUSINESS ENTREP PRIN	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8217110	CUS PROMO LAYOUT DSN	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8217120	PROMO DSN MGMT	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8217130	CUS PROMO S&D MGMT	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8300100	DIV ED DIR STUDY	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8300610	RES PROPERTY MGMT 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8300620	RES PROPERTY MGMT 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8301110	MANAGEMENT AND HUMAN RESOURCES	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8301120	Business Analysis	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8301610	WORK EXP 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8400100	HSE DIR STUDY	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8400320	MEDICAL SKLS SERS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8401110	APPLD ENG TECH I	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8401120	APPLD ENG TECH II	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8401130	APPLD ENG TECH III	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8405110	EARLY CHILD 1 NEW	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8405120	EARLY CHILD 2 NEW	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8405130	EARLY CHILD 3 NEW	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
8405140	EARLY CHILD 4 NEW	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8417100	HEALTH SCIENCE A & P	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8417110	HEALTH SCI FOUND	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8417131	ALLIED HEALTH ASSIS3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8417201	MED LAB ASSIST 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8417202	MED LAB ASSIST 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8417211	NURSE AST 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8418210	PHARM TECH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8418220	PHARM TECH 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8418230	PHARM TECH 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8418240	PHARM TECH 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8418250	PHARM TECH 5	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8418260	PHARM TECH 6	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8418270	PHARM TECH 7	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8427130	Electrocardiograph Technician 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8500100	ED & TRAINING DS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8500120	PERS & FAM FIN	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8500300	PARENT SKLS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
8500355	NUTRITION & WELLNESS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8500390	PRIN FOOD PREPR	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8501000	FINANCE DIRECTED ST	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600020	EXPLO TECH	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600050	EXPLOR AEROSPACE TEC	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600052	EX AERO TECH & CP	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600060	EX ENGINEERING TECH	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600062	EX ENGINEER TECH/CP	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600070	EX ROBOTICS TECH	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600072	EX ROBOTICS TECH/CP	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600082	EX TECH DSGN & CP	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600090	EX TECH DSGN TECH	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600091	EX ELECTRONICS TECH	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600095	EX ELECTRONICS & CP	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600220	EXPLO TECH & CAR PLA	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600520	PRIN OF ENGR	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600530	DIGTIAL ELECT	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600550	INTROD ENGR DESIGN	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
8600590	CIV ENGR & ARCH	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600620	AERO ENGR	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600650	ENGR DESIGN & DEV	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8600910	ELECTS TECH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8601900	ADV TECH APPL	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8703110	TECH FOR HOSP & TOUR	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8703120	HOSP & TOUR MKT MGMT	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8703130	HOSP & TOUR ENTRE	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8708110	PRIN BIOMED SCIENCES	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8708120	HUMAN BODY SYSTEMS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8708130	MED INTERVENTIONS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8708140	BIOMED INNOVATION	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8715110	AVIATION MAINT GEN 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8715120	AVIATION MAINT GEN 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8715130	AVIATION MAINT GEN 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8720310	BLDG CONST TECH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8720320	BLDG CONST TECH 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8720330	BLDG CONST TECH 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
8720340	BLDG CONST TECH 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8720350	BLDG CONST TECH 5	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8722610	MASONRY 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8722620	MASONRY 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8722630	MASONRY 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8722640	MASONRY 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8757210	GROOM & SAL SERS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8757310	NAILS SPECT 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8757320	NAILS SPECT 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8771110	MEDIA PRODUCTION	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8772310	DIG AUD PROD 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8772320	DIG AUD PROD 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8772330	DIG AUD PROD 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8772340	DIG AUD PROD 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8800510	CULINARY ARTS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8800520	CULINARY ARTS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8800530	CULINARY ARTS 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8800540	CULINARY ARTS 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8809200	FUND OF CUL CAREERS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
8809300	FUND OF CUL CAR & CP	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8812000	BUSINESS OWNERSHIP	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8812110	PRIN OF ENTREPRENEUR	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8812120	BUSINESS MGMT & LAW	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8815130	FINANCIAL INTERN	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8815150	BUS COMM & TECH	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8827110	MKT ESSENTIALS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8827120	MKT APPLICATIONS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8850110	INTROD TO HOS & TOUR	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8909010	Introduction to the Teaching Profession	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8909020	Human Growth and Development	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8909030	Foundations of Curriculum and Instruction	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8909040	TCHR ASSIST 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8918010	CRIMINAL JUST OPS 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8918020	CRIMINAL JUST OPS 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8918030	CRIMINAL JUST OPS 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8960350	INTRO HUMAN SERVICES	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8960360	INTRO HUMAN SER/CP	Middle	Pre/Post Test - Teacher/Principal Selected	Pre / Post
8960370	EX FAM & CON SCI	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
9001100	WEB DEVELOPMENT	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9001110	FOUND OF WEB DESIGN	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9001120	USER INTERFACE DSN	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9001130	WEB SCRIPT FUND	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9001310	IT FUNDAMENTALS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9001320	CPT & NET SECURITY	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9001330	CYBERSECURITY ESSEN	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9001340	OPERATIONAL CYBERSEC	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9003450	PROG ESSENTIALS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9007210	FOUND OF PROGRAMMING	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9007610	ADVANCED IT	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9009110	INFO & COMM TECH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9009370	ICT & CAREER PLAN	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9101100	DISP: POL,FIRE, AMB	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9200210	ADV MFG TECH 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9410110	FOUND OF ROBOTICS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9410120	ROBOTIC DESIGN ESS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9410130	ROBOTIC SYSTEMS	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Course Number	Course Name	Level	Associated Exam	Evaluation
9410140	ROBOTIC APPL CAP	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9504110	AUTO MAINT/LT RPR 1	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9504120	AUTO MAINT/LT RPR 2	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9504130	AUTO MAINT/LT RPR 3	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9504140	AUTO MAINT/LT RPR 4	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post
9504150	AUTO MAINT/LT RPR 5	High	Pre/Post Test - Teacher/Principal Selected	Pre / Post

Osceola Teacher Evaluation Student Growth Models

A) End of Course (EOC) Course, Liberal Arts Math, Math for College Readiness, Intensive Reading (11th & 12th), K-3 Math & ELA, and Statewide Science Assessment (FSSA) course teachers {Assessment: State EOC, Post Secondary Readiness Test (P.E.R.T.), FSSA, District EOY or Scholastic Aptitude Test (SAT)}

1) Identify all *non-charter* teachers within district who have a student growth tied to a district model. Utilize both semester- and year-long courses.
2) Identify students attached to teacher for survey 2 or survey 3 (union of both groups, not intersection) using the state roster verification file (students must be school-level survey 2/3 match).
3) Retrieve prior year and current year assessment scores.
4) Remove students without current year assessment scores.
5) Remove charter school students (except those from Bellalago, if applicable).
6) Calculate the average student scale score for each of the individual assessment and grade level if applicable. Combine courses (prior to calculating averages) if they share the same course description and assessment, e.g., Pre-IB Biology and Biology Honors
7) Calculate the standard deviation for each unique assessment.
8) Based on the *prior year scores* deemed appropriate for the current course, separate students into five different groups (i.e., L1 students, L2 students, L3 students, L4 students, and L5 students). Students missing prior year scores should be assigned to groups based on other demographic variables (ESE, LY, gifted).
9) Calculate the average current year assessment score for each of the five groups.
10) Determine which group's average most closely matches the overall average. The corresponding column in the matrix will direct the next calculations.

> Example: For U.S. History, the average EOC scale score was calculated to be 408. For the prior year L1 ELA group, the average U.S. History EOC scale score was calculated to be 399. For the prior year L2 ELA group, the average EOC score was 403. For the prior year L3 ELA group, the average EOC score was 407. For the prior year L4 ELA group, the average EOC score was 412. For the prior year L5 ELA group, the average EOC was 419. Because the prior year L3 group (with a score of 407) had the closest score to the overall average (of 408), the corresponding column would be the L3 column.

11) Calculate a predicted assessment score for each student using the rules in the identified column. The row identifies the prior year group to which the student was assigned.

PREDICTED SCORE MATRIX					
	Group Nearest to Course Mean				
Student's Prior Year Performance Level	**Prior Year L1 Group**	**Prior Year L2 Group**	**Prior Year L3 Group**	**Prior Year L4 Group**	**Prior Year L5 Group**
Level 1 Student (or ELL/SWD Student With No Score)	Course Mean	Course Mean - 0.5 S.D.	Course Mean - 1 S.D.	Course Mean -1.5 S.D.	Course Mean -1.5 S.D.
Level 2 Student	Course Mean + 0.5 S.D.	Course Mean	Course Mean - 0.5 S.D.	Course Mean - 1 S.D.	Course Mean -1.5 S.D.
Level 3 Student (or Student with No Score)	Course Mean + 1 S.D.	Course Mean + 0.5 S.D.	Course Mean	Course Mean - 0.5 S.D.	Course Mean - 1 S.D.
Level 4 Student	Course Mean + 1.5 S.D.	Course Mean + 1 S.D.	Course Mean + 0.5 S.D.	Course Mean	Course Mean - 0.5 S.D.
Level 5 Student (or Gifted Student with No Score)	Course Mean + 1.5 S.D.	Course Mean + 1.5 S.D.	Course Mean + 1 S.D.	Course Mean + 0.5 S.D.	Course Mean

12) Calculate the difference between each student's actual scale score and the predicted score.
13) Count the number of students whose actual score was equal to or higher than the predicted score. This is the teacher's numerator. Each student assigned to the teacher per the requirements above counts in the teacher's denominator.

14) Determine rating cut-scores for each course (or course combination). To do this, first calculate the growth percentage for each teacher based on the numerator and denominator determined in step 13 (exclude teachers with 5 or fewer students). Using the growth percentages, order teachers from lowest to highest. Determine rating cut-scores and ranges for each course (or course combination) by matching this distribution as closely as possible:

U	10% of teachers
NI or U	20% of teachers (cumulatively)
E, NI, or U	85% of teachers (cumulatively)

C) Advanced Placement (AP) Teachers (Assessment: Course AP Exam)

Identify all teachers in the district who teach AP Courses
Identify all students attached to each teacher who were on teacher's roster for Survey 3 AND whose marking period in FOCUS is listed as Semester 2 or Full Year. Also, identify all students attached to each teacher who were on teacher's roster for Survey 2 AND whose marking period in FOCUS is listed as Semester 1.

1) Obtain AP scores for each student.
2) Calculate the percentage of students attached to each teacher who scored a 2 or higher on the AP exam. The students identified in step 2 make up the teacher's denominator.
3) Assign each teacher a rating based on the following ranges:

Percent of Students Scoring a L2 or Above	Evaluation Rating
0% - 4%	Unsatisfactory
5% - 24%	Needs Improvement
25% - 64%	Effective
65% - 100%	Highly Effective

D) International Baccalaureate (IB) Teachers (Assessment: Course IB Exam)

Identify all teachers in the district who teach the following courses where the first 7 digits of the course code are as follows:

Course Number	Course Name	Level	Associated Exam	Evaluation
114835	IB VISUAL ARTS 3	High	IB Visual Arts HL Exam	District
300670	IB DANCE 3	High	IB Dance HL Exam	District
400830	IB THEATRE 3	High	IB Theatre HL Exam	District
701840	IB FRENCH 5-B	High	IB French SL Exam	District
701865	IB FRENCH 6	High	IB French HL Exam	District
708840	IB SPANISH 5-B	High	IB Spanish SL Exam	District
708865	IB SPANISH 6	High	IB Spanish HL Exam	District
1001830	IB ENGLISH 4	High	IB English HL Exam	District
1201330	IB MATH: ANLYS/APPR2	High	IB MATH: ANLYS/APPR2 SL Exam	District
1201335	IB MATH: ANLYS/APPR3	High	IB Math: ANLYS/APPR2 HL Exam	District
1209305	IB MATH: APPS/INT 2	High	IB Math: APPPS/INT 2 SL Exam	District
1300818	IB Music 2	High	IB Music SL	District
2000810	IB BIO 2	High	IB Bio SL Exam	District
2000820	IB BIO 3	High	IB Bio HL Exam	District
2001375	IB ENV SYS & SOC 2	High	IB Env. Syst SL Exam	District
2003810	IB CHEM 2	High	IB Chem SL Exam	District
2003820	IB CHEM 3	High	IB Chem HL Exam	District
2003845	IB PHYSICS 2	High	IB Physics SL Exam	District
2003850	IB PHYSICS 3	High	IB Physics HL Exam	District
2102820	IB ECONOMICS 2	High	IB Economics SL Exam	District
2102830	IB ECONOMICS 3	High	IB Economics HL Exam	District
2105870	IB PHILOSOPHY 2	High	IB Philosophy SL Exam	District
2105875	IB Philosophy 3	High	IB Philosophy HL Exam	District
2106855	IB GLOBAL POLITICS 2	High	IB Global Politics SL Exam	District
2106860	IB GLOBAL POLITICS 3	High	IB Global Politics Exam	District
2109805	IB CONTEMP HISTORY 2	High	IB History HL Exam	District

1) Identify all students attached to each teacher who were on teacher's roster for Survey 3 **AND** Marking Period is listed as Semester 2 or Full Year. Also identify all students attached to each teacher who were on teacher's roster for Survey 2 **AND** Marking Period is listed as Semester 1.
2) Obtain IB scores for each student.

3) Calculate the percentage of students attached to each teacher who scored a 2 or higher on the IB exam. The students identified in step 2 make up the teacher's denominator.
4) Assign each teacher a rating based on the following ranges:

Percent Meet or Exceed Cut Score	Evaluation Score
0% - 4%	Unsatisfactory
5% - 24%	Needs Improvement
25% - 64%	Effective
65% - 100%	Highly Effective

Teacher Selected/Created Pre-Post, Principal Approved Pre-Post Test Details

At present, a classroom teacher who is assigned courses aligned with the Teacher selected/created, Principal approved performance measure, he or she may choose to create his or her own tests within the required criteria in the remainder of this section.

However, per Section 1012.34 (7), Florida Statute (Appendix I), as state and district assessments and student achievement measures become available, instructional employees shall be required to use different measures than those choices listed in this section.

Selecting a Valid and Reliable Pre-Test and Post-Test to Obtain the Student Learning Growth Measure

- The administrator and the classroom teacher who is assigned to a grade level or content area that is NOT assessed on a statewide or districtwide assessment shall agree upon an appropriate content area assessment to measure Student Learning Growth of the students assigned to the classroom teacher.

- School administrators and classroom teachers, as defined in the first paragraph of this subsection, may consult jointly with additional resource staff or peers for recommendations regarding appropriate assessments.

Required Criteria for Selected Assessments

- The selected assessment must:
  - be available for use at a minimum of twice per school year as a pre-test and a post-test, or
  - have student data available for at least two consecutive years.

- The selected assessment may be:
  - a test taken from the district-adopted textbook program materials;
  - a classroom teacher-created test using questions from an item bank from the district-adopted textbook program materials;
  - a classroom teacher-created test using questions from the teacher item bank (e.g., NOT the secure district item bank) from the Local Instructional Improvement System or similar technology.
  - an appropriate standardized test that
    - ✓ can be administered more than once per school year or

- ✓ for which student data is available for at least two consecutive years for the same student and content area (e.g., SAT-10, Career & Technical Education Industry Certification Exams, etc.).

- If an instructional employee chooses to create his or her own pre-test or post-test, the administration window of either test shall not exceed four (4) weeks.

- Instructional employees are responsible for their own data analysis of any selected test and should plan for at least two (2) weeks in order to complete data analysis of any selected test.

- The administrator and classroom teacher shall agree upon an appropriate content area assessment that must be a *valid*, *reliable*, and *academically rigorous* measure of student learning growth as defined below.

- The classroom teacher will provide school administration with the pre-test, answer key, student roster and scores within the first nine (9) weeks of school.

- For the final evaluation meeting with the principal, the classroom teacher shall bring:

  - The roster of student baseline/ pre-test and summative/ post-test scores;
  - All related student answer documents; **AND**
  - Copies of the baseline/ pre-test and summative/ post-test used (unless the test is a state or district secured document).

- A district computer program shall combine the Student Learning Growth Value, and other applicable metrics to compute the classroom teacher's final summative evaluation score.

- An opportunity for review, clarification, and if necessary, corrections shall occur no later than the time of the final evaluation meeting with the principal.

Validity

Validity is the extent to which a test measures what it claims to measure. For Florida classroom teachers, content validity means the degree to which a test assesses the state academic standards. Detailed descriptions of the courses and associated standards can be found at the following link.

http://www.cpalms.org/Public/

Just as state assessments used for accountability purposes, all test items must be in multiple-choice format with four (4) answer choices unless a student is eligible for alternate assessments with more appropriate formats.

Reliability

Reliability means that a test yields consistent measures when given over time. Assessment research shows that longer tests produce more reliable results than very brief quizzes. The following ranges for the number of questions shall apply strictly to teacher-created tests; however, the ranges are flexible for district assessments, textbook publisher summative assessments, and standardized assessments.

Required Ranges for Number of Questions

- ✓ Grades K-2, 10-20 questions
- ✓ Grades 3-5, 25-40 questions
- ✓ Grades 6-8, 35-50 questions
- ✓ Grades 9-12, 35-50 questions

Academic Rigor

Academic rigor means that a test measures content, applied skills, and critical thinking skills at an appropriate level of difficulty that differentiates it from other content areas and/ or grade levels that precede it in an established curriculum sequence.

Other Criteria

- Best practices for test administration include:
- ✓ Unless there are extenuating circumstances that prevent it, both the pre-test and the post-test shall be administered in the same format (e.g., paper, online);
- ✓ Mixing of testing formats from pre-test to post-test shall be avoided;
- ✓ Unless there are extenuating circumstances that prevent it, the method for administration for both the pre-test and the post-test shall be the same;
- ✓ Students shall be given an opportunity to experience online testing before actual testing for evaluation purposes.

- If a valid and reliable subject area test is not available or is too difficult to develop, then the classroom teacher shall default to using the available district assessment that is most appropriate for their teaching assignment.

- If valid and reliable subject area test results are not available due to any circumstances beyond the classroom teacher's control, then the classroom teacher shall default to using the available results for his or her students of record on the district assessment that is most appropriate for his or her teaching assignment.

- If valid and reliable subject area test results are not available due to any testing irregularities or improprieties, due process shall be enacted. If the employees testing irregularities result in neglect or willful disregard, then the employee's student growth measure will result in a zero (0) and the final summative evaluation will not result in a score of Effective or Highly Effective.

- A default student growth score of a 3 may be applied to an instructor's final evaluation when otherwise no score would be generated (upon review and approval from district designee) for the following reasons:

    a. The instructor was hired during the third quarter of the school year,
    b. The instructor was on district approved leave for an extended period of time
    c. The instructor was administratively assigned for an extended period of time

- The school district administration shall revise these procedures to reflect changes on at least an annual basis.as the Florida Department of Education provides technical assistance and calculation measures for statewide assessments (e.g., Progress Monitoring Assessments, and End of Course Exams).

Calculating the Teacher Selected/Created, Principal Approved Pre-Post Test Model

- The classroom teacher will administer the assessment and collect individual student **baseline scores** (e.g., pre-test).

- The classroom teacher will administer the assessment and collect individual student **summative scores** (e.g., post-test).

- To determine the **Student Growth Measure Denominator**, the classroom teacher will count the number of individual students who have both baseline/ pre-test and summative/ post-test scores.
    - If a student enrolls later or withdraws and misses either the pre-test or the post-test, then the classroom teacher will remove the student from the count in the denominator.

- To determine the **Student Growth Measure Numerator**, the classroom teacher will count the number of individual students whose summative scores are greater than their baseline scores.
    - If a student maintains the same score, then the classroom teacher will NOT count the student in the numerator.
        - In the event the student receives a 100% on the baseline score, the teacher may count the student in the numerator given their post-test or summative score remains the same (100%).

- To compute the **Student Growth Measure Value**, the classroom teacher will divide the numerator in Step 5 by the denominator in Step 4 and multiply the quotient by 100 to convert it to a percentage. The classroom teacher will round up the resulting percentage to the next highest whole number (e.g., 55.45 = 56).

- A sample Student Growth Measure Value computation and points earned appears on the last page of this section.

- A district computer program shall compute the classroom teacher's points earned toward the Teacher selected/created, principal approved pre and post-test Student Learning Growth Value using the following scale:

75% to 100% increase in student scores (e.g., equal to or greater than three-quarters of the classroom teacher's students)	**= 4 points**
50% to 74% increase in student scores (e.g., equal to or greater than one-half, but less than three quarters, of the classroom teacher's students)	**= 3 points**
25% to 49% increase in student scores (e.g., equal to or greater than one-quarter, but less than one-half, of the classroom teacher's students)	**= 2 points**
1% to 24% increase in student scores (e.g., greater than none, but less than one-quarter, of the classroom teacher's students)	**= 1 point**
0% increase in student scores (e.g., none of the classroom teacher's students)	**= 0 points**

Sample Student Learning Growth Value Computation and Points Earned Sample Classroom Teacher's Student Roster					
Student	**Baseline Score**	**Summative Score**	**Difference**	**Counts for Numerator?**	**Counts for Denominator?**
Student 1	**90**	**100**	**10**	**YES**	**YES**
Student 2	**75**	**--**	**N/A**	**N/A**	**N/A**
Student 3	**20**	**50**	**30**	**YES**	**YES**
Student 4	**80**	**90**	**10**	**YES**	**YES**
Student 5	**75**	**80**	**5**	**YES**	**YES**
Student 6	**70**	**--**	**N/A**	**N/A**	**N/A**
Student 7	**65**	**70**	**5**	**YES**	**YES**
Student 8	**--**	**70**	**N/A**	**N/A**	**N/A**
Student 9	**95**	**90**	**-5**	**NO**	**YES**
Student 10	**10**	**60**	**50**	**YES**	**YES**
Student 11	**--**	**40**	**N/A**	**N/A**	**N/A**
Student 12	**100**	**100**	**0**	**YES**	**YES**
Student 13	**--**	**60**	**N/A**	**N/A**	**N/A**
Student 14	**90**	**85**	**-5**	**NO**	**YES**
Student 15	**35**	**75**	**40**	**YES**	**YES**
Student 16	**55**	**50**	**-5**	**NO**	**YES**
Student 17	**60**	**80**	**20**	**YES**	**YES**
Student 18	**70**	**85**	**15**	**YES**	**YES**
Student 19	**60**	**80**	**20**	**YES**	**YES**
Student 20	**20**	**65**	**45**	**YES**	**YES**
• **Total Individual Students Who Increased Their Scores (e.g., "YES")**					**12**
• **Total Individual Students with Both Baseline and Summative Scores**					**15**
• **Student Learning Growth Value**					**80%**
• **Student Learning Growth Value Point(s) Earned**					**4**

Test Security

- For any local assessment to be used for the employee evaluation purposes defined in this document, instructional employees shall follow basic test administration and security procedures.

- Instructional employees who administer any local assessments for the employee evaluation purposes defined in this document shall sign the Test Administration and Security Agreement form included in this section. Each district department or school administration shall be responsible for maintaining a record of this form for each employee as appropriate.

- The appropriate test security form to be used is on the following page.

The School District of Osceola County, Florida

Test Administration and Security Agreement for Assessments Used for Employee Evaluation Purposes

Per Florida State Board of Education Rule 6A-10.042, FAC, Sections 1008.22 and 1008.24, Florida Statutes, shall also apply to anyone involved in the administration of any student assessment used for employee evaluation purposes in The School District of Osceola County.

Florida law prohibits activities that may threaten the integrity of the test including, but not limited to, the following examples:

- Revealing or giving students access to tests, individual test items, or test answer keys prior to testing;
- Coaching students during testing or altering or interfering with students' responses during or after testing;
- Explaining or reading test items for students;
- Copying, reproducing, or using in any manner inconsistent with basic test security rules all or any portion of any test booklet;
- Failing to follow basic test security rules for distribution and return of tests as directed;
- Failing to account for all test materials before, during, and after testing;
- Causing student achievement to be inaccurately measured or reported;
- Failing to follow test administration directions;
- Participating in, directing, aiding, counseling, assisting in, or encouraging any of the acts prohibited in state law or district policy regarding testing or any additional activity which could result in the inaccurate measurement or reporting of the students'/ examinees' achievement; or
- Failing to report test administration violations, test security violations, or any additional activity which could result in the inaccurate measurement or reporting of the students'/ examinees' achievement.

If any of the above examples are allowable accommodations for students with current IEPs, Section 504 plans, or ELL plans, test administrators are permitted to provide the accommodation(s) per district procedures.

The security of all test materials must be maintained before, during, and after the test administration. After any administration, initial OR make-up, the teacher must place and secure test materials in locked storage.

Inappropriate actions by district or school employees will result in further investigation and possible loss of teaching certification.

I have received adequate training regarding the administration of the assessment to be used for employee evaluation purposes and have read the Florida Test Security Statute, State Board of Education Rule, and the essential information and instructions for the assessment. I agree to administer the assessment according to these procedures.

Further, I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of the assessment to be used for employee evaluation purposes and/ or that would cause student achievement to be inaccurately represented.

School/ Facility Name: _____

School/ Facility Number: _____

Print Employee's Name: _____

Employee's Florida Professional Educator's Certificate Number: _____

Employee's Signature: _____

Date: _____

Appendix E – Summative Evaluation Forms

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

Final Evaluation for Practice HS 1 Teacher *Finished*

Learner: Practice HS 1 Teacher

Evaluator: Test Admin

Evaluation Category: Category III

Observation Period: Aug 1, 2018 to Jun 28, 2019 America/New York

Date Submitted: May 10, 2019

Learner UUID: 0000001

Buildings: Test School

Final Score: 2.63 - Effective

Instructional Practice	65.0%	Student Growth *Modified*	35.0%
2.43		3.0	
Needs Improvement		**Effective**	

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Formal	Oct 24, 2018 9:30:18 AM	Marzano Focused Teacher Evaluation Model	Test Admin
No	Standard	Focused	Dec 18, 2018 1:35:26 PM	Marzano Focused Teacher Evaluation Model	Practice AP
No	Standard	Focused	Mar 4, 2019 1:50:02 PM	Marzano Focused Teacher Evaluation Model	Test Admin
No	Standard	Formal	Mar 7, 2019 11:46:58 AM	Marzano Focused Teacher Evaluation Model	Test Admin
No	Standard	Focused	Mar 7, 2019 12:12:15 PM	Marzano Focused Teacher Evaluation Model	Test Admin

Final Score Scale

Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.5 - 4.0	2.0 - 3.49	1.5 - 1.99	0.0 - 1.49

Instructional Practice: 2.43 - Needs Improvement

Instructional Practice Scale

Weight: 65.0% | Range: 0.0 - 4.0

Label	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0.0 - 1.49

Status Score

Weight: 90.0%

2.475

Growth Plan

Score: 2.0 - Needs Improvement **Weight:** 10.0%

Target Elements	Growth Score
Helping Students Engage in Cognitively Complex Tasks	1.0 - Unsatisfactory

Overall Evaluation Comments

Comments

Approval and Notifications

Signatures *Needs Attention*

This evaluation was finished by **Test Admin** on **May 10, 2019 8:48:44 AM**. **Practice HS 1 Teacher** has not acknowledged this evaluation.

Additional Acknowledgment

Test Admin acknowledged the Instructional Practice rating on May 10, 2019 8:48:44 AM. Practice HS 1 Teacher has not yet acknowledged the Instructional Practice rating.

Test Admin acknowledged the Final Score rating on May 10, 2019 8:48:44 AM. Practice HS 1 Teacher has not yet acknowledged the Final Score rating.

Evaluator Signature: **Date:**

Learner Signature: **Date:**

Appendix E – Glossary of Key Instructional Employees' Evaluation System Terms

Achievement Gap - Any significant and persistent disparity in academic performance or educational attainment between different groups of students.

Category 1 Teacher – Annual instructional position hired within the first three years of employment as a teacher (which shall be counted from the most recent hire date) with the School District of Osceola County. (Contract Status PP,)

Category 2 Teacher – Employed instructional position with a contract status of Annual Contract, Professional Service Contract (PSC) or Continuing Contract (CC) with the School District of Osceola County.

Desired Effect – The intended result of the teacher's instructional strategy upon student learning

Essential Standards – Identified Florida State Standard that serves as a foundation of learning for which the students must master for that course.

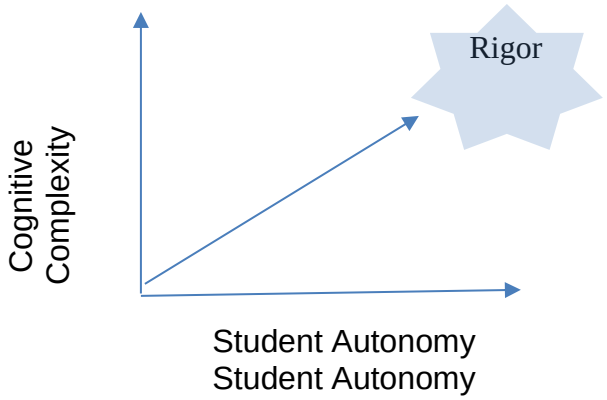
Learning Goal – The Essential Standard written as a student friendly 'I can' statement.

Learning Target (s) – Necessary skills representing a progression of learning to reach needed mastery of the full intent of the Learning Goal (Essential Standard).

Rigor –

1. In general, the level of the academic skills and independent learning that a teacher's lesson requires from students

2. More specifically, the level of cognitive complexity and student autonomy that results from the teacher's instructional practice and its direct effect upon each student's engagement and learning.



- **Cognitive Complexity** – The level of cognitive demand that is required of the student in order to master specific academic standards

- **Student Autonomy** – The level in which the demands of a lesson require the student to be actively involved in his or her own learning while reliant on the teacher with regulated support as a resource and interventionist to encourage productive struggle

Monitoring – The method by which a teacher checks on an ongoing basis whether students have reached the desired effect of the instructional strategy and achieved progress towards the standards-based learning target in order to provide feedback and adjust instruction as needed.

Performance Scale – A continuum that articulates learning targets relative to a specific learning goal.