DUVAL COUNTY
PUBLIC SCHOOLS

2016-2017
Employee Evaluations

Duval County School Board

Vision
Every student is inspired and prepared for success in college or a career, and life.

Mission
To provide educational excellence in every school, in every classroom, for every student, every day.

Core Values

Excellence
We expect the highest standards throughout our organization from the School Board and Superintendent to the student.

Integrity
We foster positive relationships based on mutual respect, transparency, honesty, and the consistent demonstration of actions.

Innovation
We create dynamic systems and processes that solve problems and overcome challenges.

Equity
We promote an environment that ensures equal opportunity, honors differences, and values diversity.

Collaboration
We are a community of individuals who share a collective responsibility to achieve our common mission.

Goals

Develop Great Educators and Leaders
Strategies
- Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs.
- Recruit, employ, and retain high quality, diverse teachers, instructional leaders, and staff.
- Provide ongoing professional learning and support to develop all teachers, instructional leaders, and staff.

Engage Parents, Caregivers, & Community
Strategies
- Establish and sustain a culture that is collaborative, transparent, and child-centric.
- Create a welcoming, respectful, and responsive environment for all stakeholders that leads to open lines of communication.
- Expand partnerships and ensure alignment between district strategic plan and community, government, non-profit, and business initiatives.

Ensure Effective, Equitable, & Efficient Use of Resources
Strategies
- Ensure the use of district funds is transparent, strategic, and aligned.
- Distribute district-wide programs and resources in an equitable manner.
- Deploy information technology that supports the academic needs of all students, teachers, and staff.

Develop the Whole Child

Strategies

- Facilitate and align effective academic, health, and social-emotional services for students based on needs.
- Address the needs of all students with multiple opportunities for enrichment.
- Encourage positive behavior, respect towards others, and ensure safe environments throughout the school district.

EVIDENCE OF PROFESSIONAL PRACTICE

Duval County Public Schools employee evaluation instruments are aligned with the District's Strategic Plan, the Florida Educator Accomplished Practices (FEAP), and the Charlotte Danielson Framework for Teaching. The Florida Educator Accomplished Practices (FEAPs) are Florida's core standards for effective educators and provide valuable guidance to Florida's public school educators and educator preparation programs throughout the state on what educators are expected know and be able to do. The Educator Accomplished Practices are based upon three (3) foundational principles. Those principles focus on high expectations, knowledge of subject matter, and the standards of the profession. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

The purpose of the evaluation system is to increase student-learning growth by improving the quality and effectiveness of practices implemented by instructional and non-instructional personnel within the schools. The organization of the evaluation framework closely follows that of the Danielson Framework for Teaching. The domains for identified professional positions vary accordingly.

Duval County Public Schools

CAST

COLLABORATIVE ASSESSMENT SYSTEM
FOR
TEACHERS

Preface - With the passage of Senate Bill 736 and Duval County's participation in Race to the Top, the district was required to develop a new teacher assessment system. Representatives from the district and Duval Teachers United reviewed assessment systems and identified the Danielson rubric as the teacher assessment tool. The rubric is descriptive, based on current research, and meets state and federal requirements. It is also a professional growth model in which teachers can grow and develop their effectiveness. Importantly, this rubric is a framework for professional practice.

Philosophy - Within the Duval County School District, teacher assessment and teacher development are viewed as important and interrelated processes. The prevailing belief is that these processes are linked in a fashion such that the performance of one is largely contingent upon the successful performance of the other. More importantly, it is believed the successful performance of these processes is prerequisite to improvement in instruction and student achievement.

With the foregoing in mind, efforts were made to redevelop an assessment system, which can be applied and used within the school environment. Given the pivotal role of the teacher assessment process, efforts were made to identify a system composed of valid and reliable measures of teacher performance. Finally, efforts were made to identify an assessment system, which, in essence, serves as a vehicle for teacher growth and development, as well as a reliable basis on which to make fair and equitable management decisions.

Foremost in any assessment system is the management of effective performance. The new assessment system consists of differentiated assessment instruments based on instructional assignments, differentiated rating and differentiated categories including experience and performance. Additionally, it is a multi-metric system that is yearlong and allows for data gathering through informal and formal observations. The new model of assessment is a rubric that provides a road map for teachers to grow professionally, to reflect upon their practice and collaborate with administration to improve student achievement through their performance.

Purpose **-** This manual provides an overview of the new Duval County Public Schools Collaborative Assessment System for Teachers (CAST). The purpose of CAST is to improve district-wide professional competency, classroom performance, and to serve as a basis for management decisions. Additionally, CAST serves as a roadmap for teacher growth and improvement.

Introduction - The process of evaluation utilizes the work of Charlotte Danielson, which is based on contemporary research. CAST includes:

- A rubric with four ratings (Highly Effective, Effective, Developing/Needs Improvement, and Unsatisfactory)
- Implementation of four domains with the full 22 components which address the Florida Educator Accomplished Practices (FEAPs)
- A framework for professional practice

- A multi-metric system which includes 50% for student growth, 45% for the administrator performance evaluation and a performance metric which includes 5% for the Individual Professional Development Plan (IPDP).

The Assessment Instrument. Accurate assessment of teaching competency dictates the identification and use of observable, quantifiable assessment practice. The assessment rubric is divided into twenty-two components clustered into 4 Domains. Each component defines each aspect of a domain; two to five elements describe a specific feature of a component.

Domain 1: Planning and Preparation

Domain One -Planning and Preparation
Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design – learning activities, materials, and strategies –must be appropriate to both the content and the students, and aligned with larger instructional goals. In their content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes, and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

- **1a. Demonstrating Knowledge of Content and Pedagogy; FEAP 1.a**
- **1b. Demonstrating Knowledge of Students: FEAP (a) 1.e; 3.h; 4.a**
- **1c. Setting Instructional Outcomes; FEAP 1.a**
- **1d. Demonstrating Knowledge of Resources; FEAP 2.g**
- **1e. Designing Coherent Instruction; FEAP (a) 1.b.c.f; 3e**
- **1f. Designing Student Assessments; FEAP (a) 1.d; 4.b.c.d.f**

Domain 2: The Classroom Environment

Domain Two -Classroom Environment
The components of Domain 2 are not associated with the learning of any particular content; instead, they set the stage for all learning. The teacher establishes a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment conducive to learning.

- **2a. Creating an Environment of Respect and Rapport; FEAP (a) 2.d.f.h**
- **2b. Establishing a Culture for Learning; FEAP (a) 2.c.d.f.h; 3e**
- **2c. Managing Classroom Procedures; FEAP (a) 2.a**
- **2d. Managing Student Behavior; FEAP (a) 2.b**
- **2e. Organizing Physical Space; FEAP (a) 2.a .h**

Domain 3: Instruction

Domain Three- Instruction
Domain 3 contains the components that are at the essential heart of teaching – the actual engagement of students in learning, through the vision of students developing complex understanding and participating in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives.

- **3a.** **Communicating with Students; FEAP (a) 2e; 3.a.b.c.d.e.i; 4a**
- **3b.** **Using Questioning and Discussion Techniques; FEAP (a) 3f**
- **3c.** **Engaging Students in Learning; FEAP (a) 1.a; 3.a.b.c.d.e.f.g**
- **3d.** **Using Assessment in Instruction; FEAP (a) 3.c.i.j; 4.a.b.c.d.e.f**
- **3e.** **Demonstrating Flexibility and Responsiveness; FEAP (a) 3.d.j; 4.a.d**

Domain 4: Professional Responsibilities

Domain Four - Professional Responsibilities
The components in Domain 4 are associated with being a true professional educator: they encompass the roles assumed outside of and in addition to those in the classroom with students. Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community and advocacy for students. Domain 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in this domain, full members of the teaching profession, and com- mitted to its enhancement.

- **4a.** **Reflecting on Teaching; FEAP (a) 1.3; (b) 1.a.b.c.d.e**
- **4b.** **Maintaining Accurate Records; FEAP (a) 1.3**
- **4c.** **Communicating with Families; FEAP (a) 4.e; (b) 1.c**
- **4d.** **Participating in a Professional Community; FEAP (a) 1.e; (b) 1.a.b.c.d.e**
- **4e.** **Growing and Developing Professionally; FEAP (a) 1.e; (b) 1.a.b.d.e; (b) 2**
- **4f.** **Showing Professionalism; FEAP (b) 2**

The Assessment Procedures - The following procedures are to be followed by each school and district based administrator with evaluation responsibility for instructional personnel. These procedures have been developed to conform to Article 7, section A, of the negotiated master contract between the Duval County School Board and Duval Teachers United.

Throughout the implementation of CAST, confidentiality is a necessary requirement for any evaluation process used in the district. At the school site, only the school administrators, the employee being evaluated, and the principal's personal secretary may on some occasions have access to the information contained in the evaluation. Once the evaluation is transmitted to the Human Resources Division, 1012.34 of Florida School Law will guide the maintenance of confidentiality related to the employee's personnel file. The purpose of the Collaborative Assessment System for Teachers is to improve district-wide professional competence, classroom performance, professional growth, and to

serve as a basis for management decisions. The process of evaluation utilizes valid, research-based procedures and instruments to identify effective teaching and provide feedback for on-going professional development. It is imperative, therefore, that school and district administrators understand and apply the CAST criteria effectively.

The Collaborative Assessment System for Teachers consists of one instrument, a rubric with four domains and twenty-two components, for assessing the performance of instructional personnel. Each domain of the rubric is measured through both formal and informal observations, evidence and conversation with the teacher.

CAST Final Evaluation – A teacher's final evaluation will consist of three metrics totaling 200 points:
- 0 – 90 Points   Final summative Assessment Score determined by administrator observation
- 0 – 10 Points   Individual Professional Development Plan (IPDP) determined by the teacher's development and implement of his/her professional learning plan.
- 0 – 100 points   Student Academic Performance Score determined by student learning growth as measured by assessment. Scores calculated by local assessments are determined from the percent of students meeting expected growth multiplied by 100. See http://www.fldoe.org for information regarding VAM.

Overall Score and Ratings - The teacher will receive an overall score and rating based on a 200-point scale (100 for the assessment section and 100 for the Student Academic Performance portion). CAST cut points, which will determine the overall rating for the teacher, are as follows:

Highly Effective	160 – 200
Effective	80 – 159
Developing **(Category I teacher with 1-3 years of experience)**	45 – 79
Needs Improvement **(A teacher with 4+ years of experience)**	
Unsatisfactory	44 and below

A teacher must have at least 25 points on the Student Academic Performance portion to be eligible for a ranking of Effective or Highly Effective.

Use of Assessment Data - The expectation is that the teacher performance rating and the student academic performance final rating will closely mirror each other. A final evaluation rating will be determined by the combination of points from all metrics. Data from the assessment system will be used to make personnel decisions including employment, promotion, demotion and transfers.

CAST System for Weights, Ratings and Points - Weights, ratings, and points have been assigned to each component in the assessment rubric. Further, each domain within the system is weighted a percentage based on instructional position. See chart below

Teacher Ratings Based Framework Components and Domains

Administrator Observation Score Components	Rating				Points
	U	D/NI	E	HE	
1a. Demonstrating Knowledge of Content and Pedagogy	0	0.60	1.80	3	**Domain I Maximum Points Possible 18**
1b. Demonstrating Knowledge of Students	0	0.60	1.80	3	
1c. Setting Instructional Outcomes	0	0.60	1.80	3	
1d. Demonstrating Knowledge of Resources and Technology	0	0.60	1.80	3	
1e. Designing Coherent Instruction	0	0.60	1.80	3	
1f. Designing Student Assessments	0	0.60	1.80	3	
2a. Creating an Environment of Respect and Rapport	0		2.16	3.6	**Domain II Maximum Points Possible 18**
2b. Establishing a Culture for Learning	0	0.72	2.16	3.6	
2c. Managing Classroom Procedures	0	0.72	2.16	3.6	
2d. Managing Student Behavior	0	0.72	2.16	3.6	
2e. Organizing Physical Space	0	0.72	2.16	3.6	
3a. Communicating with Students	0	1.44	4.32	7.2	**Domain III Maximum Points Possible 36**
3b. Using Questioning and Discussion Techniques	0	1.44	4.32	7.2	
3c. Engaging Students in Learning	0	1.44	4.32	7.2	
3d. Using Assessment in Instruction	0	1.44	4.32	7.2	
3e. Demonstrating Flexibility and Responsiveness	0	1.44	4.32	7.2	
4a. Reflecting on Teaching	0	0.60	1.80	3	**Domain IV Maximum Points Possible 18**
4b. Maintaining Accurate Records	0	0.60	1.80	3	
4c. Communicating with Families	0	0.60	1.80	3	
4d. Participating in a Professional Community	0	0.60	1.80	3	
4e. Growing and Developing Professionally	0	0.60	1.80	3	
4f. Showing Professionalism	0	0.60	1.80	3	
ADMINISTRATOR OBSERVATION SCORE TOTAL (Scale 0-90 points)					**90**
Domain I: Student Achievement Data	0	0.40	1.20	2	**IPDP Maximum Points Possible 10**
Domain II: Student Achievement Data SMART Goal	0	0.40	1.20	2	
Domain III: Professional Learning Goals (a)	0	0.20	0.60	1	
Professional Learning Goals (b)	0	0.20	0.60	1	
Domain IV: Professional Learning Strategies – Implementation of Learned Professional Practices	0	0.40	1.20	2	
Domain V: Results/Changes in Educator Practices	0	.40	1.20	2	
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (Scale 0-10 points)					**10**
STUDENT ACADEMIC PERFORMANCE SCORE (Scale 0-100 points)					
FINAL EVALUATION SCORE (Scale 0-200 points)					
FINAL OVERALL RATING					

1. For the Student Academic Performance portion, the teacher will be measured by the percent of students who meet the growth criteria from pre to post assessment.

2. The total from the principal's evaluation portion will be added to the percentage from the Student Growth portion.

3. The total range of points is 200 (100 for the Assessment portion and 100 for the Student Academic Performance portion). The CAST evaluation ratings are: 160-200 points = Highly Effective; 80-159 points = Effective; 45-79 = Needs Improvement/Developing; and 44 and below = Unsatisfactory. **A teacher must have at least 25 points on the Student Academic Performance portion to be eligible for a ranking of Effective or Highly Effective**

CAST Measures

(Updated Annually)

The CAST Measures below will be used to determine the student academic performance of instructional personnel evaluations in accordance with s.1012.34. The student academic performance (student learning growth) portion for all instructional personnel is based on students assigned.

DUVAL COUNTY PUBLIC SCHOOLS C.A.S.T. PRE and POST STUDENT ASSESSMENTS			
GRADE	SUBJECT	PRE ASSESSMENT	POST ASSESSMENT
	ELEMENTARY SCHOOL	ELEMENTARY SCHOOL	ELEMENTARY SCHOOL
Pre-K	VPK	Florida VPK Assessment	Florida VPK Assessment
K-2	Language Arts (Rd)	Baseline IReady	IReady
K-2	Mathematics	Baseline IReady	IReady
2	Art (schools # 228 &162 only)	District Baseline Arts	District Post Arts
5	Art	District Baseline Arts	District Post Arts
2	Music (schools # 228 &162 only)	District Baseline Music	District Post Music
5	Music	District Baseline Music	District Post Music
5	PE/Adaptive	District Baseline PE	District Post PE
2	PE/Adaptive (schools # 228 &162 only)	District Baseline PE	District Post PE
3	*Other	District Baseline ELA	FSA Reading
5	World Languages	District Baseline World Language	District Post World Language
3	Language Arts (Rd)	District Baseline Language Arts (Rd)	FSA Reading
3	Mathematics	District Baseline Mathematics	FSA Math
4 - 5	*Other	FSA ELA	FSA Reading
4 - 5	Mathematics	FSA Math	FSA Math
4 - 5	Language Arts (Rd)	FSA ELA	FSA Reading
5	Science	District Baseline Science	FCAT
3-4	Science	District Baseline Science	District Post Science

 "Other" silo includes computer education, theater and elementary dance

The student academic performance (based on student learning growth) for all instructional personnel represents is based on students assigned.

	MIDDLE SCHOOL	MIDDLE SCHOOL	MIDDLE SCHOOL
6 - 8	Art Courses	District Baseline	District EOC
6 - 8	Career/Tech Courses	District Baseline	District EOC
6 - 8	Drama (Theater) Courses	District Baseline	District EOC
6 - 8	Health Courses	District Baseline	District EOC
6 - 8	Mathematics Courses (Except Algebra / Geometry/Algebra 2)	FSA Math	FSA Math
6 - 8	Music Courses	District Baseline	District EOC
6 - 8	PE/Adaptive Courses	Baseline	District EOC
6 - 8	Reading/Language Arts/Critical Thinking/Research Courses/Writing	FSA ELA	FSA ELA
6 - 7	Science Courses	Baseline Science	District Science EOC
8	Comprehensive Science Courses	Baseline Science	FCAT
8	Physical Science	Baseline Physical Science	District Physical Science EOC
8	Biology Courses	Baseline Biology	State FCAT EOC
6.8	History Courses	Baseline History	District History EOC
7	Civics	Baseline Civics	State FCAT EOC
6-8	World Language Courses	District Baseline	District EOC
6-7	Algebra I	District Baseline	FSA Math
8	Algebra I	FSA Math	FSA EOC
8	Algebra 2	District Baseline Algebra 2	State EOC
7-8	Geometry	District Baseline Geometry I	State FSA EOC
6	Grade 6 Transition	District Baseline	District EOC

CAST Measure Assessments varies by specific course.

The student academic performance (based on student learning growth) for all instructional personnel represents is based on students assigned.

	HIGH SCHOOL	HIGH SCHOOL	HIGH SCHOOL
9-11	Reading/Language Arts Courses	FSA ELA	FSA ELA

9	Algebra 1	FSA Math	State FSA EOC
10-12	Algebra l	District Baseline	State FSA EOC
9-12	Algebra 2	District Baseline	State FSA EOC
9-12	Art Courses	District Baseline	District EOC
9-12	Biology	District Baseline	State FCAT EOC
9 -12	Career/Tech	District Baseline	District EOC
9 -12	Dance Courses	District Baseline	District EOC
9 -12	Drama (Theater) Courses	District Baseline	District EOC
9 -12	Drivers Ed	District Baseline	District EOC
9 -12	Geometry	District Baseline	State FSA EOC
9 -12	Health Courses	District Baseline	District EOC
9 -12	Music Courses	District Baseline	District EOC
9 -12	PE/Adaptive Courses	District Baseline	District EOC
9 - 12	Research/Critical Thinking	FSA ELA	FSA ELA
9 - 12	ROTC Courses	District Baseline	District EOC
9-12	Science Courses (Except Biology)	District Baseline	District EOC
9-12	Social Studies Courses (History Except US History)	District Baseline	District EOC
9-12	US History Courses	District Baseline	State FCAT EOC
9-12	World Language Courses	District Baseline	District EOC
9 - 12	*Mathematics Courses (Except Algebra 1 /Geometry/Algebra 2)	District Baseline	District EOC
9 - 12	Non- Statewide Standards Assessment Language Arts/Elective Courses	District Baseline	District EOC
9	Transition Course	District Baseline	District EOC
11 - 12	Reading	FCAT Reading or FSA ELA	FCAT Reading or FSA ELA
9 - 12	AP Courses		Score on AP exam (students not tested equal "0" score)
11 - 12	IB Courses		Score on IB exam (students not tested equal "0" score)
11 - 12	AICE Courses		Score on AICE exam (students not tested equal "0" score)

CAST Measure Assessments varies by specific course.
The student academic performance (based on student learning growth) for all instructional personnel represents is based on students assigned.

	K-12	**K-12****	**K-12****
All	Guidance	FSA ELA or FSA Math or Baseline Algebra I, Algebra II or Baseline Geometry for students assigned	FSA ELA or FSA Math End of Course Standardized Assessment for students assigned
All	Media	FSA ELA	FSA ELA
All	Math Coaches/Specialists	FSA Math or District Baseline Algebra I, Algebra II or Baseline Geometry for students assigned	FSA Math EOC
All	Reading Coaches/Specialists	FSA ELA	FSA ELA for students assigned
All	Science Coaches/Specialists	District Baseline Science or Biology for students assigned	FCAT Science or FCAT Biology EOC
All	Instructional Coaches	FSA ELA Reading or FSA Math or Baseline Algebra I or Baseline Algebra II or Baseline Geometry for students assigned	FSA ELA or FSA Math or FSA End of Course assessment for students assigned
IAll	Graduation Coaches		Percent of students who graduated
All	Math Interventionists	FSA Math and/or IReady, Statewide Standards Assessment or Baseline Algebra 1or Baseline Algebra II or	FSA Math and/or IReady, FSA End of Course for students assigned

		Baseline Geometry for students assigned.	
All	Reading Interventionists	FSA ELA and /or IReady for students assigned	FSA ELA/or IReady for students assigned
All	Dean of Students	FSA ELA for assigned school	FSA ELA for assigned school
All	Test Coordinators	FSA ELA for assigned school	FSA ELA for assigned school
All	Psychologists	FSA ELA for assigned schools	FSA ELA for assigned schools
All	Social Workers	FSA ELA for assigned schools	FSA ELA for assigned schools
All	Admissions Representatives (ESE)	FSA ELA for assigned schools	FSA ELA for assigned schools
K-12**	Assigned students are based on the specific subject(s) assigned to personnel category or categories.		
	The student academic performance (based on student learning growth) for all instructional personnel represents is based on students assigned.		

DUVAL COUNTY PUBLIC SCHOOLS ESE C.A.S.T. PRE and POST STUDENT ASSESSMENTS			
GRADE	SUBJECT	PRE ASSESSMENT	POST ASSESSMENT
ELEMENTARY SCHOOL	**ELEMENTARY SCHOOL**	**ELEMENTARY SCHOOL**	**ELEMENTARY SCHOOL**
Pre-K ESE	Pre-K ESE	Battelle Developmental Inventory (BDI-2)	Battelle Developmental Inventory (BDI-2)
K-3 ESE Access (Except PLA)	Access Core Courses	District Baseline	District Baseline
4-5 ESE Access (Except PLA)	Access Core Courses	FAA	FSAA
K-5 PLA	Access Core Courses	District Baseline	District Post
2 and 5	Specially Designed PE	District Baseline	District Post
MIDDLE SCHOOL	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**	**MIDDLE SCHOOL**
6 – 8 ESE Access	Access Mathematics	FAA Math	FSAA Math
6 – 8 ESE	Specially Designed PE	District Baseline	District Post
6 – 8 ESE Access	Access Language Arts (Rd), Science, Social Studies	FAA ELA	FSAA ELA
6-8 PLA	Access Core Courses	District Baseline	District Post
HIGH SCHOOL	**HIGH SCHOOL**	**HIGH SCHOOL**	**HIGH SCHOOL**
9 – 12 ESE	Specially Designed PE	District Baseline	District Post
9-10 ESE Access (Except PLA)	Access ELA	FAA ELA	FSAA ELA
11-12 ESE Access (Except PLA)	Access Reading/Language Arts, Science, Social Studies	District Baseline	District Post
9-12 ESE Access (Except PLA)	Access Mathematics	District Baseline	District Post
11 – 12 ESE	79 Reading/English	District Baseline	District Post
11 – 12 ESE	79 Mathematics	District Baseline	District Post
11 – 12 ESE	79 Science	District Baseline	District Post
11 – 12 ESE	79 Social Studies	District Baseline	District Post
9 – 12 ESE	ESE Vocational	District Baseline	District Post
K-12	**K-12**	**K-12**	**K-12**
All ESE*	SLP	VPK Assessment, District Baseline, FSA ELA, BDI for students assigned	FSA ELA, District Post for students assigned
All ESE*	ESE Lead Teachers, Communication Social Skills Site Coaches, Day Treatment Site Coaches, Day Treatment Interventionists, Behavior Support Interventionists	District Baseline, FSA ELA for students assigned	District Post, FSA ELA for students assigned
All ESE*	Teachers of the Visually Impaired Itinerants	District Baseline, FSA ELA, BDI for students assigned	District Post, EOC, FSA ELA, BDI for students assigned
All ESE*	Teachers of the Deaf Hard-of Hearing Itinerants	District Baseline, FSA ELA, BDI for students assigned	District Post, EOC, FSA ELA, BDI for students assigned

The student academic performance (based on student learning growth) for all instructional personnel represents is based on students assigned. *Students who qualify will use the FAA as needed. This data is not used to determine student academic performance for instructional personnel.*

FORMAL OBSERVATION PROCEDURES

Step 1: Administrator Informs Teacher about the Evaluation Process

During pre-planning, the school administrator conducts an initial orientation for all instructional employees to be evaluated by CAST. This should occur during pre-planning and include a minimum of an overview of the forms and procedures and locations of these forms; a description of the domains and components; and the observation schedule. These forms should be readily accessible to teachers.

Step 2: Administrator Schedules Observation and Pre-Conference

Please Note: The administrator conducts the required number of observations as outlined on the observation schedule (minimal requirements must be met.)

Observations are scheduled as follows:

- Formal Observations: The administrator pre-arranges with the employee a time and date for a formal instructional observation (see Categories and Observation Schedule).

- Conduct a pre-observation conference for all formal observations

- The teacher will provide the lesson plan, submit responses to the pre-observation conference questions in the portal and be prepared to discuss the pre-observation conference responses.

Step 3: The Administrator Conducts the Observation using the CAST Rubric

1. During the observation, the administrator will:

- Gather evidence. The administrator will then:

    o Determine ratings for each component within a domain(s) or rubric from the gathered evidence.

    o Complete the Post-Observation Conference Tool form.

<u>**Step 4: Administrator Schedules the Post-Observation Conference**</u>

- **<u>Within five (5) working days</u>**, the administrator schedules and conducts the post-observation conference with the employee using the Teacher Post-Observation Conference Tool. The teacher will submit responses to the post-observation questions in the portal and should be prepared to discuss the responses in the post-observation conference. The post-observation conference occurs after both formal and informal observations.

<mark>Please Note: Both the teacher and the administrator share in the professional responsibility to ensure that the post-observation conference occurs within the 5 day window.</mark>

<u>**Step 5: Administrator Aligns Evidence to the Framework**</u>

- After the observation, the administrator identifies the relevant component(s) for each piece of evidence. The administrator compares the evidence listed under each component to the level of performance descriptions and chooses the level of performance for each component that most closely aligns to the evidence (ratings based on a preponderance of the evidence).
  - **Please Note: The administrator will not complete component 4a until after the post-conference has been held.**

  NOTE: If any component in domain 3 or multiple components in domains 1, 2, and/or 4 are rated as unsatisfactory, a professional growth plan **<u>MUST</u>** be initiated. (See Professional Growth Plan procedures).

<u>**Step 6: Post-Observation Conference**</u>

- During the post-observation conference, the administrator will review the Post-Observation Conference Tool and ask the teacher to respond to the Teacher Post Observation Conference Tool (**Teacher must complete this form in the portal prior to the post-observation conference**) questions. The administrator will provide "Next Steps" recommendations on the Post-Observation Conference Tool (in the portal) for the teacher. The post-conference is centered on professional growth as indicated by the evidence gathered in the observation. While the actual rating is not discussed, the school administrator will use the verbiage of the rubric when identifying teacher performance. <u>The administrator will provide the teacher a copy of the Post-Observation Conference Tool.</u>

- **After the conference, the administrator will complete component 4a based on teacher responses to questions asked at the post-conference**.

- The administrator will provide the teacher the completed rubric electronically the day following the post-observation conference.

INFORMAL OBSERVATION PROCEDURES

An informal observation is an unscheduled visit to the classroom by the administrator to observe Domain I, Domain 2 (The Classroom Environment), Domain 3 (Instruction) or a combination of Domains 1, 2 & 3. <u>It is important to note that if the classroom activity does not lend itself to a suitable observation, the observer should return at another time.</u>

- A pre-conference will not be held.
    - **<u>No pre-conference is required unless Domain 1 is to be observed</u>**.
- The teacher does not complete a pre-conference form.
- The observer generally stays between 15-25 minutes.
- The observer may talk to the students.
- If the situation warrants a delay, the observer will make that determination.

The Post Observation Conference

- A post conference will be held **within 5 workdays of the observation**.
- The teacher must answer the post observation conference questions in the portal prior to the conference.
- The observer notes will reflect the specific lesson observed and provide feedback to the teacher.
- Written Next Steps will be provided by the observer.
- The rated rubric will be provided the next workday after the post conference.
- The rubric will reflect the post conference discussion.
- All evaluation forms, rubrics and Next Steps will be entered into the portal and available for teacher review.
- The administrator will provide the teacher the completed rubric electronically the day following the post-observation conference.

Professional Growth Plan

CAST Procedures - One purpose of CAST is to assist the employee to improve his or her performance. Performance problems are best addressed early. If either a formal or informal observation or classroom visit indicates possible performance problems, the principal should immediately respond by initiating steps to improve instruction, and/or initiating a Growth Plan. If an observation is rated unsatisfactory by the assistant principal, the principal must initiate a formal observation for the teacher.

The Professional Growth Plan must be initiated by a school administrator if any component in Domain 3 or multiple components in domains 1, 2, and/or 4 are rated as unsatisfactory. The plan may be initiated at any time a school administrator observes performance that reflects a need for growth. However, the Professional Growth Plan must be initiated by January 13th and implemented by January 30th for those teachers who have the potential to receive an overall annual unsatisfactory evaluation. The Plan must be written in collaboration with the teacher. A Professional Growth Plan Team must act as a resource to the teacher. The Professional Growth Plan Team, including the teacher, must meet on a frequent basis to discuss and monitor the progress of the teacher in meeting the Professional Growth Plan objectives. If the steps outlined below are carefully followed, personnel decisions will be appropriate.

1. Administrator (school-based principal, district-based – supervisory administrator) must pre-conference with the teacher using Pre-Observation Conference Tool form.
2. Administrator (school-based principal, district-based – supervisory administrator) will complete an observation, which is at least 30 minutes in length using **the rubric**.
3. At the post-conference, the Principal (school-based)/ Supervisory Administrator (district-based) will give the teacher the
   - Post-Observation Conference form with areas of strengths and areas of focus listed
   - Potential Unsatisfactory letter. The teacher will sign the acknowledgement statement on the letter.
   - A draft copy of a professional growth plan for the teacher to review. **Ask the teacher to suggest a team member(s) for the Growth Plan Support Team**. (DTU members may request DTU representation on the Grown Plan Support Team. Components listed in the Potential Unsatisfactory letter as unsatisfactory MUST match the components rated as unsatisfactory on CAST.
4. Select Professional Growth Plan Support Team; set meeting time to finalize the Professional Growth Plan. **Remember, the components listed as Unsatisfactory on the CAST rubric, MUST match the components addressed on the Professional Growth Plan and in the Potential Unsatisfactory letter**. THE LETTER OF POTENTIAL UNSAT. MUST BE ISSUED BY JANUARY 13TH.
5. Give opportunity to teacher for input into the plan. The teacher must initial inclusion statement at the top of the Professional Growth Plan form. Identify the specific strategies and timeline for which the support team members are responsible.
6. Have all members of the support team and teacher sign plan. Give copy of plan to each support team member. *REMEMBER: At no time should support team members be told that the teacher is demonstrating unsatisfactory performance.* **It is recommended that the growth plan team meets with the teacher to review the Professional Growth Plan and to discuss progress every three depending on when the plan was initiated.**

7. **FINAL OBSERVATION TO BE COMPLETED**
   <u>3-step process</u> (1) Pre-conference using approved conference form only (2) Observation (3) Post conference-within 5 days of observation (Use approved post conference observation form only. *This observation takes place after the Letter of Potential Unsatisfactory has been issued (must be issued by January 13th) to the teacher, after implementation of the growth plan, and before the final evaluation period, giving sufficient time for the Professional Growth Plan strategies to be implemented.*

8. Meet with teacher to sign off on the Professional Growth Plan. Complete "Summative Evaluation." Make sure the teacher signs the Evaluation form and final Professional Growth Plan.

<u>Please Note: A teacher who receives a final evaluation as identified below:</u>

1. **<u>Two consecutive annual performance evaluation ratings of unsatisfactory:</u>**
   <u>Or</u>

2. **<u>Two annual performance evaluation ratings of unsatisfactory within a 3-year period:</u>**
   <u>Or</u>

3. **<u>Three consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory can be dismissed for just cause</u>**

Suggested Evaluation Timeline Summary

<u>Principals</u>
During Pre-planning
- The administrator will hold a group orientation for all certificated personnel who will be evaluated by the Collaborative Assessment System. Any teachers arriving to the school following preplanning shall also receive an inservice on the Assessment System.

   > An explanation will be given for the following: competencies, ratings, procedures, forms and student performance measures. Forms will be made available to all teachers.

   > An explanation of the student performance portion of the evaluation is to be included.

- A private conference will be held with each teacher who has an overall **Unsatisfactory** rating (based on prior year) or is on a **Growth Plan**. If final summative scores are not available before pre-planning, this meeting should take place immediately after evaluations are finalized.

August through December
- Conduct a formal observation for all Category I and Category III teachers.
    - **By January 13th or within two weeks of issuance of Letter of Potential Unsatisfactory Teacher whichever is earlier** a professional growth plan must be initiated for the teacher.

By September 30th
- The administrator (school-based – principal, district-based – supervisory administrator) will conduct a formal observation for all potential Category IV teachers. The Growth Plan will be modified by October 15th if the formal observation reveals significant domain deficiencies or the timelines need to be adjusted.

- The administrator will begin conducting formal and or informal observations.

- The administrator will conduct a principal's Initial Screening observation cycle for each beginning teacher (Category I). **Please Note: This observation must be conducted within the first 45 days of hire. Adjustments will be made based on date of hire.**

October 1-31
    Individual Professional Development Plan –
- Development Window Opens – Overview, development, administrator review, and implementation of IPDP begins.

Informal and Formal observations for all instructional personnel will be on-going

By December 16th
- The administrator will begin closing out first semester observations for Category I teachers.

By January 13th

- The administrator will observe and evaluate new teachers then conduct second observation for category IV teachers.

- The administrator will complete a summative evaluation on all Category I instructional personnel

- The administrator will (**initiate by January 13th or within two weeks of issuance of Letter of Potential Unsatisfactory Teacher whichever is earlier**) implement (by January 30th) a professional growth plan for the teacher

January 30th
Principals/Supervisory District Administrators must implement a professional growth plan for any category of teacher who may have the potential to receive an unsatisfactory evaluation.

- Conduct observations for Category II teachers.

- Begin conducting 2nd formal observation for Category I and III teachers.

Principals
By April 30th

- The principal will conduct the 3rd formal observation for all Category IV teachers.

- All formal and informal observations are to be completed.

- Complete all summative evaluations

- School administrators will conduct final evaluation conferences to discuss Summative Evaluations. During the conference, the teacher will sign the evaluation form.

Principals/Supervisory District-based Administrators will complete evaluations for all current unsatisfactory rated teachers. Each must have three pre- observation conferences, observations, and post conferences no later than April 30th.

Notes:
- Either the principal or the assistant principal may conduct informal observations.
- If an observation is rated unsatisfactory by the assistant principal, the principal must initiate a formal observation for the teacher.
- The principal (school-based) and supervisory district administrator must conduct the initial and final formal observation for all Category IV teachers.
- Assistant principals may complete evaluations for Category I, II, or III teachers who receive an overall "Effective or Highly Effective" rating on the evaluation.

APPENDIX

Schedule, Forms, and Observation Instruments

Listed below is the teacher category schedule. A principal may elect to schedule more observations if needed.

Instructional and Instructional Support Categories

Teacher Category	Criteria	Comment
Category I	1 – 3 years	New Teachers Teacher new to District
Category II	4 or more teaching experience	
Category III	Received a D/NI or Unsatisfactory in a domain or competency but not overall Unsatisfactory	
Category IV	Struggling Teacher (overall Unsatisfactory evaluation previous year)	
Teacher Category and Observation Schedule		
Category & Authorized Evaluator	**Formal Observations (Announced) 30 minutes plus**	*Informal Observations (Unannounced) 15-25 minutes minimum*	**Summative Evaluation**
Category I Principal/Asst. Principal	2 1 first semester & 1 second semester	1 first semester & 1 second semester	1st Semester & 2nd Semester
Category II Principal/Asst. Principal	1	1 yearly	Annually
Category III Principal/Asst. Principal	2 1 first semester & 1 second semester	1 per domain that Receives D/NI or U or if multiple D/Ni's in multiple domains, a formal observation can be completed.	Annually
Category IV Principal/Asst. Principal	3 2 first semester 1 second semester	1 per domain that receives U	Annually

Note 1: If the observation is rated unsatisfactory by the assistant principal, the principal must initiate a formal observation.

Note 2: For first-year teachers, the formal observation process includes the review of state, local and teacher developed assessments.

Note 3: For Category IV teachers, the principal will conduct the first and last formal observations and the assistant principal may conduct the mid-year and the informal observations. To the extent possible, the final (3rd) formal observation should take place following the completion of the Growth Plan.

Pre-observation Conference Tool

Pre-observation Conference Tool Guiding Questions for Teachers

	PRE-OBSERVATION CONFERENCE TOOL (Teacher must answer the following questions in the portal prior to the pre-conference.)
DUVAL COUNTY PUBLIC SCHOOLS	
Teacher Name:	Observation Date:
School Name:	Subject Area Observed:
Grade:	Lesson Topic:

Provide brief answers (bullet points or narrative) to each question.

1. What is/are your lesson objective(s)?
2. How is/are the lesson objective(s) aligned with state curriculum standards?
3. What things did you consider when planning this lesson (e.g., data, previous lessons, etc.)?
4. How will you know if your lesson objective(s) was/were achieved?

Instructional Strategies and Activities

5. What teaching strategies will you use to teach this lesson? What resources will be utilized?

   Why did you choose these strategies and resources?

Connecting Learning

6. What is the academic relationship between this lesson with past or future lessons (Why this lesson? Why now?)

7. Please explain any special situations or circumstances of which the observer might need to be aware.

8. The observer will provide feedback on this lesson. Are there specific areas you would like the observer to look for/focus on?

Post-observation Conference Tool

Post-observation Conference Tool Guiding Questions for Teachers

	POST-OBSERVATION CONFERENCE TOOL (Teacher must complete this form in the portal prior to the post-observation conference.)
DUVAL COUNTY PUBLIC SCHOOLS	
Teacher Name:	Observation Date:
School Name:	Subject Area Observed:
Grade:	Lesson Topic:

Provide brief answers (bullet points or narrative) to each question.

1. Do you feel you successfully achieved the lesson objective(s)? Why/why not? What data support your answer to the previous question?
2. What do you feel worked well and what would you refine if you were to teach this lesson again to the same class?
3. Based on student learning of your objectives, what are your next steps?
4. As you reflect over this observation cycle, what ideas or insights are you discovering about your teaching? (Think specifically about your Individual Professional Development Plan)

Post-observation Conference Tool

	CLASSROOM OBSERVATION SUMMARY (To be completed in the portal by the administrator.)
DUVAL COUNTY PUBLIC SCHOOLS	
Teacher Name:	Observation Date:
School Name:	Subject Area Observed:
Grade:	Lesson Topic:

Provide brief answers (bullet points or narrative) to each question.

Strength of Lesson
Area(s) of Focus
Next Steps

Teacher's signature:	Date:
Administrator/evaluator's signature:	Date:

Growth Plan Template

CAST PROFESSIONAL GROWTH PLAN

I had the opportunity to give input into this professional growth plan.
_____
Teacher Signature/Date

Teacher Name _____Date_____School_____School Year_____

Domains/Components to be met (refer to the CAST rubric(s) _____

Support Members_____

Teacher Signature/Date_____ Principal Signature/Date_____

Domains/ Components	STRATEGIES/ACTIVITIES	Support member	Projected Completion Date	Satisfactory Completion?

Monitoring Dates: _____ _____ _____ _____ _____ _____

The Professional Growth Plan has_____ has not _____ been successfully completed and the identified domains& components have been_____ have not been _____ successfully demonstrated.

Principal Signature/Date_____ Teacher Signature/Date_____

The CAST Rubric

1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
	☐	☐	☐	☐
Elements include:				
Learning activities; Instructional materials and resources; Instructional groups; Lesson and unit structure				
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
	☐	☐	☐	☐
Elements include:				
Congruence with instructional outcomes; Criteria and standards; Design of formative assessments; Use for planning				

	Unsatisfactory (0 Points)	Developing/Needs Improvement (1 Point)	Effective (3 Points)	Highly Effective (5 Points)
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.
	☐	☐	☐	☐
Elements include:				
Teacher interaction with students; Student interactions with other students				
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, little or no student pride in work and no evidence that students believe that they can succeed if they work hard.	The teacher's attempt to create a culture for learning is partially successful, with moderate teacher commitment to the subject, little evidence that students believe they can succeed if they work hard, modest expectations for student achievement, and little student pride in work.	The classroom culture is characterized by high expectations for most students, the belief that students can succeed if they work hard, and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture of learning in which everyone shares a belief in the importance of the subject and the belief that students can succeed if they work hard. All students hold themselves to high standards of performance—for example, by initiating improvements to their work
	☐	☐	☐	☐
Elements include:				
Importance of the content; Expectations for learning and achievement; Student pride in work				
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
	☐	☐	☐	☐
Elements include:				
Management of instructional groups; Management of transitions; Management of materials and supplies; Performance of non-instructional duties; Supervision of volunteer and paraprofessionals				

2d: Managing Student Behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. The teacher does not reinforce positive behavior. The teacher does not address off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has significant negative impact on the learning of students in the class.	It appears that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. The teacher reinforces positive behavior. The teacher addresses some off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has some negative impact on the learning of students in the class.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students. The teacher strategically reinforces positive behavior. The teacher addresses most off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task student behavior has little negative impact on the learning of students in the class.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and responses to student misbehavior is sensitive to individual student needs. Students actively monitor the standards of behavior. The teacher strategically reinforces positive behavior AND there is significant evidence that students reinforce positive classroom culture. The teacher addresses almost all off-task, inappropriate, or challenging behavior efficiently. Inappropriate and off-task behavior has no negative impact on student learning.
	☐	☐	☐	☐
Elements include:				
Expectations; Monitoring of student behavior; Response to student misbehavior				
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students. The teacher may attempt to modify the physical arrangement to suit learning activities with partial success	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement supports the learning activities. The teacher makes effective use of physical resources.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. The teacher uses technology skillfully, as appropriate to the lesson.
	☐	☐	☐	☐
Elements include:				
Safety and accessibility; Arrangement of furniture and use of physical resources				

	Unsatisfactory (0 Points)	Developing/Needs Improvement (1 Point)	Effective (3 Points)	Highly Effective (5 Points)
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
	☐	☐	☐	☐
Elements include:				
Expectations for learning; Directions and procedures; Explanations of content; Use of oral and written language				
3b: Using questioning/ prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
	☐	☐	☐	☐
Elements include:				
Quality of questions; Discussion techniques; Student participation				
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
	☐	☐	☐	☐
Elements include:				
Activities and assignments; Grouping of students; Use of instructional materials, resources and technology (as available); Structure and pacing				

3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
	☐	☐	☐	☐
Elements include:				
Assessment criteria; Monitoring of student learning; Feedback to students; Student self-assessment and monitoring of progress				
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. The teacher does not re-teach.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
	☐	☐	☐	☐
Elements include:				
Lesson adjustment; Response to students; Persistence				

	Unsatisfactory (0 Points)	Developing/Needs Improvement (1 Point)	Effective (3 Points)	Highly Effective (5 Points)
4a: Reflecting on Teaching	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
	☐	☐	☐	☐
Elements include:				
Accuracy; Use in future teaching				
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
	☐	☐	☐	☐
Elements include:				
Student completion of assignments; Student progress in learning; Non-instructional records				
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
	☐	☐	☐	☐
Elements include:				
Information about the instructional program; Information about individual students; Engagement of families in the instructional program				
4d: Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; rarely collaborates with colleagues; and relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked, makes some effort to collaborate with colleagues, and relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, actively seeks out opportunities to collaborate with others, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, collaborates with coaches/others through difficult situations, and assumes a leadership role among the faculty.
	☐	☐	☐	☐
Elements include:				
Relationships with colleagues; Involvement in a culture of professional inquiry; Service to the school; Participation in school and district projects				

4e: Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues	The teacher participates in professional development activities that are convenient or are required and makes some contributions to the profession. The teacher accepts, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of needs and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
	☐	☐	☐	☐
Elements include:				
Enhancement of content knowledge and pedagogical skill; Receptivity to feedback from colleagues; Service to the profession				
4f. Showing Professionalism	The teacher inconsistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher fails to comply with school and district regulations and timelines. The teacher has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent support supervision; resists feedback from colleagues and administrators and does not work cooperatively with school staff.	The teacher strives to adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies minimally with school and district regulations, doing just enough to get by. The teacher strives to develop behaviors that model the values of respect, responsibility, honesty and integrity. However, he or she requires some support supervision. He or she responds appropriately to and acts upon feedback. He or she works cooperatively with school staff.	The teacher consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations. Performs with minimum supervision. The teacher helps members of school community understand and adhere to these professional obligations, responds well to and acts upon feedback and works cooperatively with school staff.	The teacher consistently adheres to standards for professional conduct and overall performance requirements; including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations. Performs with minimum supervision. The teacher helps members of school community understand and adhere to these professional obligations. He or she actively seeks, responds well to and acts upon feedback. Community, families, and students are aware that the teacher models the values of respect, honesty and integrity. The teacher works cooperatively with school staff and actively encourages colleagues to do so.
	☐	☐	☐	☐
Elements include:				
Integrity and ethical conduct; Service to students; Advocacy; Logical thinking and making practical decisions; Attendance and punctuality; Compliance with school and district regulations				

Link between the Florida Educator Accomplished Practices (FEAPs) and the Framework for Teaching
(short version)

Florida Educator Accomplished Practices	Framework for Teaching Domains/Components/Themes
Creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement	One of the common themes of the framework for teaching, permeating all components, is "High Expectations." Furthermore, it is an element of Component 2b: Culture for Learning
Demonstrates deep and comprehensive knowledge of the subject taught.	Component 1a: Demonstrating knowledge of content and pedagogy
Exemplifies the standards of th e profession.	Component 4f: Showing professionalism

Florida Educator Accomplished Practices	
(a) Quality of Instruction.	
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1c: Setting instructional outcomes
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:	
b. Sequences lessons and concepts to ensure coherence and required prior knowledge.	1e: Designing coherent instruction
c. Designs instruction for students to achieve mastery;	1e: Designing coherent instruction
d. Selects appropriate formative assessments to monitor learning;	1f: Designing student assessments
e. 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;	1b: Demonstrating knowledge of students 4d: Participating in a professional community
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1e: Designing coherent instruction
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	2c: Managing classroom procedures
b. Manages individual and class behaviors through a well-planned management system;	2d: Managing student behavior

c. Conveys high expectations to all students;	One of the common themes of the framework for teaching, permeating all components, is "High Expectations." 2b: Establishing a culture for learning
d. Respects students' cultural, linguistic and family background;	One of the common themes of the framework for teaching, permeating all components, is "cultural sensitivity;" this is reflected in many of the components. 2a: Creating an environment of respect and rapport
e. Models clear, acceptable oral and written communication skills	3a: Communicating with students
f. Maintains a climate of openness, inquiry, fairness and support	2a: Creating an environment of respect and rapport 2b: Establishing a culture for learning
g. Integrates current information and communication technologies	One of the common themes of the framework for teaching, permeating all components, is "Appropriate Use of Technology"
h. Adapts the learning environment to accommodate the differing needs and diversity of students	One of the common themes of the framework for teaching, permeating all components, is "Accommodating Diverse Student Needs."
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	One of the common themes of the framework for teaching, permeating all components, is "Appropriate Use of Technology"
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;	3c: Engaging students in learning
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3c: Engaging students in learning
c. Identify gaps in students' subject matter knowledge;	3d: Using assessment in instruction
d. Modify instruction to respond to preconceptions or misconceptions;	3e: Demonstrating flexibility and
e. Relate and integrate the subject matter with other disciplines and life experiences;	1e: Designing coherent instruction 3c: Engaging students in learning
f. Employ higher-order questioning techniques;	3b: Using questioning and discussion

	techniques
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3c: Engaging students in learning One of the common themes of the framework for teaching, permeating all components, is "Appropriate Use of Technology"
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1b: Demonstrating knowledge of students One of the common themes of the framework for teaching, permeating all components, is "Accommodating Diverse Student Needs."
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement	3d: Using assessment in instruction
j. Utilize student feedback to monitor instructional needs and to adjust instruction	3d: Using assessment in instruction 3e: Demonstrating flexibility and responsiveness
4. Assessment. The effective educator consistently	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process	1b: Demonstrating knowledge of students
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1f: Designing student assessments
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3d: Using assessment in instruction
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1f: Designing student assessments 3d: Using assessment in instruction
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)	3d: Using assessment in instruction 4c: Communicating with families
f. Applies technology to organize and integrate assessment information.	One of the common themes of the framework for teaching, permeating all components, is "Appropriate Use of Technology"
(b) Continuous Improvement, Responsibility and Ethics.	
1. Continuous Professional Improvement. The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4e: Growing and developing professionally
b. Examines and uses data-informed research to improve instruction and student achievement;	4e: Growing and developing professionally
c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	4c: Communicating with families 4d: Participating in a professional community

d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues;	4a: Reflecting on teaching 4e: Growing and developing professionally
e. Implements knowledge and skills learned in professional development in the teaching and learning process.	4a: Reflecting on teaching 4e: Growing and developing professionally

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.	
Code of Ethics and the Principles of Professional Conduct	4f: Showing professionalism

School Librarian/Media

Appraisal Documents

The *School Media/Librarian Performance Assessment* is aligned with the District Strategic Plan. The purpose of the evaluation system is to increase student-learning growth by improving the quality of school counseling services. The domains are aligned to the district CAST system. The assessment instrument was reviewed and updated by school library media specialists and administrators to align with the Florida Department of Education's Office of Library Media Services **EXCEL** evaluation tool for 21st century library media programs. For evaluation purposes:

Highly Effective – performance exceeds the criteria
Effective – performance meets the criteria
Developing/Needs Improvement – performance requires additional attention to assure an accepted level of proficiency
Unsatisfactory – performance does not meet the criteria as established

Observations will be conducted in alignment with the CAST system. Please refer to the CAST manual to review the observation timeline and CAST observation forms/tools.

SCHOOL LIBRARY MEDIA SPECIALIST ASSESSMENT INSTRUMENT

Name: PIN: Date:

School: School #:   Position:

Key to Ratings: U = Unsatisfactory; D/NI = Developing/Needs Improvement;
E = Effective; HE = Highly Effective

Place the point value beside the indicator when the behavior is observed or documented.

Domain1: DEMONSTRATES ABILITY TO IMPACT STUDENT ACHIEVEMENT: The SLMS systematically and collaboratively plans library media and information literacy instruction. (Weight 25%) AP 1				
	U 0 points	**D/NI** 1 point	**E** 3 points	**HE** 5 points
1a: Provides instruction to students on research methods and the use of reference tools.				
1b: Provides instruction to students in the appropriate use of technology and software.				
1c: Promotes appreciation of reading by embedding literature appreciation instruction and activities into instructional program.				
1d: Helps students locate and use various library media material.				
1e: Offers staff development lessons coordinated through the Library Media program.				

Domain 2: **MANAGES INSTRUCTION COOPERATIVELY WITH FACULTY**: The SLMS demonstrates a deep knowledge of and effective delivery of school library media skills, resources and tools, and their application to content areas. (Weight: 25%) AP 1, 2

	U 0 points	**D/NI** 1 point	**E** 3 points	**HE** 5 points
2a: Integrates research & study skills with classroom instruction by using Standards for the 21st Century Learner with current state content standards.				
2b: Integrates a standards-based research process model into instruction.				
2c: Plans and delivers cooperative instruction.				
2d: Establishes and communicates clear standards of student conduct and behavior.				

Domain 3: DEVELOPS AND MANAGES COLLECTION: The SLMS provides appropriate, accurate and current resources in all formats to meet the needs of the learning community. (Weight: 15%) AP 2, 3

	U 0 points	**D/NI** 1 point	**E** 3 points	**HE** 5 points
3a: Uses approved selection and weeding policies and procedures based on systematic analysis tools.				
3b: Processes and arranges resources in accordance with District and AASL library standards.				
3c: Circulates materials, including the use of Interlibrary loans.				
3d: Weeds and repairs collection.				
3e: Inventories collection.				

Domain 4: MANAGES MEDIA PROGRAM   The SLMS promotes technological processes and resources that enhance learning, promote access and serve as an infrastructure for a properly staffed and well-funded library media program. (Weight: 15%) AP 4

	U 0 points	**D/NI** 1 point	**E** 3 points	**HE** 5 points
4a: Promotes cooperative program planning.				
4b: Provides for use of media resources and facilities.				
4c: Develops written goals.				
4d: Prepares and submits reports.				
4e: Evaluates the program.				
4f: Communicates the resources of the library media center to the students, teachers, and parents through multiple formats such as newsletters, handbook, share drive, web page or other electronic venues				

Domain 5: MAINTAINS POSITIVE MEDIA CENTER ENVIRONMENT: The SLMS provides an inviting, accessible and stimulating environment for individual and group use that shares resources across the learning community. (Weight: 10%) AP 2, 3

	U 0 points	**D/NI** 1 point	**E** 3 points	**HE** 5 points
5a: Establishes and maintains climate of courtesy and respect.				
5b: Provides for a variety of multiple student learning areas.				
5c: Holds reasonable expectations for students' social and academic behavior.				
5d: Establishes/maintains rapport with students.				

Domain 6: DEMONSTRATES COMMITMENT TO PROFESSIONAL GROWTH: The SLMS seeks opportunities for professional growth and development based on self-assessment and advancements in the profession of library science. (Weight: 5%) AP 5

	U 0 points	D/NI 1 point	E 3 points	HE 5 points
6a: Continues to pursue professional growth and development through workshops, seminars, college course work and/or other professional activities.				
6b: Participates in school and/or district committees.				
6c. Accepts evaluation and redirection and makes necessary changes or adjustments.				

Domain 7: DEMONSTRATES EVIDENCE OF PROFESSIONAL CHARACTERISTICS: The SLMS demonstrates behaviors that reflect positively on the school district and abides by the District's Code of Conduct. (Weight: 5%) AP 5, 6

	U 0 points	D/NI 1 point	E 3 points	HE 5 points
7a: Interacts and communicates appropriately and effectively with colleagues, parents, students.				
7b: Maintains professional appearance.				
7c: Maintains punctuality.				
7d: Exercises emotional self-control.				

EXPLAINATION AND EXAMPLES (PERFORMANCE INDICATORS)
OF
SCHOOL LIBRARY MEDIA SPECIALIST COMPETENCIES

1. DEMONSTRATES ABILITY TO IMPACT STUDENT ACHEIVEMENT

1a. Provides instruction to students on research methods and the use of reference tools.
Explanation/Example(s)

The media specialist ensures that all students are instructed in the use of reference tools available in the media center. This may be evidenced through direct instruction, classroom instruction, and one-on-one instruction. Lesson plans may include the use of reference tools to locate information in collaboration with classroom instruction as well as instruction in the F.I.N.D.S., R.E.A.D.S, Big 6, or other research model. Student mastery may be demonstrated by subsequent independent use of appropriate reference sources to successfully locate relevant information for reports, portfolios, projects, activities, or other learning assignment, completed research based assignments, or student bibliographies.

1b. Provides instruction to students in the appropriate use of technology and software.
Explanation/Example(s)

The media specialist ensures that all students are aware of and know how to access the technology tools available at school and online. These include databases and eBooks. This may be accomplished through direct instruction, classroom presentations, faculty meeting presentations, flyers to parents, and one-on-one instruction. Student growth may be evidenced by ongoing independent student use of the Destiny OPAC and online resources to accurately locate relevant information, or eBook usage statistics.

1c. Promotes appreciation of reading by embedding literature appreciation instruction and activities in o the instructional program.
Explanation/Example(s)

At least one school wide reading appreciation program and/or book fair is conducted annually. Reading appreciation programs evidencing this indicator might include sponsoring student participation in the annual state FAME Media Festival, promoting the district reading programs, and/or the development and implementation of an original school based reading incentive program, lesson plans, flyers, or photographs of a reading event. Events and/or activities should be in collaboration with teacher classroom instruction and/or related to the content area learning schedules.

1d. Helps students locate and use various media material.
Explanation/Example(s)

The media specialist publicizes and instructs students in the use of the district and state provided data bases as well as the school based Destiny OPAC and eBooks. Administrators might observe evidence of this indicator when the media specialist directs students to resources or instructs students in successfully using technology, uses interlibrary loans when school resources are not available, within lesson plans, and circulation statistics.

1e. Offers staff development lessons coordinated through the library media program.
Explanation/Example(s)

The media specialist publicizes and instructs teachers in the use of district and state provided data bases as well as the school based OPAC. Evidence of this indicator might include observation of the fulfillment of staff information requests, interlibrary loans used when school resources are not available and/or copies of interlibrary loan requests, schedule of trainings, or documentation of one-on-one teacher instruction.

2. MANAGES INSTRUCTION COOPERATIVELY WITH FACULTY

2a. Integrates research and study skills with classroom instruction by using Standards for the 21st Century Learner with current state content standards.
Explanation/Example(s)

The media specialist collaborates with faculty in advance of scheduled activities to coordinate research and study skills that reflect school improvement goals and objectives. Evidence of this indicator may include lesson plans and/or teacher conferencing logs.

2b. Integrates a standards-based research process model into instruction.
Explanation/Example(s)

The media specialist collaborates with teachers to coordinate research skills and tools with classroom instruction. Lesson plans contain evidence that research skills are being taught such as F.I.N.D.S., R.E.A.D.S., the Big 6, or other model. Instruction is delivered with the appropriate standards posted for the lesson being taught. Online databases and the school OPAC are incorporated into collaborative lessons to solve research problems. Evidence may include completed research based assignments, lesson plans, teacher conference logs, or on-going student use of the OPAC and online resources.

2c. Plans and delivers cooperative instruction.
Explanation/Example(s)

The *media specialist meets with faculty in advance of scheduled activities to coordinate research and study skills that reflect school improvement goals and objectives. Evidence of this indicator may include lesson plans and/or teacher conferencing logs.*

2d. Establishes and communicates clear standards of student conduct and behavior.
Explanation/Example(s)

Rules *for student behavior in the media center are posted and reflect an understanding of student developmental stages in relation to expectations. There is evidence that students are informed about media center purpose and media center rules. The media specialist treats students fairly and consistently while attempting to balance student individuality in ability and background. For example, the media specialist encourages slow or reluctant learners and challenges the faster, motivated students. The media specialist enforces consistent media center rules, but disciplines students individually. Evidence of this may include a variety of disciplinary techniques in practice, for example, parental contact; media center management system, student-teacher conference, conference with classroom teacher.*

3. DEVELOPS AND MANAGES COLLECTION.

3a. Uses approved selection and weeding policy and procedures based on systematic analysis tools.
Explanation/Example(s)

Materials *selection policies and procedures are written and used consistently. These policies may be found in the Media Specialist's Handbook. Tools may include Destiny statistical reports, publisher provider services, and/or informal collection assessments. Evidence might include conferencing with grade level or subject area teachers to assess needs, conducting a collection analysis, and/or methodically targeting a genre for development.*

3b. Processes and arranges resources in accordance with District and AASL library standards.
Explanation/Example(s)

Ordering, *receiving and processing of materials are consistent and completed in a timely manner within the context of other duties. Guidelines for processing of materials may be found in the Media Specialist's Handbook. Guidelines for ordering and receiving materials may be found in the Duval County Public Schools Policy Handbook. This means that new materials are checked in, library processing applied, and the proper personnel are notified of receipt for payment. This might be evidenced by the lack of payment notices from accounts payable, and/or the observation of materials being processed correctly.*

3c. Circulates material, including the use of interlibrary loan.
Explanation/Example(s)

Consistent procedures to checkout, check-in, and retrieve overdue or lost materials are in place and applied. This may include sending overdue notices to students and staff. This may be demonstrated with circulation statistics from Destiny.

3d. Weeds and repairs collection.
Explanation/Example(s)

Within the confines of budget allocations, collection development is an ongoing process that is relevant to the curriculum of the school. Guidelines for weeding may be found in the Duval County Media Specialist's Handbook as well as by using various Destiny reports. The collection age reflects the addition of new materials, and the annual inventory report indicates weeded/discarded copies.

3e. Inventories collection.

Explanation/Example(s)

Annual inventories using Destiny are complete by June 30 of each year and accurate.
Copies of the annual inventory may be used as evidence of this indicator.

4. MANAGES MEDIA PROGRAM.

4a. Promotes cooperative program planning.
Explanation/Example(s)

Collaborates with staff to prepare lessons, which coordinate with the media program. This may include attending department or grade level meetings, or meeting with individual teachers, both informally and/or formally, to coordinate plans and instruction. Evidence might be reflected in media specialist plans that reference topics and/or standards being discussed in the classrooms, the display in the media center of projects, and/or the posting of collaborative standards reflecting classroom cooperation.

4b. Provides for use of media resources and facilities.
Explanation/Example(s)

The media specialist publishes and communicates the provisions and guidelines for the use of media resources, including scheduling. The media center will be available during regular school hours and provision made for its use before and/or after school as needed. Scheduling of classes may be flexible, modified or any combination or method as determined by input from the media specialist, administration and shared governance committee to best meet the needs of the students and learning community. A procedure should be in place that ensures all students have access to media center books and electronic media such as eBooks regardless of scheduling constraints (e.g., the checkout to teachers of carts of classroom libraries).

4c. Develops written goals.
Explanation/Example(s)

The media specialist has written goals that align with the school improvement plan, and the educational objectives and academic programs of the district and/or school. Evidence may include the annual goals and objective required by the district and/or the IPDP.

4d. Prepares and submits reports.
Explanation/Example(s)

Correctly and completely prepares and submits all reports in a timely manner. Evidence may include the annual inventory report and/or re-evaluations.

4e. Evaluates the programs.
Explanation/Example(s)

Programs are evaluated and modified as needed. This may include informal or formal assessment evaluations of the impact and success of media reading programs, collaborative lessons, or school-wide reading initiatives. Evidence might include self-evaluations, written input from classroom teachers on program impact, student portfolios, student journals, and/or student projects.

4f. Communicates the resources of the library media center to the students, teachers, and parents the mission of the media center to the parents through a variety of venues.
Explanation/Example(s)

The media specialist provides information made available in the media center and sent to parents with the opening of school information. Evidence may include presentations to during media center presentations at the annual open house, email and written correspondence, website design and maintenance, or minutes from a media center parent advisory committee meeting.

5. MAINTAINS POSITIVE MEDIA CENTER ENVORONMENT.

5a. Establishes and maintains climate of courtesy and respect.
Explanation/Example(s)

The media specialist maintains a climate of respect between the student and teacher by encouraging student input, achievement, and effort. The media specialist listens attentively to student remarks, acknowledges ideas or opinions positively whenever possible. The media specialist displays regard for student questions by answering promptly or giving an appropriate deferment. Student work is displayed or in evidence within the media center, classrooms or school. The media specialist praises by words or deed student effort as well as student achievement.

5b. Provides for a variety of multiple student learning areas.
Explanation/Example(s)

Whenever possible, the library media specialist provides simultaneous access and independent learning opportunities. This may include directional signage and/or independent access to electronic media.

5c. Holds reasonable expectations for student social/academic behavior.
Explanation/Example(s)

Rules for student behavior in the media center are posted and reflect an understanding of student developmental stages in relation to expectations. There is evidence that students are informed about media center purpose and media center rules. The media specialist treats students fairly and consistently while attempting to balance student individuality in ability and background. For example, the media specialist encourages slow or reluctant

learners and challenges the faster, motivated students. The media specialist enforces consistent media center rules, but disciplines students individually. Evidence of this may include a variety of disciplinary techniques in practice such as CHAMPS and/or other school based discipline plan.

5d. Establishes and maintains rapport with students.
Explanation/Example(s)

The media specialist attempts to establish rapport by making eye contact with students, smiling, using a positive tone of voice, and calling students by name. Communication with students has an absence of sarcasm, harsh criticism, or condescension.

6. DEMONSTRATES COMMITMENT TO PROFESSIONAL GROWTH.

6a. Continues to pursue professional growth and development through workshops, seminars, college course work and/or other professional activities.

Explanation/Example(s)

The media specialist attends district-approved workshops and in-service to stay abreast of advances in district policy and procedure and to further advance their skills as media specialists. These may include any of the in-service provided during the year covering topics relevant to media and curriculum programs currently active in the district. Other examples may include continuing growth through IPDP, professional learning communities, college course work, study, and travel, conferences, and professional organizations, using creative ideas from books, professional journals, and professional organizations, working toward advanced degrees, and seeking national board certification.

6b. Participates in school and/or district committees.
Explanation/Example(s)

The media specialist actively participates in school and/or district-wide activities and/or committees. Opportunities include steering committees, FAME media festival committees, FAME conference committees, volunteering to participate in extra-curricular activities, sponsoring clubs or organizations, school or district-based committees and/or re-evaluation committees.

6c. Accepts evaluation and redirection and makes necessary changes or adjustments.
Explanation/Example(s)
The library media specialist accepts constructive criticism and redirection; recognizes weaknesses and seeks help voluntarily, demonstrates willingness and desire to improve, and shows evidence of implementing suggested changes and/or adjustments.

7. DEMONSTRATES EVIDENCE OF PROFESSIONAL CHARACTERISTICS.

7a. Interacts and communicates effectively with colleagues, parents and students.
Explanation/Example(s)

The media specialist keeps colleagues, staff, students and parents current on school and district matters related to the media center and media resources. The media specialist communicates verbally and non-verbally, uses correct grammar when speaking and/or writing, shows genuine interest when interacting with others, communicates with enthusiasm, ensures that facts and data are understood by others, uses effective body language, place emphasis on important points, and avoids scrambled discourse and inaudible talk. This indicator might be demonstrated through newsletters announcing events, flyers with directions for online resource use, or participation or presentations at faculty meetings, parent meetings or district workshops and meetings.

7b. Maintains professional appearance.
Explanation/Example(s)

The media specialist dresses appropriately for the subject/activity being taught, maintains a proper appearance in conjunction with the accepted style of the day, and exhibits cleanliness and good grooming. (Refer to contract language.)

7c. Maintains punctuality.
Explanation/Example(s)

The media specialist adheres to the established school hours on a regular basis, is punctual to meetings, classes, duties, and lunch, and is prompt in submitting reports. Sign-in sheets, copies of reports that were turned in on time, and statements from administrative staff or others that the media specialist is punctual in the accomplishment of assigned duties/responsibilities may be used to demonstrate this indicator.

7d. Exercises emotional self-control.
Explanation/Example(s)

The media specialist conducts school business in a professional manner, demonstrates emotional restraint when dealing with students, parents, and co-workers, and promotes calm during emotional situations.

Alignment of Current DCPS Media Rubric with the Danielson Framework for Teaching

The domains and components of a library/media specialist's responsibilities are as follows:

Domain 1: Planning and Preparation

• Demonstrating knowledge of literature and current trends in library/media practice and information technology. **(3b)**

• Demonstrating knowledge of the school's program and student information needs within that program. **(2a, 2b, 1b, 1a, 1d)**

• Establishing goals for the library/media program appropriate to the setting and the students served. **(4c)**

• Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan. **(3c)**

• Planning the library/media program integrated with the overall school program. This includes schedules for individual classes to visit the library and events such as book fairs, work in classrooms, and time for locating resources**. (4a, 1a, 1b, 1d)**

• Developing a plan to evaluate the library/media program. **(4e)**

Domain 2: The Environment

• Creating an environment of respect and rapport. **(5a, 5b, 5c, 5d)**

• Establishing a culture for investigation and love of literature. **(1c)**

• Establishing and maintaining library procedures. **(3a, 3b, 3c, 3d, 3e,)**

• Managing student behavior. **(2d)**

• Organizing physical space to enable smooth flow. This includes clear signage, adequate space for different activities, and attractive displays.

Domain 3: Delivery of Service

• Maintaining and extending the library collection in accordance with the school's needs and within budget limitations. This includes a periodic inventory, repairs, and weeding out. **(3a, 3b, 3c, 3d, 3e)**

• Collaborating with teachers in the design of instructional units and lessons. **(1e)**

• Engaging students in enjoying literature and in learning information skills. **(1c)**

• Assisting students and teachers in the use of technology in the library/media center. **(1e, 1b, 1d)**

• Demonstrating flexibility and responsiveness.

Domain 4: Professional Responsibilities

- Reflecting on practice. **(6c)**
- Preparing and submitting reports and budgets. **(3e, 4d)**
- Communicating with the larger community. **(4bc 4f)**
- Participating in a professional community. **(6b)**
- Engaging in professional development. **(6a, 6b)**
- Showing professionalism. This includes integrity **(7a, 7b, 7c,7d)**

Speech/Language Pathologist

Appraisal Documents

Observations will be conducted in alignment with the CAST system. Please refer to the CAST manual to review the observation timeline and CAST observation forms/tools.

	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
1a: Collects and uses data to develop and implement interventions within a problem-solving framework.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Collects and uses available data relevant to informing problem identification, problem analysis, intervention and therapy design for individual students.	Collects and uses available data relevant to informing problem identification, problem analysis, intervention and therapy design for individual students. Collects and uses data to identify patterns in data across multiple students and settings and brings to the attention of team members to inform problem analysis and intervention and therapy design.
	☐	☐	☐	☐
Elements include:				
1b: Analyzes multiple sources of qualitative and quantitative data to inform decision making.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Analyzes, integrates and interprets qualitative and quantitative data from multiple sources at the individual and group level and uses data to inform decision making for individual students.	Analyzes, integrates and interprets qualitative and quantitative data from multiple sources at the individual and group level and uses data to inform decision making for individual students. Identifies patterns in data across
	☐	☐	☐	☐
Elements Include:				
1c: Uses data to monitor student progress (academic, social/emotional/ behavioral) and health and evaluate the effectiveness of services on student achievement.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Uses individual and group data to monitor student progress and evaluate the effectiveness of interventions and therapies.	Uses individual and group data to monitor student progress and evaluate the effectiveness of interventions and therapies. Serves as a resource to colleagues regarding use of data.
	☐	☐	☐	☐
Elements Include:				
1d: Shares student performance data in a relevant and understandable way with students, parents and administrators.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Actively participates in an ongoing exchange of information regarding student performance, the effectiveness of the interventions and the rationale for professional decisions.	Actively participates in an ongoing exchange of information regarding student performance, the effectiveness of the interventions and the rationale for professional decisions. Clearly interprets and shares data in multiple ways to help students, families, educators and administrators understand the implications on student performance and conveys the rationale for professional decisions.
	☐	☐	☐	☐
Elements Include:				

	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
2a: Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Collaborates with members of the educational team and students to target the skills, concepts and strategies critical for meeting student needs by using an array of effective therapy and intervention approaches and evaluation tools.	Collaborates with members of the educational team and students to target the skills, concepts and strategies critical for meeting student needs by using an array of effective therapy and intervention approaches and evaluation tools. Thorough and extensive knowledge of the specialty area is evident and actively initiates and promotes collaboration.
	☐	☐	☐	☐
Elements include:				
2b: Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Uses multiple sources of data collection, including therapy, classroom, district and state assessments to design and plan student interventions and therapies that align with school improvement efforts and other mandates.	Uses multiple sources of data collection, including therapy, classroom, district and state assessments to design and plan student interventions and therapies that align with school improvement efforts and other mandates. Initiates, designs and implements, or trains other professionals, in the use of multiple sources of data collection.
	☐	☐	☐	☐
Elements include:				
2c: Applies evidence-based research and best practices to improve instruction/interventions.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Demonstrates knowledge of EBP and the ability to select and apply those practices to improve instruction and/or interventions.	Demonstrates knowledge of EBP and the ability to select and apply those practices to improve instruction and/or interventions. Identifies resources, collaborates and supports use of EBP for planning.
	☐	☐	☐	☐
Elements include:				
2d: Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Develops plans that reflect student goals, priorities and support connected with other agencies or community resources.	Develops plans that reflect student goals, priorities and support connected with other agencies or community resources. Initiates contacts with agencies and other systems of support in developing plans that reflect student goals and priorities.
	☐	☐	☐	☐
Elements include:				
2e: Engages parents and community partners in the planning and design of instruction/interventions.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Engages family, community and educational stakeholders as appropriate when planning and designing instructions and intervention with clear outcomes that are appropriate to the disorder, age, developmental level and needs of students.	Engages family, community and educational stakeholders as appropriate when planning and designing instructions and intervention with clear outcomes that are appropriate to the disorder, age, developmental level and needs of students. Develops system-level strategies in planning/designing instruction and intervention.
	☐	☐	☐	☐
Elements include:				

	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
3a: Collaborates with school-based and district level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, behavioral success and health of all students.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Functions on and contributes to school team in planning, facilitating or delivering interventions and therapies whose intensity matches student, group or school needs.	Functions on and contributes to school team in planning, facilitating or delivering interventions and therapies whose intensity matches student, group or school needs. Contributes innovative ideas and/or takes a leadership role in planning, facilitating or delivering interventions and therapies.
	☐	☐	☐	☐
Elements include:				

3b: Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Consults and collaborates with student, family and educators to design and implement interventions and therapies that support effective student Instruction.	Consults and collaborates with student, family and educators to design and implement interventions and therapies that support effective student Instruction. Mentors and leads other professionals in the design and implementation of interventions and therapies that support effective instruction.
	☐	☐	☐	☐
Elements include:				

3c: Implements EBPs within a multi-tiered framework.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Seeks out and EBPs in the implementation of interventions and therapies within a continuum of service delivery models that are dynamic and appropriate for students.	Seeks out and EBPs in the implementation of interventions and therapies within a continuum of service delivery models that are dynamic and appropriate for students. Mentors or provides professional development in the selection and use of EBPs in a continuum of service delivery models.
	☐	☐	☐	☐
Elements include:				

3d: Identifies, provides and/or refers for supports designed to help students overcome barriers that impede learning.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Identifies barriers to learning and provides support or connects students to appropriate resources and/or other professionals.	Identifies barriers to learning and provides support or connects students to appropriate resources and/or other professionals. Continuously evaluates, monitors and/or adjusts supports identified to help students overcome barriers to learning.
	☐	☐	☐	☐
Elements include:				

3e: Promotes student outcomes related to career and college readiness.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Identifies and promotes strategies that support the attainment of community readiness or postsecondary goals, including supporting increased student engagement and promotion of independence.	Identifies and promotes strategies that support the attainment of community readiness or postsecondary goals, including supporting increased student engagement and promotion of independence. Advocates for opportunities that support goal attainment and engage students to further explore goals, develop self-determination skills and promote independence.
	☐	☐	☐	☐
Elements include:				

3f: Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Provides students, families and educators with information on EBPs related to child and/or adolescent language development, barriers to learning and awareness and prevention of communication disorders.	Provides students, families and educators with information on EBPs related to child and/or adolescent language development, barriers to learning and awareness and prevention of communication disorders. Promotes professional development opportunities or mentors on practices related to child and/or adolescent language development, barriers to learning and risk factors.
	☐	☐	☐	☐
Elements include:				

	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
4a: Collaborates with teachers and administrators to develop and implement school-wide PBS.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Consistently implements and maintains PBS in order to effectively manage student behavior in the therapeutic environment.	Consistently implements and maintains PBS in order to effectively manage student behavior in the therapeutic environment. Collaborates with educators and/or families to generalize positive behavior supports across settings.
	☐	☐	☐	☐
Elements include:				
4b: Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence,	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Consistently optimizes service delivery time to actively engage students throughout the therapeutic environment to ensure student participation.	Consistently optimizes service delivery time to actively engage students throughout the therapeutic environment to ensure student participation. Solicits other stakeholders' perspectives on behalf of students and, when appropriate, engages the involvement of families in therapeutic intervention.
	☐	☐	☐	☐
Elements include:				
4c: Promotes safe school environments.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Consistently establishes a therapeutic environment conducive to student engagement and learning.	Consistently establishes a therapeutic environment conducive to student engagement and learning. Interacts with school community to support a safe and accessible environment conducive to student engagement and learning throughout the school setting.
	☐	☐	☐	☐
Elements include:				
4d: Integrates relevant cultural issues and contexts that impact family–school partnerships.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Consistently reflects sensitivity to cultural issues and knowledge of language differences versus language disorders when interacting with students and families and when making intervention decisions.	Consistently reflects sensitivity to cultural issues and knowledge of language differences versus language disorders when interacting with students and families and when making intervention decisions. Promotes understanding of cultural issues and knowledge of language differences versus language disorders among stakeholders.
	☐	☐	☐	☐
Elements include:				

	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective		
5a: Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals. Solicits feedback from supervisors and colleagues and initiates activities or modifies plan based on performance outcomes.		
	☐	☐	☐	☐		
Elements include:						
5b: Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan. Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.		
	☐	☐	☐	☐		
Elements include:						
5c: Implements knowledge and skills learned in professional development activities.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Implements knowledge and skills learned in professional development activities in professional practice.	Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.		
	☐	☐	☐	☐		
Elements include:						
5d: Demonstrates effective recordkeeping skills.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Maintains complete and accurate records, including documentation of planning, implementation and evaluation of services.	Maintains complete and accurate records, including documentation of planning, implementation and evaluation of services. Tracks treatment dosage, tracks the impact of services on student outcomes and uses records to make decisions about the service delivery system.		
	☐	☐	☐	☐		
Elements include:						
5e: Demonstrates effective oral and written communication skills.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Demonstrates coherent and professional written and oral communication skills.	Demonstrates coherent and professional written and oral communication skills. Facilitates communication, and adapts communication style and content to a variety of audiences.		
	☐	☐	☐	☐		
Elements include:						
5f: Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Complies with applicable laws, rules, guidelines and policies at the federal, state and local levels. Adheres to professional standards, ethics and practices.	Complies with applicable laws, rules, guidelines and policies at the federal, state and local levels. Adheres to professional standards, ethics and practices. Serves as a model for colleagues in displaying high standards of professionalism and		
	☐	☐	☐	☐		
Elements include:						

SLP SUMMATIVE EVALUATION SUMMARY

Administrator Observation Score Components	Rating				Points
	U	D/NI	E	HE	
1a: Collects and uses data to develop and implement interventions within a problem-solving framework	0	0.675	2.025	3.375	**Domain I Maximum Points Possible 13.50**
1b: Analyzes multiple sources of qualitative and quantitative data to inform decision making.		0.675	2.025	3.375	
1c: Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.	0	0.675	2.025	3.375	
1d: Shares student performance data in a relevant and understandable way with students, parents and administrators.	0	0.675	2.025	3.375	
2a: Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.	0	0.54	1.62	2.70	**Domain II Maximum Points Possible 13.50**
2b: Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	0	0.54	1.62	2.70	
2c: Applies evidence-based research and best practices to improve instruction/interventions.	0	0.54	1.62	2.70	
2d: Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.	0	0.54	1.62	2.70	
2e: Engages parents and community partners in the planning and design of instruction/interventions.	0	0.54	1.62	2.70	
3a: Collaborates with school-based and district level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, behavioral success and health of all students.	0	1.20	3.60	6.00	**Domain III Maximum Points Possible 36**
3b: Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.	0	1.20	3.60	6.00	
3c: Implements EBPs within a multi-tiered framework.	0	1.20	3.60	6.00	
3d: Identifies, provides and/or refers for supports designed to help students overcome barriers that impede learning.	0	1.20	3.60	6.00	

3e: Promotes student outcomes related to career and college readiness.	0	1.20	3.60	6.00	
3f: Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.	0	1.20	3.60	6.00	
4a: Collaborates with teachers and administrators to develop and implement school-wide PBS	0	0.675	2.025	3.375	**Domain IV Maximum Points Possible 13.50**
4b: Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	0	0.675	2.025	3.375	
4c: Promotes safe school environments.	0	0.675	2.025	3.375	
4d: Integrates relevant cultural issues and contexts that impact family–school partnerships.	0	0.675	2.025	3.375	
5a: Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.	0	0.45	1.35	2.25	**Domain V Maximum Points Possible 13.50**
5b: Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	0	0.45	1.35	2.25	
5c: Implements knowledge and skills learned in professional development activities.	0	0.45	1.35	2.25	
5d: Demonstrates effective recordkeeping skills.	0	0.45	1.35	2.25	
5e: Demonstrates effective oral and written communication skills.	0	0.45	1.35	2.25	
5f: Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.	0	0.45	1.35	2.25	
ADMINISTRATOR OBSERVATION SCORE TOTAL (Scale 0-90 points)					**90**
Domain I: Student Achievement Data	0	0.40	1.20	2	**IPDP Maximum Points Possible 10**
Domain II: Student Achievement Data SMART Goal	0	0.40	1.20	2	
Domain III: Professional Learning Goals (a)	0	0.20	1.20	1	
Professional Learning Goals (b)	0	0.20	0.60	1	
Domain IV: Professional Learning Strategies –Implementation of Learned Professional Practices	0	0.40	0.60	2	
Domain V: Results/Changes in Educator Practices	0	0.40	1.20	2	
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (Scale 0-10 points)					
STUDENT ACADEMIC PERFORMANCE SCORE (Scale 0-100 points)					
FINAL EVALUATION SCORE (Scale 0-200 points)					
FINAL OVERALL RATING					

School Counselor

Appraisal Documents

School Counselor Performance Assessment System

The *School Counselor Performance Assessment* is aligned with the District Strategic Plan. The purpose of the evaluation system is to increase student-learning growth by improving the quality of school counseling services.

Although school counselors are typically included in the teachers' bargaining unit and are, in that sense, considered teachers, their position is essentially different from those of teachers and must be described separately. The school counselor position involves many other responsibilities in addition to that of teaching students. School counselors work with other educators to insure student success, serving as a resource to individual students, teachers, parents and guardians, and the school as a whole. Although they do work with students, they do so as part of a larger program that also includes coordinating their work with colleagues and outside agencies to an extent that is not essential for classroom teachers.

The organization of the framework for school counseling closely follows that of the framework for teaching. The four domains for school counselor assessment are as follows:
- Planning, Preparation, and Delivery
- The Environment
- Data-Based Decision Making and Program Evaluation
- Professional Learning, Responsibilities, and Ethical Practice

School counselors will be evaluated by their direct supervisor each year. Supervisors of school counselors include school principals and assistant principals. For the purpose of this document, "administrator" refers to principals and assistant principals.

The process of evaluation utilizes the work of Charlotte Danielson, which is based on contemporary research. The School Counselor Performance Assessment includes:
> • A rubric with four ratings (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory)
> • Implementation of four domains with 15 components, which address the Florida Educator Accomplished Practices (FEAPs)
> • A process for new and struggling school counselors
> • A Multi-metric system: 50% student academic performance, 45% performance evaluation, and 5% Individual Professional Development Plan (IPDP)

Administrators responsible for supervising school counselors will be trained using the common language associated with the evaluation. Training of the school counselor performance domains and competencies, along with the evaluation process, will be held prior to the beginning of the upcoming school year and will be conducted annually to ensure that all administrators are knowledgeable of the school counselor evaluation protocols. A pre-requisite for attending the school counselor evaluation training will be completion of the teacher evaluation training, which includes all of the FLDOE, required training components.

School counselors will receive training on the new evaluation tool in the first two months of the school year. The district school counselor professional development calendar includes ongoing opportunities for the continuous growth of school counselors' understanding and implementing the evaluation system.

The process for parental input is as follows:
1. The parent communicates with the counselor regarding issues or concerns;
2. If not resolved, the parent makes an appointment with the principal regarding the communication process;
3. If not resolved, the parent contacts the Cluster office regarding the communication process;
4. The principal will use information gathered during this process to assist in rating Component 2b.

School counselors will be assessed following the same guidelines and timelines as for classroom teachers as described below:

Note 1: If the observation is rated unsatisfactory by the assistant principal, the principal must initiate a formal observation.
Note 2: For first-year teachers, the formal observation process includes the review of state, local and teacher developed assessments.
Note 3: Principal will conduct the first and last formal observation and the assistant principal may conduct the mid-year and the informal observation (Category IV teacher).

Component One – Student Academic Performance (50% - 100 points possible)
This component rates school counselors using the Florida Department of Education value added model for the student growth. The Research and Accountability office will translate the school FSA scores (Reading and Mathematics) into a point value of between 0 and 100 based on the percent of students who meet growth criteria from pre- to post-assessment. If a school has more than one school counselor, this data will reflect just those students assigned to each counselor. The percentage of the final evaluation that will be based on student performance is 50% for all school counselors, including first year counselors. (Year One data – 2012-13; Year Two data – 2013-14 and 2014-15; Year Three data – 2013-14, 2014-15, and 2015-16 – three years of data.)

Component Two – School Counselor Performance (45% - 90 points possible)
This component rates school counselors as to how they perform in the domains of planning, preparation, and delivery; environment; data-based decision making and program evaluation; and professional learning, responsibility, and ethical practice. Included in this component are the school counselor observation tools. The ratings assigned to each domain are highly effective, effective, developing/needs improvement, or unsatisfactory.

Component Three – Individual Professional Development Plan (IPDP) (5% - 10 points possible)
This component rates school counselors on their development of, implementation, and reflection of their Individual Professional Development Plan (IPDP). The plan is developed on a yearly basis for the purpose of professional learning and growth.

Final Performance Evaluation and Overall Rating
The school counselor's evaluation score assigned by the administrator (up to 90 points – administrator, 10 points IPDP) will be combined with the student growth score (up to 100 points as determined by the Instructional Research and Accountability Office) for a maximum combined possible score of 200 points.

The cut scores for overall ratings are listed on the table below:

160 - 200	Highly Effective
80 - 159	Effective
45 - 79	Needs Improvement/Developing
0 - 44	Unsatisfactory

Improvement Plans
The evaluation system supports the district and school improvement plans in several ways.
1) The Individual Professional Development Plan (IPDP), a plan which counselors must develop and complete yearly is part of the documentation used for Domains 1 and 3 in the school counselor evaluation system. The IPDP is based on school improvement goals, which are based on student performance data.
2) 50% of the evaluation is based on student academic performance. Student academic performance data is given to the principals to develop their school improvement plans.
3) Professional development activities, both at the school and district level, are designed from student performance data and counselor evaluation data.

Continuous Improvement

Results of the school counselor assessment will be collected in the Evaluation portal from which reports on the ratings of domains and competencies will be generated. These reports will be used for the following:

A. to provide feedback to school counselors via post-observation conferences,

B. to plan professional development for school counselors – the results will be shared with the district guidance office and Professional Development which will align the evaluation results with Master In-service Plan components to train school counselors in the areas in which growth is needed.

C. to develop a professional growth plan to improve performance based on the assessment for school counselors with an overall rating of Needs Improvement.

Annual Report

Each year a report describing the status of the implementation of the evaluation system will be prepared. Data will be gathered from the evaluation portal and analyzed by the Research and Accountability Office. The information will be disseminated among the stakeholders for review.

Personnel Records

The school counselor and administrator sign the Summative Performance Evaluation form and forward it to the Human Resources Department for inclusion in the school counselor's personnel folder. The school counselor receives the original copy and the administrator maintains a copy of the summative form and supporting documentation.

School Counselor Individual Professional Development Plan

School Counselor Name _____   School Name/No. _____

FOCUS OF THIS PLAN: ☐ Academic ☐ Career ☐ Personal/Social

Measurable Student Performance Goal (Based on Current Data Element(s) attendance, behavior, FCAT, GPA, etc.)	Current	Goal	Final

1. Professional Development needed to meet student performance goals:

2. To meet students' needs I will implement these planning/instructional strategies:

3. Results: How did the strategies impact student performance?

4. Based upon the results, what would you change or maintain for next year?

5. Changes in educator's practices: Describe how you changed your professional practice as a result of what you learned?

Counselor Signature _____   Principal Signature _____

Initial Date 1: _____   Mid-Year Review Date 2: _____   End of the Year Review Date 3: _____

DUVAL COUNTY PUBLIC SCHOOLS
SCHOOL COUNSELOR ASSESSMENT RUBRIC

Category: I II III IV   School: Start Time:

Counselor Name/PIN: Date of Observation: Observer Name: End Time:

PLANNING, PREPARATION and DELIVERY				
DOMAIN 1	**Unsatisfactory**	**Developing/Needs Improvement**	**Effective**	**Highly Effective**
1a. Demonstrates knowledge of child and adolescent development.	The counselor displays no knowledge of students' backgrounds, cultures, skills, learning styles, language proficiencies, interests and special needs, and does not seek such understanding. ☐	The counselor displays limited knowledge of students' backgrounds, cultures, skills, learning styles, language proficiencies, interests and special needs. ☐	The counselor actively seeks knowledge of students' backgrounds, cultures, skills, learning styles, language proficiencies, interests and special needs, and applies this knowledge for individual students. ☐	The counselor actively seeks knowledge of students' backgrounds, cultures, skills, learning styles, language proficiencies, interests and special needs, and applies this knowledge systematically to assist sub-groups of students. ☐
Elements <u>may</u> include: Knowledgeable about counseling, behavior intervention, mental health, personal/social skill development, academic and career programs, and programs for students with special needs; selection of appropriate curriculum and activities for age groups; assists staff, parents and students in understanding how students learn in different ways; utilizes knowledge of child developmental stages to recommend intervention strategies that are appropriate; encourages staff to use this information when evaluating student progress				
1b. Measurable goals for the counseling program are appropriate to the setting and the students served, and are aligned with the <u>Duval County District School Counseling Plan</u> and the <u>Florida's School Counseling Framework</u>.	The counselor's individual goals do not align and/or are inappropriate to either the setting or the students served. ☐	The counselor's individual goals are limited in their alignment and are usually appropriate to the setting and/or students served. ☐	The counselor's individual goals align and are appropriate to either the situation and/or the students served. There is evidence that the goal planning involved the use of data. The counselor adjusts his or her goals based on the outcome data. ☐	The counselor's individual goals align and are appropriate to the setting and/or the students served. There is evidence that the goal planning involved the use of data. The counselor adjusts his or her goals based on the outcome data. Counselor engages students, staff, and other stakeholders in development of goals. ☐
Elements <u>may</u> include: Annual School Counselor/Administrator Agreement, measurable program goals (including IPDP) based on needs assessments and student data, school counselor's activity schedule with competencies addressed, master school counseling calendar, Program Planning Worksheet, School Counseling Advisory Council meeting minutes				
1c. Implements school counseling program activities that align with measurable program goals (indicator 1b.).	The counseling program consists of a random collection of unrelated activities, lacking coherence or overall structure. ☐	The counseling program includes a limited number of activities that align with program goals. ☐	The majority of counseling program activities align with program goals and serves to support the students individually and in groups. ☐	The counseling program activities include a variety of activities that align with program goals and serve to support the students individually and in groups. ☐
Elements <u>may</u> include: evidence-based school guidance curriculum lesson and/or activity plan; sample PowerPoint and other media materials; evidence of collaboration with school staff to integrate school guidance curriculum into courses, programs and school events; evidence of parent presentations; leads, facilitates, or participates in a variety of school-wide programs that support academic, career and/or personal/social development; School Counseling Advisory Council meeting minutes				

Category: I II III IV   School: Start Time:

Counselor Name/PIN: Date of Observation: Observer Name: End Time:

ENVIRONMENT				
DOMAIN 2	**Unsatisfactory**	**Developing/Needs Improvement**	**Effective**	**Highly Effective**
2a. Creates an environment of respect and rapport.	The counselor makes no attempt to build rapport with students. The counselor has no behavioral expectations established for individual, class, group, and counseling interactions.	The counselor makes attempts to build rapport with students. The counselor establishes inconsistent behavioral expectations in individual, class, group, and counseling interactions.	The counselor builds rapport with students, establishes clear behavioral expectations, and frequently enforces acceptable standards of student behavior for individual, class, group, and counseling interactions.	The counselor has good rapport with students. Students seek out the counselor, reflecting a high degree of comfort and trust. The counselor consistently enforces acceptable standards of student behavior in class, individual, group, and counseling interactions.
	☐	☐	☐	☐
Elements may include: The counselor attempts to maintain a positive atmosphere: makes eye contact with students; smiles, uses positive tone of voice, and calls students by name; acknowledges the presence of students with positive remarks or questions; communication with students is not disrespectful or condescending; maintains a climate of respect between the student and the counselor by encouraging student input, achievement, and effort; listens attentively to student remarks; acknowledges ideas or opinions positively; displays regard for student questions by answering promptly or giving an appropriate deferment; praises, by word or deed, student effort as well as student achievement				
2b. Establishes a culture for productive verbal, non-verbal, and written communication.	The counselor makes no attempt to establish a culture for productive communication in the school as a whole, with students, teachers, parents, and other stakeholders.	The counselor attempts to promote a culture of productive communication by providing limited or inaccurate information to students, teachers, parents, and other stakeholders.	The counselor promotes a culture of productive communication by providing accurate information to students, teachers, parents, and other stakeholders utilizing a variety of methods.	The counselor takes a leadership role in facilitating a culture of accurate, collaborative, productive and respectful communication among students, teachers, parents, or stakeholders utilizing a variety of methods.
	☐	☐	☐	☐
Elements may include: collaborates and communicates with other stakeholders; variety of communication tools (e.g., flyers, letters, guidance newsletters, informational websites, Parent Link, blogs); establishes professional interactions with teachers and school personnel; communication is not disrespectful or condescending				
2c. Manages routines and procedures.	The counselor's routines for the school counseling office and access to the counselor's services are nonexistent or in disarray.	The counselor has rudimentary and partially successful routines for the school counseling office and access to the counselor's services.	The counselor's routines for the school counseling office work effectively. The procedures established for access to the counselor's services are communicated to students and staff and are implemented.	The counselor's routines for the school counseling office work effectively. The procedures established for accessing the counselor's services are clearly communicated and implemented consistently to a variety of stakeholders.
	☐	☐	☐	☐
Elements may include: weekly calendar; master school counseling program calendar; use of time management technology to demonstrate time spent in providing direct services to students; participation logs; school counselor referrals; communication tools, such as brochures, website, posted procedures, newsletters, faculty presentations				
2d. Demonstrates knowledge of information and resources within the school, district, and the community.	The counselor has no familiarity with resources available for students and other stakeholders through the school, district, and community.	The counselor has limited knowledge of information and resources available for students through the school, district, and community.	The counselor has extensive knowledge of information and resources available for students through the school, district, and community.	The counselor has extensive knowledge of information and resources available within the school, district, and community. The counselor seeks out additional sources to better serve students and families.
	☐	☐	☐	☐
Elements may include: evidence that stakeholders have access to a variety of current resource material (print and digital); referrals to: school-based student assistance teams, educational support & mentoring programs, alternative educational programs and community agencies, resources and services; counselor can access information on school/district/state/federal policies and procedures				

	DUVAL COUNTY PUBLIC SCHOOLS			
	SCHOOL COUNSELOR ASSESSMENT RUBRIC			
Category: I II III IV	School:			Start Time:
Counselor Name/PIN:	Date of Observation:		Observer Name:	End Time:

DATA-BASED DECISION MAKING AND PROGRAM EVALUATION

DOMAIN 3	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
3a. Assesses student needs.	The counselor does not assess student needs. ☐	The counselor uses limited data sources to assess student needs and is somewhat aware of the range of student needs in the school. ☐	The counselor uses a variety of qualitative and/or quantitative data sources and applies technology to assess student needs. The counselor is aware of the range of student needs in the school. ☐	The counselor applies technology to organize and integrate a variety of qualitative and/or quantitative data sources. The counselor conducts detailed and individualized assessments to determine student needs, and to contribute to program planning. ☐
Elements <u>may</u> include: Utilization of various data sources (e.g. attendance, discipline referrals, grades, promotion retention data, AP potential, RtI data, standardized assessments, needs assessments and surveys, observations); evidence of action plans based on identified student needs (e.g. under-served, under-performing, under-represented, achievement levels, progress towards promotion and graduation)				
3b. Assists students in the formulation of academic, personal/social, and college/career goals and plans, based on knowledge of student needs.	The counselor does not attempt to help students formulate academic, personal/social and college/career goals and plans. ☐	The counselor's attempts to help students formulate academic, personal/social and college/career goals and plans are limited and may not address all three areas. ☐	The counselor uses a variety of effective strategies to help groups of students formulate academic, personal/social and college/career goals and plans. ☐	The counselor uses a variety of effective strategies to help groups of students formulate academic, personal/social and college/career goals and plans. The counselor collaborates with teachers to provide follow up and support to students in monitoring their goals.
Elements <u>may</u> include: academic advisement records; goal-setting, decision-making, and/or problem solving lesson/activity plans; MT, EP, IEP, 504, AIT documentation; IACP (grades 5 and 6), Career Cruisers (grade 7), ePEPs (grades 8-12); career interest inventories; college and career readiness resources and materials; participation logs; individual and small groups counseling logs				
3c. Utilizes data in monitoring and evaluating counseling interventions and student progress.	The school counselor does not analyze or disaggregate data to monitor and evaluate counseling interventions and student progress. ☐	The school counselor does not consistently analyze and disaggregate data to monitor and evaluate counseling interventions and student progress. ☐	The school counselor consistently analyzes and disaggregates data to monitor and evaluate counseling interventions and student progress, and can demonstrate how data is used to make informed decisions about counseling interventions. ☐	The school counselor consistently analyzes and disaggregates data to monitor and evaluate counseling interventions and student progress, demonstrates how data is used to make informed decisions, and can tie counseling interventions to measurable student achievement ☐
Elements <u>may</u> include: IPDP; academic advisement records; review and analysis of report card grades, school-wide data, promotion retention, graduation rates, post secondary readiness; academic and/or behavioral contracts				
3d. Evaluates the school's comprehensive counseling program in alignment with the <u>Duval County District School Counseling Plan</u> and <u>Florida's School Counseling Framework,</u> and reflects on practice.	The counselor has no process or plan to evaluate the school's comprehensive counseling program. ☐	The counselor's evaluation plan shows limited alignment. The plan contains few attempts to reflect and cites some examples that were not fully successful. ☐	The counselor's evaluation plan is in alignment. The counselor can cite examples (both successful and unsuccessful), sources of evidence, and reflection indicates a plan for improving the program. Stakeholders provided input into the plan. ☐	The counselor's evaluation plan is fully aligned. The counselor can cite examples (both successful and unsuccessful), sources of evidence, and reflection indicates a plan for improving the program. A variety of stakeholders provided input into the plan. ☐
Elements <u>may</u> include: Pre/Post results measuring student learning gains and effectiveness of a presentation/activity, survey results, School Counselor Advisory Council meeting minutes, action plans, IPDP results				

Pre-observation Conference Tool for Counselors

DUVAL COUNTY PUBLIC SCHOOLS	**PRE-OBSERVATION CONFERENCE TOOL** (PLEASE NOTE: The school administrator and counselor complete this form together during the conference. The counselor must be prepared to respond to the questions during the conference.)
School Counselor's Name:	Observation Date:
School Name:	Counseling Activity Observed:
Location:	

Provide brief answers (bullet points or narrative) to each question.

1. Describe the counseling activity. What is/are your counseling objective(s)?
2. How is/are the counseling objective(s) aligned with your school counseling program goals, the *District School Counseling Plan* and/or *Florida's School Counseling Framework*?
3. What things did you consider when planning this counseling activity (e.g., data, previous activities, etc.)?
4. How did you become familiar with your students' skills, knowledge, individual interests and cultural backgrounds?

5. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect.

Strategies, Activities and Resources
6. What teaching and/or counseling strategies will you use to implement this activity? What resources will be utilized? Why did you choose these strategies and resources?
7. How will you know if your counseling activity objective(s) was/were achieved?

Other
8. Please explain any special situations or circumstances of which the observer might need to be aware.
9. The observer will provide feedback on this activity. Are there specific areas you would like the observer to look for/focus on?

Post-observation Conference Tool Guiding Questions for Counselors

DUVAL COUNTY PUBLIC SCHOOLS	**POST-OBSERVATION CONFERENCE TOOL** (Counselor must be prepared to answer the following questions. Space is provided if needed for counselor notes.)
School Counselor's Name:	Observation Date:
School Name:	Counseling Activity Observed:
Location:	

Provide brief answers (bullet points or narrative) to each question.

5. Do you feel you successfully achieved the objective(s) of this counseling activity? Why/why not? What data support your answer to the previous question?
6. What do you feel worked well and what would you refine if you were to engage in this activity again?
7. Based on the outcome(s) of this activity, what are your next steps?
8. As you reflect over this observation cycle, what ideas or insights are you discovering about your counseling skills? (Think specifically about your Individual Professional Development Plan)

CAST Pre and Post Student Assessments for
School Counselor Assessment

(See CAST Measures Document)

Evaluation Instrument Rating Labels

RATING	DESCRIPTION
Highly Effective	Exceeds performance criteria
Effective	Meets performance criteria
Developing/Needs Improvement	Meets minimal performance criteria but assistance is needed
Unsatisfactory	Does not meet performance criteria

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES
(DECEMBER 2010)
CROSSWALK WITH DUVAL COUNTY SCHOOL COUNSELOR ASSESSMENT INSTRUMENT

(a) Quality of Instruction	
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Domain 1b
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Domain 1c
c. Designs instruction for students to achieve mastery;	Domain 1c
d. Selects appropriate formative assessments to monitor learning;	Domain 3a
e. 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; and	Domain 1b, 3c
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Domain 1c, 3b
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	Domain 2c
b. Manages individual and class behaviors through a well-planned management system;	Domain 2a, 2b, 2c
c. Conveys high expectations to all students;	Domain 2a
d. Respects students' cultural, linguistic and family background;	Domain 1a, 2a
e. Models clear, acceptable oral and written communication skills;	Domain 2b
f. Maintains a climate of openness, inquiry, fairness and support;	Domain 2a, 2b
g. Integrates current information and communication technologies;	Domain 2b
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Domain 1a, 1c, 3a
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	NA
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 1c
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	NA
c. Identify gaps in students' subject matter knowledge;	Domain 3a
d. Modify instruction to respond to preconceptions or misconceptions;	Domain 3b, 3c
e. Relate and integrate the subject matter with other disciplines and life experiences;	Domain 3b, 3d
f. Employ higher-order questioning techniques;	NA
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Domain 1c, 3b
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Domain 3a
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and	Domain 3a
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Domain 3c
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 1a, 3a
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Domain 3a
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Domain 3a, 3c
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Domain 1a, 3b

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);	Domain 2b, 3d
f. Applies technology to organize and integrate assessment information.	Domain 3a
(b) Continuous Improvement, Responsibility and Ethics	
1. Continuous Professional Improvement. The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Domain 1b, IPDP
b. Examines and uses data-informed research to improve instruction and student achievement;	Domain 3a, 3c, IPDP
c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Domain 3b
d. Engages in targeted professional growth opportunities and reflective practices, and	Domain 4c, IPDP
e. Implements knowledge and skills learned in professional development in the teaching and learning process.	Domain 4c
2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	Domain 4

SCHOOL COUNSELOR W/IPDP Adjusted Weighting

Indicators	Ratings				
	U	D/NI	E	HE	
1a. Demonstrates knowledge of child and adolescent development.	0	1.8	5.4	9	**Domain I** **27%**
1b. Measurable goals for the counseling program are appropriate to the setting and the students served, and are aligned with the Duval County District School Counseling Plan and the Florida's School Counseling Framework.	0	1.8	5.4	9	
1c. Implements school counseling program activities that align with measurable program goals.	0	1.8	5.4	9	
Maximum Points	**0**	**5.4**	**16.20**	**27**	
2a. Creates an environment of respect and support.	0	.90	2.7	4.5	**Domain II** **18%**
2b. Establishes a culture for productive verbal, non-verbal, and written communication.	0	.90	2.7	4.5	
2c. Manages routines and procedures.	0	.90	2.7	4.5	
2d. Demonstrates knowledge of information and resources within the school, district, and community.	0	.90	2.7	4.5	
Maximum Points	**0**	**3.60**	**10.8**	**18**	
3a. Assesses student needs.	0	1.35	4.05	6.75	**Domain III** **27%**
3b. Assists students in the formulation of academic, personal/social, and college/career goals and plans, based on knowledge of student needs.	0	1.35	4.05	6.75	
3c. Utilizes data in monitoring and evaluating counseling interventions and student progress.	0	1.35	4.05	6.75	
3d. Evaluates the school's comprehensive counseling program in alignment with the Duval County District School Counseling Plan and the Florida's School Counseling Framework, and reflects on practice.	0	1.35	4.05	6.75	
Maximum Points	**0**	**5.40**	**16.20**	**27.00**	
4a. Maintains accurate records and when applicable submits in a timely manner.	0	.90	2.7	4.5	**Domain IV** **18%**
4b. Participates in a professional community.	0	.90	2.7	4.5	
4c. Pursues professional growth and development.		.90	2.7	4.5	
4d. Shows professionalism.	0	.90	2.7	4.5	
Maximum Points	**0**	**3.60**	**10.80**	**18**	
Administrator Observation Score (0-90 Points)					
Individual Professional Development Plan (0-10 Points)					
Student Academic Performance Score (0-100 Points)					

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Instructional Support Personnel Appraisal Documents

Specialist/School-based Coaches

Dean of Students

Psychologists

Social Workers

Admission Representatives

FORMAL OBSERVATION PROCEDURES

Step 1: Administrator Informs Instructional and Instructional Support Personnel about the Evaluation Process

During pre-planning, the school administrator conducts an initial orientation for all instructional employees to be evaluated by CAST. This should occur during pre-planning and include a minimum of an overview of the forms and procedures and locations of these forms; a description of the domains and components; and the observation schedule. These forms should be readily accessible to the employee.

Step 2: Administrator Schedules Observation and Pre-Conference

Please Note: The administrator conducts the required number of observations as outlined on the observation schedule (minimal requirements must be met.)

Observations are scheduled as follows:

- Formal Observations: The administrator pre-arranges with the employee a time and date for a formal instructional observation (see Categories and Observation Schedule).

- Conduct a pre-observation conference for all formal observations

- The employee will submit responses to the pre-observation conference questions in the portal and be prepared to discuss the pre-observation conference responses.

Step 3: The Administrator Conducts the Observation using the CAST Rubric

2. During the observation, the administrator will:

- Gather evidence. The administrator will then:

   o Determine ratings for each component within a domain(s) or rubric from the gathered evidence.

   o Complete the Post-Observation Conference Tool form.

Step 4: Administrator Schedules the Post-Observation Conference

- **Within five (5) working days**, the administrator schedules and conducts the post-observation conference with the employee using the Post-Observation Conference Tool. The employee will submit responses to the post-observation questions in the portal and should be prepared to discuss

the responses in the post-observation conference. The post-observation conference occurs after both formal and informal observations.

Step 5: Administrator Aligns Evidence to the Framework

- After the observation, the administrator identifies the relevant component(s) for each piece of evidence. The administrator compares the evidence listed under each component to the level of performance descriptions and chooses the level of performance for each component that most closely aligns to the evidence (ratings based on a preponderance of the evidence).
    - **Please Note: The administrator will not complete the reflection component until after the post-conference has been held.**

NOTE: If any component in the weighted domain (see below) or multiple components in the remaining domains are rated as unsatisfactory, a professional growth plan **MUST** be initiated. (See Professional Growth Plan procedures).

Weighted Domains for Instructional Support Personnel	
Specialist/School-based Coach	Domain 3
Dean of Students	Domain 2
Psychologists	Domain 2
Social Workers	Domain 2
Admissions Representatives	Domain 3

Step 6: Post-Observation Conference

- During the post-observation conference, the administrator will review the Post-Observation Conference Tool and ask the employee to respond to the Post Observation Conference Tool (**Employee must complete this form in the portal prior to the post-observation conference**) questions. The administrator will provide "Next Steps" recommendations on the Post-Observation Conference Tool (in the portal) for the employee. The post-conference is centered on professional growth as indicated by the evidence gathered in the observation. While the actual rating is not discussed, the school administrator will use the verbiage of the rubric when identifying employee performance. The administrator will provide the employee a copy of the Post-Observation Conference Tool.

- **After the conference, the administrator will complete component 4a based on employee responses to questions asked at the post-conference**.

- The administrator will provide the employee the completed rubric electronically the day following the post-observation conference.

INFORMAL OBSERVATION PROCEDURES

An informal observation is an unscheduled observation by the administrator. <u>The informal observation process can be a review of documentation relevant to the specific position. This review occurs with the employee present. Documentation may include but is not limited to discipline/referral tracking data, MRT documentation/data, attendance data, logs, and specific program data being coordinated by the employee.</u>

- A pre-conference will not be held.
  - **<u>No pre-conference is required unless Domain 1 is to be observed</u>**.
- The employee does not complete a pre-conference form.
- The observer generally stays between 15-25 minutes.
- If the situation warrants a delay, the observer will make that determination.

The Post Observation Conference

- A post conference will be held **<u>within 5 workdays of the observation</u>**.
- The employee must answer the post observation conference questions in the portal prior to the conference.
- The observer notes will reflect the specific lesson observed and provide feedback to the employee.
- Written Next Steps will be provided by the observer.
- The rated rubric will be provided the next workday after the post conference.
- The rubric will reflect the post conference discussion.
- All evaluation forms, rubrics and Next Steps will be entered into the portal and available for employee review.
- The administrator will provide the employee the completed rubric electronically the day following the post-observation conference.

Specialist/School-based Coach

Appraisal Documents

Specialist/Coach Pre-Observation Conference Tool

DUVAL COUNTY PUBLIC SCHOOLS	**PRE-OBSERVATION CONFERENCE TOOL** (Specialist/Coach must answer the following questions in the portal prior to the pre-conference.)
Specialist/Coach Name:	Observation Date:
School Name:	Subject Area Observed:
Grade:	Focus:

Provide brief answers (bullet points or narrative) to each question.

10. What is/are your instructional goals(s)?

11. How is/are the instructional goal(s) aligned with state curriculum standards?

12. What things did you consider when planning this presentation/demonstration/model lesson (e.g., data, previous lessons, teacher skill, etc.)?

13. How will you know if your instructional goal(s) was/were achieved?

Instructional Strategies and Activities
14. What strategies will you use to model/demonstrate this skill/technique? What resources will be utilized? Why did you choose these strategies and resources?

Connecting Learning
15. What is the academic relationship between this presentation/demonstration/model lesson with past or future presentation/demonstration/model lesson (s) (Why this presentation/demonstration/model lesson? (Why now?)

Other
16. Please explain any special situations or circumstances of which the observer might need to be aware.
17. The observer will provide feedback on this presentation/demonstration/model lesson. Are there specific areas you would like the observer to look for/focus on?

Post-Observation Conference Tool Guiding Questions for Specialist/Coach

DUVAL COUNTY PUBLIC SCHOOLS	**POST-OBSERVATION CONFERENCE SPECIALIST/COACH TOOL** (Specialist/Coach must answer the following questions in the portal prior to the pre-conference.)
Specialist/Coach Name:	Observation Date:
School Name:	Subject Area Observed:
Grade:	Focus:

Provide brief answers (bullet points or narrative) to each question.

1. Do you feel you successfully achieved the instructional goal(s)? Why/why not? What data support your answer to the previous question?
2. What do you feel worked well and what would you refine if you were to model/demonstrate/present this skill/technique again?
3. Based on teacher/student learning and or implementation of your objectives, what are your next steps?
4. As you reflect over this observation cycle, what ideas or insights are you discovering about your coaching? (Think specifically about your Individual Professional Development Plan)

Coach-Specialist SUMMATIVE EVALUATION SUMMARY

Administrator Observation Score Components	Rating				Points
	U	D/NI	E	HE	
1a. Demonstrating Knowledge of Current Trends in specialty Area and Professional Development	0	0.60	1.80	3	**Domain I Maximum Points Possible 18**
1b. Demonstrating Knowledge of the School's Program and Levels of Teacher Skill in Delivering that Program.	0	0.60	1.80	3	
1c. Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers served.	0	0.60	1.80	3	
1d. Demonstrating Knowledge of Resources both within and beyond the School and District	0	0.60	1.80	3	
1e. Planning the Instructional Support Program Integrated with Overall School Program	0	0.60	1.80	3	
1f. Developing a Plan to Evaluate the Instructional Support Program	0	0.60	1.80	3	
2a. Creating an Environment of Trust and Respect	0	0.72	2.16	3.6	**Domain II Maximum Points Possible 18**
2b. Establishing a Culture for ongoing Instructional Improvement	0	0.72	2.16	3.6	
2c. Establishing Clear Procedures for teachers to Gain Access to Instructional Support	0	0.72	2.16	3.6	
2d. Establishing and Maintaining Norms of Behavior for Professional Interactions	0	0.72	2.16	3.6	
2e. Organizing Physical Space for Workshops or Training	0	0.72	2.16	3.6	
3a. Collaborating with Teachers in the Design of Instructional Units and Lessons	0	1.44	4.32	7.2	**Domain III Maximum Points Possible 36**
3b. Engaging Teachers in Learning New Instructional Skills	0	1.44	4.32	7.2	
3c. Sharing Expertise with Staff	0	1.44	4.32	7.2	
3d. Locating Resources for Teachers to Support Instructional Improvement	0	1.44	4.32	7.2	
3e. Demonstrating Flexibility and Responsiveness	0	1.44	4.32	7.2	
4a. Reflecting on Practice	0	0.60	1.80	3	**Domain IV Maximum Points Possible 18**
4b. Preparing and Submitting Reports	0	0.60	1.80	3	
4c. Coordinating Work with Other Instructional Specialists	0	0.60	1.80	3	
4d. Participating in a Professional Community	0	0.60	1.80	3	
4e. Engaging in Professional Development	0	0.60	1.80	3	
4f. Showing Professionalism through Integrity and Confidentiality	0	0.60	1.80	3	
ADMINISTRATOR OBSERVATION SCORE TOTAL (Scale 0-90 points)					
Individual Professional Development Plan Score Components					
Domain I: Student Achievement Data	0	0.40	1.20	2	**IPDP Maximum Points Domains I – V Possible 10**
Domain II: Student Achievement Data SMART Goal	0	0.40	1.20	2	
Domain III: Professional Learning Goals (a)	0	0.20	0.60	1	
Professional Learning Goals (b)	0	0.20	0.60	1	
Domain IV: Professional Learning Strategies –Implementation of Learned Professional Practices	0	0.40	1.20	2	
Domain V: Results/Changes in Educator Practices	0	0.40	1.20	2	
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (Scale 0-10 points)					
STUDENT ACADEMIC PERFORMANCE SCORE (Scale 0-100 points)					
FINAL EVALUATION SCORE (Scale 0-200 points)					
FINAL OVERALL RATING					

Dean of Students

Appraisal Documents

Dean of Students Pre-Observation Conference Tool

	PRE-OBSERVATION CONFERENCE TOOL (Dean of Students must answer the following questions in the portal prior to the pre-conference.)
Dean of Students Name:	Observation Date:
School Name:	Subject Area Observed:
	Focus:

Provide brief answers (bullet points or narrative) to each question.

18. What is/are your program/intervention goals(s)?
19. How is/are the program/intervention goal(s) aligned with state curriculum standards and the reduction/elimination of disciplinary problems?
20. What things did you consider when planning this program/intervention (e.g., data, previous interventions, teacher skill sets, etc.)?
21. How will you know if your program/intervention goal(s) was/were achieved?

Instructional Strategies and Activities
22. What strategies will you use to implement this program/intervention? What resources will be utilized? Why did you choose these strategies and resources?

Connecting Learning
23. What is the academic relationship between this program/intervention with past or future disciplinary expectations (s) (Why this program/intervention? (Why now?)

Other
24. Please explain any special situations or circumstances of which the observer might need to be aware.
25. The observer will provide feedback on this program/intervention. Are there specific areas you would like the observer to look for/focus on?

Post-Observation Conference Tool Guiding Questions for Dean of Students

	POST-OBSERVATION CONFERENCE DEAN OF STUDENTS TOOL (Dean of Students must answer the following questions in the portal prior to the pre-conference.)
DUVAL COUNTY PUBLIC SCHOOLS	
Dean of Students Name:	Observation Date:
School Name:	Subject Area Observed:
	Focus:

Provide brief answers (bullet points or narrative) to each question.

1. Do you feel you successfully achieved the program/intervention goal(s)? Why/why not? What data support your answer to the previous question?
2. What do you feel worked well and what would you refine if you were to present/model this program/intervention again?
3. Based on teacher/student disciplinary and learning outcome and or implementation of your objectives, what are your next steps?
4. As you reflect over this observation cycle, what ideas or insights are you discovering about your professional practice? (Think specifically about your Individual Professional Development Plan)

Administrator Observation Score Components	Rating				Points
	U	D/NI	E	HE	
1a. Demonstrating Knowledge of behavioral intervention and management techniques….	0	0.96	2.88	4.80	**Domain I Maximum Points Possible 24**
1b. Demonstrates Knowledge of Federal, State, and district Laws, policies and standards related to the school-wide disciplinary program.		0.96	2.88	4.80	
1c. Establishing, Communicating, and Maintaining Clear Procedures for Referrals	0	0.96	2.88	4.80	
1d. Consulting with Parents, School and District-based Staff Regarding Referred Students	0	0.96	2.88	4.80	
1e. Developing and Implementing Programs and Procedures for the Elimination of Disciplinary Problems	0	0.96	2.88	4.80	
2a. Maintaining Accurate Records	0	1.40	4.20	7	**Domain II Maximum Points Possible 42**
2b. Provides Differentiation in Behavioral Strategies and Preventive Interventions	0	1.40	4.20	7	
2c. Establishing Rapport with Students, Families, School-based Personnel, and Community Stakeholders	0	1.40	4.20	7	
2d. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	0	1.40	4.20	7	
2e. Coordinating Work with Other Specialists	0	1.40	4.20	7	
2f. Preparing and Submitting Reports	0	1.40	4.20	7	
3a. Reflecting on Practice	0	1.20	3.6	6	**Domain III Maximum Points Possible 24**
3b. Participating in a Professional Community	0	1.20	3.6	6	
3c. Engaging in Professional Development	0	1.20	3.6	6	
3d. Showing Professionalism	0	1.20	3.6	6	
ADMINISTRATOR OBSERVATION SCORE TOTAL (Scale 0-90 points)					**90**
Domain I: Student Achievement Data	0	0.40	1.20	2	**IPDP Maximum Points Possible 10**
Domain II: Student Achievement Data SMART Goal	0	0.40	1.20	2	
Domain III: Professional Learning Goals (a)	0	0.20	1.20	1	
Professional Learning Goals (b)	0	0.20	0.60	1	
Domain IV: Professional Learning Strategies – Implementation of Learned Professional Practices	0	0.40	0.60	2	
Domain V: Results/Changes in Educator Practices	0	0.40	1.20	2	
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (Scale 0-10 points)					
STUDENT ACADEMIC PERFORMANCE SCORE (Scale 0-100 points)					
FINAL EVALUATION SCORE (Scale 0-200 points)					
FINAL OVERALL RATING					

Dean of Students SUMMATIVE EVALUATION SUMMARY

School Psychologist

Appraisal Documents

Psychologist Pre-Observation Conference Tool

	PRE-OBSERVATION CONFERENCE TOOL (Psychologist must answer the following questions in the portal prior to the pre-conference.)
Psychologist Name:	Observation Date:
District Department:	Area Observed:

Provide brief answers (bullet points or narrative) to each question.

26. What is/are your meeting goal(s)?

27. How is/are the meeting goal(s) aligned with state curriculum standards and the continuum of student support services?

28. What things did you consider when planning this meeting (e.g., data, previous meetings, collaborative agents/agencies, etc.)?

29. How will you know if your meeting goal(s) was/were achieved?

Pre-observation Conference Tool (Cont.)

Instructional Strategies and Activities
30. What strategies/interventions will you use to conduct/facilitate this meeting? What resources will be utilized?   Why did you choose these strategies/interventions and resources?

Connecting Learning
31. What is the academic relationship between this meeting with past or future student educational success (es) (Why this meeting? (Why now?)

Other
32. Please explain any special situations or circumstances of which the observer might need to be aware.
33. The observer will provide feedback on this meeting. Are there specific areas you would like the observer to look for/focus on?

Post-Observation Conference Tool Guiding Questions for Psychologists

DUVAL COUNTY PUBLIC SCHOOLS	**POST-OBSERVATION CONFERENCE PSYCHOLOGIST TOOL** (Psychologist must answer the following questions in the portal prior to the pre-conference.)
Psychologist Name:	Observation Date:
District Department:	Area Observed:

Provide brief answers (bullet points or narrative) to each question.

1. Do you feel you successfully achieved the meeting goal(s)? Why/why not? What data support your answer to the previous question?
2. What do you feel worked well and what would you refine if you were to conduct/facilitate this meeting again?
3. Based on the level of completion and or implementation of your goals, what are your next steps?
4. As you reflect over this observation cycle, what ideas or insights are you discovering about your professional craft? (Think specifically about your Individual Professional Development Plan)

Domain II Delivery of Service	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
2a: Demonstrating Effective Written and Oral Communication Skills.	The school psychologist does not demonstrates effective written and oral communication skills, fails to effectively listens and adapt communication strategies to fit the needs of different stakeholders.	The school psychologist inconsistently demonstrates effective written and oral communication skills, understands the importance of effective listening, adapts communication strategies to fit the needs of different stakeholders.	The school psychologist consistently demonstrates effective written and oral communication skills, understands the importance of effective listening, adapts communication strategies to fit the needs of different stakeholders.	The school psychologist consistently demonstrate effective written and oral communication skills, understands the importance of effective listening, adapts communication strategies to fit the needs of different stakeholders and anticipates and responds to communication barriers.
	☐	☐	☐	☐
Elements include:				
2b: Establishing, Communicating, and Maintaining Clear Procedures for Accessing Exceptional Student Service.	The school psychologist does not communicate to parents, students, and school-based staff the procedures for all aspects of referral and testing protocols consistent with federal and district guidelines.	The school psychologist does not consistently communicate to parents, students, and school-based staff the procedures for all aspects of referral and testing protocols consistent with federal and district guidelines.	The school psychologist consistently communicates to parents, students, and school-based staff the procedures for all aspects of referral and testing protocols consistent with federal and district guidelines.	The school psychologist consistently communicates to parents, students, and school-based staff the procedures for all aspects of referral and testing protocols consistent with federal and district guidelines. The school psychologist often provides guidance and insight while using a multitude of communication devices to ensure that parents, students, and school-based staff understand the procedures for accessing Exceptional Student
	☐	☐	☐	☐
Elements include:				
2c: Consulting with Parents, School and District-based Staff Regarding Referred Students.	The school psychologist fails to consult with colleagues to aid in building a continuum of support services.	The school psychologist sporadically consults with parents, school-based and district-level teams to contribute insights that aid in developing a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of referred students.	The school psychologist frequently consults with parents, school-based and district-level teams to contribute insights that aid in developing a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of referred students.	The school psychologist frequently consults and collaborates with parents, school-based and district-level teams to contribute insights that aid in developing a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of referred students.
	☐	☐	☐	☐
Elements include:				
2d. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines.	School psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	School psychologist attempts to administer appropriate evaluation instruments to student but does not always follow established time lines and safeguards.	School psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	School psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
	☐	☐	☐	☐
Elements include:				
2e: Planning Interventions to Maximize Students' Likelihood of Success	The school psychologist does not participate in the development of a comprehensive evidence-based intervention plan for students whose specific behavioral or academic needs have an impact on their own learning.	The school psychologist sometimes participates in the development of a comprehensive evidence-based intervention plan for students whose specific behavioral or academic needs have an impact on their own learning.	The school psychologist consistently participates in the development of a comprehensive evidence-based intervention plan for students whose specific behavioral or academic needs have an impact on their own learning.	The school psychologist consistently participates in the development of a comprehensive evidence-based intervention plan for students whose specific behavioral or academic needs have an impact on their own learning. The school psychologist takes a leadership role in supporting the intervention process.
	☐	☐	☐	☐
Elements include:				

Domain III Professional Responsibilities	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
3a: Reflecting on Practice	The school psychologist does not reflect on practice OR the reflections are inaccurate or self-serving.	The school psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	School psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. School psychologist makes some specific suggestions as to how the evaluation process might be improved.	The school psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. The school psychologist draws on an extensive repertoire to suggest alternative strategies.
	☐	☐	☐	☐
Elements include:				
3b: Maintaining Accurate records.	The school psychologist's records are incomplete OR inaccurate.	The school psychologist's records are accurate and legible, and are maintained in accordance with district policy.	The school psychologist's records are accurate and legible, well organized, and are maintained in accordance with district policy.	The school psychologist's records are accurate and legible, well organized, and are maintained in accordance with district policy. They are written to be understandable to another qualified professional.
	☐	☐	☐	☐
Elements include:				
3c: Engaging in Professional Development.	The school psychologist does not participate in professional development activities even when such activities are clearly needed for ongoing development of skills.	The school psychologist participates in professional development activities that are required.	The school psychologist actively pursues professional development opportunities and applies learned knowledge in day to day practice.	The school psychologist actively pursues professional development opportunities, applies learned knowledge in day to day practice, and makes contributions to the profession through such activities as offering trainings to school staff, students, parents, and or other professional groups.
	☐	☐	☐	☐
Elements include:				
3d: Showing Professionalism	The school psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	The school psychologist inconsistently delivers services consistent with the ethical principles and professional standards set forth by the National Association of School Psychologists (NASP). The school psychologist can be counted on to not violate ethical principles, including honesty, integrity, fair treatment, and respect for others. The school psychologist maintains confidentiality with student records and information.	The school psychologist delivers services consistent with the ethical principles and professional standards set forth by the National Association of School Psychologists (NASP). The school psychologist can be counted on to demonstrate high standards of ethical principles, including honesty, integrity, fair treatment, and respect for others. The school psychologist maintains confidentiality with student records and information.	The school psychologist delivers services consistent with the ethical principles and professional standards set forth by the National Association of School Psychologists (NASP). The school psychologist can be counted on to demonstrate the highest ethical principles, including honesty, integrity, fair treatment, and respect for others. The school psychologist maintains confidentiality with student records and information. They recognize the limits of their expertise when providing student support services and utilize other resources as necessary.
	☐	☐	☐	☐
Elements include:				

Psychologists SUMMATIVE EVALUATION SUMMARY

Administrator Observation Score Components	Rating				Points
	U	D/NI	E	HE	
1a. Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students.	0	0.96	2.88	4.80	**Domain I Maximum Points Possible 24**
1b. Demonstrating Knowledge of Child and Adolescent Development of Psychopathology.	0	0.96	2.88	4.80	
1c. Applies evidence-based research and best practices to improve instruction/interventions.	0	0.96	2.88	4.80	
1d. Establishing Goals for Psycho educational Services Appropriate to the Setting and the Students Served.	0	0.96	2.88	4.80	
1e. Demonstrating Knowledge of State and Federal Regulations and of Resources both Within and Beyond the School and District.	0	0.96	2.88	4.80	
2a. Demonstrating Effective Written and Oral Communication Skills.	0	1.68	5.04	8.40	**Domain II Maximum Points Possible 42**
2b. Establishing, Communicating, and Maintaining Clear Procedures for Accessing Exceptional Student Service.	0	1.68	5.04	8.40	
2c. Consulting with Parents, School and District-based Staff Regarding Referred Students.	0	1.68	5.04	8.40	
2d. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines.	0	1.68	5.04	8.40	
2e. Planning Interventions to Maximize Students' Likelihood of Success	0	1.68	5.04	8.40	
3a. Reflecting on Practice	0	1.20	3.6	6	**Domain III Maximum Points Possible 24**
3b. Maintaining Accurate Records.	0	1.20	3.6	6	
3c. Engaging in Professional Development	0	1.20	3.6	6	
3d. Showing Professionalism	0	1.20	3.6	6	
ADMINISTRATOR OBSERVATION SCORE TOTAL (Scale 0-90 points)					**90**
Domain I: Student Achievement Data	0	0.40	1.20	2	**IPDP Maximum Points Possible 10**
Domain II: Student Achievement Data SMART Goal	0	0.40	1.20	2	
Domain III: Professional Learning Goals (a)	0	0.20	1.20	1	
Professional Learning Goals (b)	0	0.20	0.60	1	
Domain IV: Professional Learning Strategies – Implementation of Learned Professional Practices	0	0.40	0.60	2	
Domain V: Results/Changes in Educator Practices	0	0.40	1.20	2	
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (Scale 0-10 points)					
STUDENT ACADEMIC PERFORMANCE SCORE (Scale 0-100 points)					
FINAL EVALUATION SCORE (Scale 0-200 points)					
FINAL OVERALL RATING					

Social Worker

Appraisal Documents

Social Worker Pre-Observation Conference Tool

DUVAL COUNTY PUBLIC SCHOOLS	**PRE-OBSERVATION CONFERENCE TOOL** (Social Worker must answer the following questions in the portal prior to the pre-conference.)
Social Worker Name:	Observation Date:
District Department:	Area Observed:

Provide brief answers (bullet points or narrative) to each question.

1. What is/are your meeting goal(s)?
2. How is/are the meeting goal(s) aligned with state curriculum standards and the continuum of student support services?
3. What things did you consider when planning this meeting (e.g., data, previous meetings, collaborative agents/agencies, etc.)?
4. How will you know if your meeting goal(s) was/were achieved?

Instructional Strategies and Activities
5. What strategies/interventions will you use to conduct/facilitate this meeting? What resources will be utilized?   Why did you choose these strategies/interventions and resources?
Connecting Learning
6. What is the academic relationship between this meeting with past or future student educational success (es) (Why this meeting? (Why now?)
Other
7. Please explain any special situations or circumstances of which the observer might need to be aware.
8. The observer will provide feedback on this meeting. Are there specific areas you would like the observer to look for/focus on?

Post-Observation Conference Tool Guiding Questions for Social Workers

	POST-OBSERVATION CONFERENCE SOCIAL WORKER TOOL (Social Worker must answer the following questions in the portal prior to the pre-conference.)
Social Worker Name:	Observation Date:
District Department:	Area Observed:

Provide brief answers (bullet points or narrative) to each question.

1. Do you feel you successfully achieved the meeting goal(s)? Why/why not? What data support your answer to the previous question?
2. What do you feel worked well and what would you refine if you were to conduct/facilitate this meeting again?
3. Based on the level of completion and or implementation of your goals, what are your next steps?
4. As you reflect over this observation cycle, what ideas or insights are you discovering about your professional craft? (Think specifically about your Individual Professional Development Plan)

Domain I Planning and Preparation	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
1a: Demonstrating Knowledge of the Principles of Social Work Practice: • Crisis Intervention • Cultural, racial & ethnic diversity • Needs of at-risk children & children with disabilities • Environmental and biological factors that impact school success • Psychosocial theories • Group process skills • Community resources	The school social worker demonstrates little or no knowledge of social work principles and methods of practice.	The school social worker demonstrates basic knowledge of social work principles and practices.	The school social worker demonstrates a thorough knowledge of social work principles and methods of practice.	The school social worker demonstrates extensive knowledge of social work principles and methods of practice and shares this knowledge with other professionals.
	☐	☐	☐	☐
Elements include:				
1b: Establishing Goals for Social Work Services/Program Appropriate to the Setting and the Students Served.	The school social worker does not have clear goals for the social work program or they are inappropriate to either the student's age, setting or situation.	The school social worker's goals for the social work program are rudimentary and are partially suitable to the setting, situation or the age of the student(s).	The school social worker's goals for the social work program are clear and appropriate to the setting, situation, or student's age.	The school social worker's goals for the social work program are highly appropriate to the setting, situation, or student's age and have been develop following consultations with students, parents, and colleagues.
	☐	☐	☐	☐
Elements include:				
1c: Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines.	The school social worker demonstrates little or no knowledge of District Policies and Procedures, and Federal or State Regulations.	The school social worker demonstrates basic knowledge of District Policies and Procedures and of Federal or State Regulations.	The school social worker demonstrates thorough knowledge of District Policies and Procedures and of Federal or State Regulations.	The school social worker demonstrates extensive knowledge of District Policies and Procedures and of Federal or State Regulations and applies this knowledge when providing services to students and families.
	☐	☐	☐	☐
Elements include:				
1d: Demonstrating Knowledge of Resources, both within and beyond the School District to Assist Students and Families.	The school social worker demonstrates little or no knowledge of resources for students and families available through the school or district.	The school social worker displays awareness of resources for students and families available through the school or district, but no knowledge of resources available more broadly.	The school social worker displays thorough knowledge of resources for students and families available through the school or district, and some familiarity with resources external to the school.	The school social worker's knowledge of resources for students and families is extensive, including those available through the school, district and community.
	☐	☐	☐	☐
Elements include:				

Domain II Delivery of Service	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
2a: Demonstrating Effective Written and Oral Communication Skills.	The school social worker does not demonstrate effective written and oral communication skills, and fails to adapt communication strategies to fit the needs of different stakeholders.	The school social worker inconsistently demonstrates effective written and oral communication skills, understands the importance of effective listening, adapts communication strategies to fit the needs different stakeholders.	The school social worker consistently demonstrates effective written and oral communication skills, understands the importance of effective listening, and adapts communication strategies to fit the needs different stakeholders.	The school social worker consistently demonstrates effective written and oral communication skills, understands the importance of effective listening, adapts communication strategies to fit the needs different stakeholders and anticipates and responds to communication
Elements include:	☐	☐	☐	☐
2b: Establishing, Communicating, and Maintaining Clear Procedures for Referrals.	The school social worker has not established procedures for referrals.	The school social worker has established procedures for referrals, but the details are not always clear.	Procedures for referrals, meetings, and consultations with school staff, administrators, and parents are clear to everyone involved.	Procedures for all aspects of referrals are clear, easily accessible, and outcomes are communicated to everyone involved.
Elements include:	☐	☐	☐	☐
2c: Consulting with Parents, School and District-based Staff Regarding Referred Students.	The school social worker fails to consult with colleagues to aid in building a continuum of support services for referred students.	The school social worker sporadically consults with parents, school-based and district-level teams to contribute insights that aid in developing a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of referred students.	The school social worker frequently consults with parents, school-based and district-level teams to contribute insights that aid in developing a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of referred students.	The school social worker frequently consults and collaborates with parents, school-based and district-level teams to contribute insights that aid in developing a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of referred students.
Elements include:	☐	☐	☐	☐
2d: Establishing Rapport with Students, Families, School-based Personnel, and Community Stakeholders.	The school social worker interactions with students, parents, school personnel and community agencies are negative or inappropriate. The social worker is unable to communicate effectively with school teams.	The school social worker interactions with students, parents, school personnel and community agencies are generally appropriate and free from conflict. Social Worker is inconsistent in collaboratively working with and providing consultation to school personnel and community agencies to communicate the needs of children and families.	The school social worker interactions with students, parents, school personnel and community agencies reflect respect for the cultural and developmental differences among individuals and groups of stakeholders. The social worker actively promotes positive collaboration with school personnel and community agencies to communicate and support the needs of children and families.	The school social worker interactions with students, parents, school personnel and community agencies are highly respectful. The social worker actively provides leadership in creating and maintaining positive collaboration with school personnel and community agencies to communicate and support the needs of children and families.
Elements include:	☐	☐	☐	☐
2e: Responding to Referrals and Assessing Student Needs.	The school social worker conducts hasty and/or inaccurate assessments.	The schools social worker conducts basic, accurate assessments with limited professional impressions and recommendations.	The school social worker conducts quality assessments that offer appropriate professional impressions and recommendations.	The school social worker conducts high quality comprehensive assessments; synthesizes data collected; and offers detailed professional impressions and recommendations.
Elements include:	☐	☐	☐	☐
2f: Developing and Implementing Interventions to Maximize Students' Likelihood of Success	The school social worker rarely identifies and selects scientifically-supported practices.	The school social worker inconsistently identifies and selecting scientifically-supported practices.	The school social worker always identifies and selects scientifically-supported practices.	The school social worker consistently identifies and selects scientifically-supported practices, tailors them to the context of their practice setting, and refines application of practices based on progress monitoring.
Elements include:	☐	☐	☐	☐
2g: Empowers Students and Families to Gain Access to and Effectively Utilize School and Community Resources.	The school social worker rarely empowers students and families to gain access to community resources.	The school social worker generally empowers students and families to gain access to community resources.	The school social worker nearly always empowers students and families to gain access to community resources; identifies and differentiates appropriate resources for each situation.	The school social worker consistently empowers students and families to gain access to community resources; identifies and differentiates appropriate resources; conducts follow-up to facilitate effective utilization of resources.
Elements include:	☐	☐	☐	☐

Domain III Professional Responsibilities	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective	
3a: Reflecting on Practice	The school social worker does not reflect on practice, or the reflections are inaccurate or self-serving.	The school social worker's reflection on practice is moderately accurate and objective , with only global suggestions as to how it might be improved.	The school social worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. The school social worker makes some specific suggestions as to how the services might be improved.	The school social worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. The school social worker draws on an extensive repertoire to suggest alternative strategies and services.	
	☐	☐	☐	☐	
Elements					
3b: Maintaining Accurate Records.	The school social worker's records are incomplete and or inaccurate.	The school social worker's records are accurate and legible, and are maintained in accordance with district policy.	The school social worker's records are accurate and legible, well organized, and are maintained in accordance with district policy.	The school social worker's records are accurate and legible, well organized, and are maintained in accordance with district policy. They are written to be understandable to another qualified professional.	
	☐	☐	☐	☐	
Elements					
3c: Engaging in Professional Development.	The school social worker does not participate in professional development activities even when such activities are clearly needed for ongoing development of skills.	The school social worker participates in professional development activities that are required.	The school social worker actively pursues professional development opportunities and applies learned knowledge in day to day practice.	The school social worker actively pursues professional development opportunities, applies learned knowledge in day to day practice, and makes contributions to the profession through such activities as (but not limited to) offering trainings to school staff, students, parents, and or other	
	☐	☐	☐	☐	
Elements include:					
3d: Showing Professionalism National Association of Social Workers (NASW) Code of Ethics, revised 1999. (http://www.socialworkers.org/pubs/code/code.asp)	The school social worker displays unethical behaviors in interactions with colleagues, students, and the public and violates principles of confidentiality.	The school social worker is inconsistent in maintaining ethical principles and professional standards set forth by the National Association of Social Workers (NASW) Code of Ethics, revised 1999. The social worker maintains the principles of confidentiality.	The school social worker delivers services consistent with the ethical principles and professional standards set forth by the National Association of Social Workers (NASW) Code of Ethics, revised 1999. The school social worker can be counted on to demonstrate high standards of ethical principles, including honesty, integrity, fair treatment, and respect for others. The school social worker maintains confidentiality with student records and information.	The school social worker delivers services consistent with the ethical principles and professional standards set forth by the National Association of Social Workers (NASW) Code of Ethics, revised 1999. The school social worker can be counted on to demonstrate the highest ethical principles, including honesty, integrity, fair treatment, and respect for others. The school social worker maintains confidentiality with student records and information. They recognize the limits of their expertise when providing student support services and utilize other resources as necessary.	
	☐	☐	☐	☐	
Elements include:					

Social Worker SUMMATIVE EVALUATION SUMMARY

Administrator Observation Score Components	Rating				Points
	U	D/NI	E	HE	
1a. Demonstrating Knowledge of the Principles of Social Work Practice:	0	1.20	3.60	6	**Domain I Maximum Points Possible 24**
1b. Establishing Goals for Social Work Services/Program Appropriate to the Setting and the Students Served.		1.20	3.60	6	
1c. Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines.	0	1.20	3.60	6	
1d. Demonstrating Knowledge of Resources, both within and beyond the School District to Assist Students and Families.	0	1.20	3.60	6	
2a. Demonstrating Effective Written and Oral Communication Skills.	0	1.20	3.60	6	**Domain II Maximum Points Possible 42**
2b. Establishing, Communicating, and Maintaining Clear Procedures for Referrals.	0	1.20	3.60	6	
2c. Consulting with Parents, School and District-based Staff Regarding Referred Students.	0	1.20	3.60	6	
2d. Establishing Rapport with Students, Families, School-based Personnel, and Community Stakeholders	0	1.20	3.60	6	
2e. Responding to Referrals and Assessing Student Needs.	0	1.20	3.60	6	
2f. Developing and Implementing Interventions to Maximize Students' Likelihood of Success	0	1.20	3.60	6	
2g. Empowers Students and Families to Gain Access to and Effectively Utilize School and Community Resources.	0	1.20	3.60	6	
3a. Reflecting on Practice	0	1.20	3.6	6	**Domain III Maximum Points Possible 24**
3b. Maintaining Accurate Records.	0	1.20	3.6	6	
3c. Engaging in Professional Development	0	1.20	3.6	6	
3d. Showing Professionalism National Association of Social Workers (NASW) Code of Ethics, revised 1999. (http://www.socialworkers.org/pubs/code/code.asp)	0	1.20	3.6	6	
ADMINISTRATOR OBSERVATION SCORE TOTAL (Scale 0-90 points)					**90**
Domain I: Student Achievement Data	0	0.40	1.20	2	**IPDP Maximum Points Possible 10**
Domain II: Student Achievement Data SMART Goal	0	0.40	1.20	2	
Domain III: Professional Learning Goals (a)	0	0.20	1.20	1	
Professional Learning Goals (b)	0	0.20	0.60	1	
Domain IV: Professional Learning Strategies – Implementation of Learned Professional Practices	0	0.40	0.60	2	
Domain V: Results/Changes in Educator Practices	0	0.40	1.20	2	
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (Scale 0-10 points)					
STUDENT ACADEMIC PERFORMANCE SCORE (Scale 0-100 points)					
FINAL EVALUATION SCORE (Scale 0-200 points)					
FINAL OVERALL RATING					

EESS Program Support Staff & Admission Representatives

Appraisal Documents

EESS Program Support/Admissions Representative
Pre-Observation Conference Tool

	PRE-OBSERVATION CONFERENCE TOOL (EESS Program Support & Admissions Rep. must answer the following questions in the portal prior to the pre-conference.)
DUVAL COUNTY PUBLIC SCHOOLS	
Name:	Observation Date:
District Department:	Area Observed:

Provide brief answers (bullet points or narrative) to each question.

1. What is/are your meeting goal(s)?
2. How is/are the meeting goal(s) aligned with state curriculum standards and the continuum of student support services?
3. What things did you consider when planning this meeting (e.g., data, previous meetings, collaborative agents/agencies, etc.)?
4. How will you know if your meeting goal(s) was/were achieved?

Instructional Strategies and Activities
5.   What strategies/interventions will you use to conduct/facilitate this meeting? What resources will be utilized? Why did you choose these strategies/interventions and resources?

Connecting Learning
6.   What is the academic relationship between this meeting with past or future student educational success (es) (Why this meeting? (Why now?)

Other
7.   Please explain any special situations or circumstances of which the observer might need to be aware.
8.   The observer will provide feedback on this meeting. Are there specific areas you would like the observer to look for/focus on?

Post-Observation Conference Tool Guiding Questions for Admissions Reps.

DUVAL COUNTY PUBLIC SCHOOLS	**POST-OBSERVATION CONFERENCE ADMISSIONS REP. TOOL** (Admissions Rep. must answer the following questions in the portal prior to the pre-conference.)
Admission Representative:	Observation Date:
District Department:	Area Observed:

Provide brief answers (bullet points or narrative) to each question.

1. Do you feel you successfully achieved the meeting goal(s)? Why/why not? What data support your answer to the previous question?
2. What do you feel worked well and what would you refine if you were to conduct/facilitate this meeting again?
3. Based on the level of completion and or implementation of your goals, what are your next steps?
4. As you reflect over this observation cycle, what ideas or insights are you discovering about your professional craft? (Think specifically about your Individual Professional Development Plan)

EESS Support Staff & Admissions Rep.	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective	
1a. Collects and uses data to develop and inplement interventions within a problem-solving framework	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Reviews and collects school based data relevant to the implementation and development of students' individualized plans through the collaboration with other interrelated individuals and professionals that support the student needs	Reviews and collects school based data relevant to the implementation and development of students' individualized plans through the collaboration with other interrelated individuals and professionals that support the student needs. Reviews and collects school or district data relevant to the application and problem solving approach in the implementation and development of a school wide plan.	
	☐	☐	☐	☐	
Elements include:					
1b. Analyzes multiple sources of qualitative and quantitative data to inform decision-making.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Assists relevant individuals with analyzing, integrating and interpreting data from multiple sources including assessments and uses comparisons among previous data collected to determine the student learning needs and instruction, which will drive the learning process	Assists relevant individuals with analyzing, integrating and interpreting data from multiple sources including assessments and uses comparisons among previous data collected to determine the student learning needs and instruction, which will drive the learning process. Provides leadership and facilitation in analyzing, integrating and interpreting data.	
	☐	☐	☐	☐	
Elements include:					
1c: Uses data to monitor student progress (academic, social/emotional /behavioral) and health and evaluate the effectiveness of services on student achievement.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Uses student data to monitor student progress to evaluate the effectiveness of academic, behavioral and/or health needs and create interventions based on the data collected.	Uses student data to monitor student progress to evaluate the effectiveness of academic, behavioral and/or health needs and create interventions based on the data collected. Uses grade-level, school or district-wide student data to facilitate the monitoring of student progress to evaluate the effectiveness of academic, behavioral and/or health needs and modify interventions and services based on the data collected.	
	☐	☐	☐	☐	
Elements					
1d: Shares student performance data in a relevant and understandable way with students, parents and administrators.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Provides feedback on the assessed areas of concern with other data collected on student performance to stakeholders (students, teachers, parents, administrators and school teams) and presents this information in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on the assessed areas of concern with other data collected on student performance to stakeholders (students, teachers, parents, administrators and school teams) and presents this information in a way that is understandable and relevant to stakeholder interest/needs. Provides feedback that creates a clear vision of the priority instructional goals for the school and can discuss in a way that is understandable and relevant to the cause and effect relationship between practice and student achievement.	

EESS Support Staff & Admissions Rep.	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
2a. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Collaborates with appropriate school or district level professionals in a problem solving framework to plan the academic, behavioral and/or health interventions and supports to assist in individual student's needs	Collaborates with appropriate school or district level professionals in a problem solving framework to plan the academic, behavioral and/or health interventions and supports to assist in individual student's needs. Uses school or district level data in a problem-solving framework.
	☐	☐	☐	☐
Elements include:				
2b. Plans and designs intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Uses multiple sources of data to facilitate the planning and design of instruction and interventions that promote student achievement and are aligned with school and district improvement plans and state and federal mandates.	Uses multiple sources of data to facilitate the planning and design of instruction and interventions that promote student achievement and are aligned with school and district improvement plans and state and federal mandates. Uses grade-level, school or district-wide data to improve student outcomes.
	☐	☐	☐	☐
Elements include:				
2c. Applies evidence-based research and best practices to improve instruction/interventions.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Applies evidence-based and best practices when facilitating the development and planning of student instruction and interventions.	Applies evidence-based and best practices when facilitating the development and planning of student instruction and interventions. Provides leadership with peers in the use of evidence-based and best practices to improve student instruction and interventions.
	☐	☐	☐	☐
Elements include:				
2d. Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Facilitates the development of plans with the collaboration of a team that may involve community agencies and other systems of support in an effort to support the student and their family with specific needs.	Facilitates the development of plans with the collaboration of a team that may involve community agencies and other systems of support in an effort to support the student and their family with specific needs. Collaborates with community agencies (e.g., Vocational Rehabilitation, Agency for Persons with Disabilities, etc.) to develop systems of support.
	☐	☐	☐	☐
Elements include:				
2e. Engages parents and community partners in the planning and design of instruction/interventions.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Engages and collaborates with parents and community partners to ensure their input in the planning and design of instruction and interventions.	Engages and collaborates with parents and community partners to ensure their input in the planning and design of instruction and interventions. Facilitates strategies and engages in the planning and design of student instruction and interventions with input from the parent and community partners.
	☐	☐	☐	☐
Elements include:				

EESS Support Staff & Admissions Rep.	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
5a. Develops a personal, professional growth plan that enhances professional knowledge, skills and practice; and addresses areas of need on the evaluation.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals. Solicits feedback from supervisors and colleagues and initiates activities or modifies plan based on performance outcomes.
	☐	☐	☐	☐
Elements include:				
5b. Engages in targeted professional growth opportunities and reflective practices.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan.	Participates in professional learning opportunities and reflective practices consistent with the professional growth plan. Facilitates professional learning activities and initiates activities that contribute to professional growth of self and others.
	☐	☐	☐	☐
Elements include:				
5c. Implements knowledge and skills learned in professional development activities.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Implements knowledge and skills learned in professional development activities into professional practice.	Integrates and applies acquired knowledge and training into professional practice in order to mentor and/or train others.
	☐	☐	☐	☐
Elements include:				
5d. Implements knowledge and skills learned in professional development activities.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Demonstrates reliable recordkeeping and coherent and professional written and oral communication skills.	Demonstrates reliable recordkeeping and coherent and professional written and oral communication skills. Facilitates communication, adapts communication style and content to a variety of audiences.
	☐	☐	☐	☐
Elements include:				
5e.Demonstrates effective oral and written communication skills.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Demonstrates coherent and professional written and oral communication skills.	Demonstrates coherent and professional written and oral communication skills. Facilitates communication, adapts communication style and content to a variety of audiences.
	☐	☐	☐	☐
Elements include:				
5f. Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.	Does not demonstrate or ineffectively demonstrates the practice.	Practice is emerging but requires supervision, supports and training or prompts to consistently demonstrate the practice.	Complies with applicable laws, rules, guidelines and policies at the federal, state and local levels. Adheres to professional standards, ethics and practices.	Complies with applicable laws, rules, guidelines and policies at the federal, state and local levels. Adheres to professional standards, ethics and practices. Serves as a model for colleagues in displaying high standards of professionalism and ethics in accordance with laws, policies, guidelines and standards.
	☐	☐	☐	☐
Elements include:				

EESS Program Support Staff & Admissions Representatives
SUMMATIVE EVALUATION SUMMARY

Administrator Observation Score Components	Rating				Points
	U	D/NI	E	HE	
1a: Collects and uses data to develop and implement interventions within a problem-solving framework	0	0.675	2.025	3.375	**Domain I Maximum Points Possible 13.50**
1b: Analyzes multiple sources of qualitative and quantitative data to inform decision making.		0.675	2.025	3.375	
1c: Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.	0	0.675	2.025	3.375	
1d: Shares student performance data in a relevant and understandable way with students, parents and administrators.	0	0.675	2.025	3.375	
2a: Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral and health interventions and supports.	0	0.54	1.62	2.70	**Domain II Maximum Points Possible 13.50**
2b: Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	0	0.54	1.62	2.70	
2c: Applies evidence-based research and best practices to improve instruction/interventions.	0	0.54	1.62	2.70	
2d: Develops intervention support plans that help the student, family or other community agencies and systems of support reach a desired goal.	0	0.54	1.62	2.70	
2e: Engages parents and community partners in the planning and design of instruction/interventions.	0	0.54	1.62	2.70	
3a: Collaborates with school-based and district level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, behavioral success and health of all students.	0	1.20	3.60	6.00	**Domain III Maximum Points Possible 36**
3b: Consults and collaborates at the individual, family, group and systems levels to implement effective instruction and intervention services.	0	1.20	3.60	6.00	
3c: Implements EBPs within a multi-tiered framework.	0	1.20	3.60	6.00	
3d: Identifies, provides and/or refers for supports designed to help students overcome barriers that impede learning.	0	1.20	3.60	6.00	
3e: Promotes student outcomes related to career and college readiness.	0	1.20	3.60	6.00	
3f: Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors.	0	1.20	3.60	6.00	

4a: Collaborates with teachers and administrators to develop and implement school-wide PBS	0	0.675	2.025	3.375	**Domain IV Maximum Points Possible 13.50**
4b: Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	0	0.675	2.025	3.375	
4c: Promotes safe school environments.	0	0.675	2.025	3.375	
4d: Integrates relevant cultural issues and contexts that impact family–school partnerships.	0	0.675	2.025	3.375	
5a: Develops a personal, professional growth plan that enhances professional knowledge, skills and practice and addresses areas of need on the evaluation.	0	0.45	1.35	2.25	**Domain V Maximum Points Possible 13.50**
5b: Engages in targeted professional growth opportunities and reflective practices.	0	0.45	1.35	2.25	
5c: Implements knowledge and skills learned in professional development activities.	0	0.45	1.35	2.25	
5d: Demonstrates effective recordkeeping skills.	0	0.45	1.35	2.25	
5e: Demonstrates effective oral and written communication skills.	0	0.45	1.35	2.25	
5f: Complies with national and state laws, district policies and guidelines and ethical educational and professional standards.	0	0.45	1.35	2.25	
ADMINISTRATOR OBSERVATION SCORE TOTAL (Scale 0-90 points)					**90**
Domain I: Student Achievement Data	0	0.40	1.20	2	**IPDP Maximum Points Possible 10**
Domain II: Student Achievement Data SMART Goal	0	0.40	1.20	2	
Domain III: Professional Learning Goals (a)	0	0.20	1.20	1	
Professional Learning Goals (b)	0	0.20	0.60	1	
Domain IV: Professional Learning Strategies – Implementation of Learned Professional Practices	0	0.40	0.60	2	
Domain V: Results/Changes in Educator Practices	0	0.40	1.20	2	
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (Scale 0-10 points)					
STUDENT ACADEMIC PERFORMANCE SCORE (Scale 0-100 points)					
FINAL EVALUATION SCORE (Scale 0-200 points)					
FINAL OVERALL RATING					