2015-2016 School Year

Instructional Evaluation System Template

Hillsborough County Public Schools

Jeff Eakins, Superintendent

Marie Whelan, Manager, Human Resources

Table of Contents

Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

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

---

1. __Performance of Students__

__Directions:__

The district shall provide:

1) For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
2) For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].
3) For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
4) For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].
5) For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.].
6) For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].

··

__District Submission:__

1) 40% of the instructional evaluation is based on student performance. The value added measure score for each teacher is based on a three year average.
2) 40% of the instructional evaluation is based on student performance. The value added measure score for new classroom teachers is based on a single year's growth.
3) Student performance data used for at least three years, including the current year and the two years immediately preceding the current year, when available. When less than three years of data are available, the data available will be used instead
4) For classroom teachers of students for courses assessed by statewide, standardized assessments, VAM results comprise 40% of the evaluation.
5) For classroom teachers of students for courses not assessed by statewide, standardized assessments, VAM results comprise 40% of the evaluation. For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measures are used.
6) For instructional personnel who are not classroom teachers, the district-determined student performance measure is school wide data as related to the content specific

area(s) they support in an instructional role (e.g.: Reading Coach receives all school wide reading data; Math Coach receives all school wide math data).

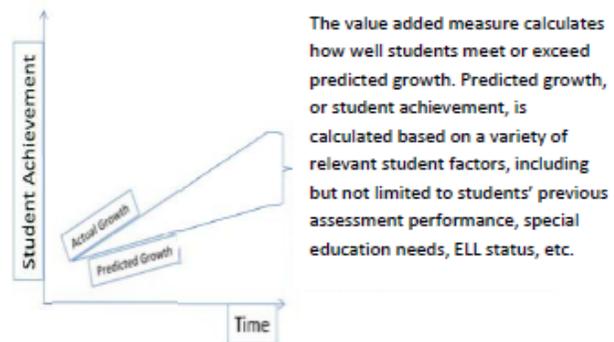**Sample VAM explanation from the Teacher Evaluation Handbook:**

Student Achievement (Value-Added Measure) (40%):

In partnership with University of Wisconsin Value Added Research Center (VARC), Hillsborough County Public Schools uses a customized value-added measure model to assess the impact of each teacher upon his or her students' achievement.

A value-added measure is a statistical model that uses a variety of variables to estimate the expected one-year learning growth of each student. The growth *expectation estimate* is then compared to *actual* growth, as measured by relevant course and content assessments. In order to measure a teacher's impact on student achievement, the model controls for variables that are outside the teacher's control, such as past years' learning growth trajectory, and special needs. In doing so, the teacher's impact on student growth can be isolated and calculated.

The value added measure score for each teacher is based on three (3) years of data. The value-added measure comprises 40% of a teacher's overall annual evaluation.

Figure 1: Description of the Value-Added Measure

The value added measure calculates how well students meet or exceed predicted growth. Predicted growth, or student achievement, is calculated based on a variety of relevant student factors, including but not limited to students' previous assessment performance, special education needs, ELL status, etc.

Hillsborough County along with the University of Wisconsin uses a proportional system comprised of course load and student load to determine the student growth measure. The state VAM calculation and the local VAM calculation will determine the student growth score. Hillsborough County will use residuals from the state provided VAM scores to differentiate the points within each classification score. The use of the residuals will in no way allow overlapping of scores between classification levels.

Residual: The portion of a student's score that can be contributed to the impact of teachers as calculated by the covariate regression analysis. (The residual is provided by the vendor that provides scores to districts through the state.)

Hillsborough County will accept the state determined VAM score of each teacher. This score will be a 1-4 score, indicated by U to HE. The chart below demonstrates how this score will be converted to points for the summative evaluation score:

3

VAM Category	Classification	Points Used in Final Summative Score Calculation
4	Highly Effective	40-34
3	Effective	33.99-17.5
2	Needs Improvement/Developing	17.49-15.00
1	Unsatisfactory	14.99-0

This may need to be altered as we receive the 2015-2016 scores and HCPS will adjust as necessary.

Please note the teacher example below for State VAM and non-State VAM teacher:

    1- English 1 State VAM – 3 (20 points)

    2- English 1 State VAM- 3 (24 points)

    3- Journalism- 3 (34 points)

    4- Drama- 2 (17.49 points)

    5- Journalism- 4 (35 points)

    6- Drama 2 (19 points)

    Total VAM= 24.915- 3- Effective

Student performance measures will account for 40% of a teachers' final evaluation score. Student achievement score will be calculated for the current year, and up to 2 years as prior data are available. If less than three years of data are available, years for which there is data, up to 3 will be included. Category 1 teachers (newly hired or new to the district) will receive 2 evaluations, a mid-year and final. 60% of each evaluation will be based on instructional practice based on the evaluation rubric and 40% will be based on student performance. In the midterm, the student achievement rating will be at the discretion of the school principal using course grades assigned to learners. The following calculation will be considered during the midterm evaluation:

90-100% of students earning A's or above grade level   4 points- HE

70-89% of students earning B's or on grade level   3 points- E

50-69% of students earning C's or on grade level   2 points- NI

0-49% of students earning less than C's or below grade level   1 point- U

<u>Non-VAM</u>

Hillsborough County will use residuals from non-VAM scores to differentiate the points within each classification score. The use of the residuals will in no way allow any overlapping of scores between the classification levels.

Non-State VAM Assessment (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
76 – 100% growth, achievement, or proficiency on any non-VAM assessment	Highly Effective	40-34
51 – 75% growth, achievement, or proficiency on any non-VAM assessment	Effective	33.99-17.50
26 – 50% growth, achievement, or proficiency on any non-VAM assessment	Needs Improvement/Developing	17.49-15.00
0 – 25% growth, achievement, or proficiency on any non-VAM assessment	Unsatisfactory	14.99-0

*Refer to the attachment labeled *Course Test Map* for the student performance measure used.

2. Instructional Practice

Directions:

The district shall provide:

1. For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].
2. Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].
3. For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].
4. For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].
5. For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.]. 12) For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].

District Submission:

1. 60% of the evaluation is based on the instructional practice criterion. This is calculated based on the weights of the rubric components. Domain 1 is weighted 20%, Domain 2 is weighted 20%, Domain 3 is weighted 40% and Domain 4 is weighted 20%.

The explanation below is from the Teacher Evaluation Handbook:

Principal Evaluation (35%):

Principals evaluate teachers based on information gathered from formal, informal and pop-in classroom observations as well as other supporting elements including artifacts that demonstrate professional responsibilities. Principals evaluate all of the components in Domains 1, 2, 3, and 4 of the evaluation rubric (See "Charlotte Danielson Framework for Teaching" section).

Peer/Mentor Evaluation (25%):

Each teacher will be evaluated by a Peer/Mentor Evaluator. Mentor Evaluators will evaluate all first and second year teachers. Peer Evaluators will evaluate all other teachers. This evaluation will be based primarily on classroom observations. The peer/mentor will also incorporate informal observations and items in the journal space by the teacher. Peers/Mentors evaluate all of the components in Domains 1, 2, and 3 of the evaluation rubric (See "Charlotte Danielson Framework for Teaching" section), and Component 4a.

- Peers and mentors evaluate Components 1a and 1b through classroom observation, and evaluate the entire domain through the pre-observation conference process.
- Peers and mentors evaluate Domains 2 and 3 through classroom observations.
- Peers and mentors observe and rate Component 4a through the post-observation conference process

Like principals, peers/ mentors determine evaluation ratings by considering all of the records in teacher's instructional portfolio found in the employee space.

2. The district evaluation framework is based on Charlotte Danielson's *Frameworks for Teaching*. The explanation below is from the Teacher Evaluation Handbook:

Charlotte Danielson Framework for Teaching

The Charlotte Danielson Framework for Teaching encompasses the foundational ideas on which the observation process is based, and it guides how HCPS defines effective teaching. Many schools and districts across the nation and around the world use this framework to help define effective teaching. The framework offers a description of practices that, based on research and empirical evidence, have been shown to promote student learning.

The Charlotte Danielson Framework for Teaching consists of four Domains, each with five to six components of teaching. This framework serves as the guide for rating classroom observations in our district. The domains and their components are described below:

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
• 1a. Demonstrating Knowledge of Content and Pedagogy	
• 1b. Demonstrating Knowledge of Students	• 2a. Creating an Environment of Respect and Rapport
• 1c. Setting Instructional Outcomes	• 2b. Establishing a Culture for Learning
• 1d. Demonstrating Knowledge of Resources and Technology	• 2c. Managing Classroom Procedures
• 1e. Designing Coherent Instruction	• 2d. Managing Student Behavior
• 1f. Designing Student Assessments	• 2e. Organizing Physical Space

Domain 3: Instruction	Domain 4: Professional Responsibilities
• 3a. Communicating with Students	
• 3b. Using Questioning and Discussion Techniques	• 4a. Reflecting on Teaching
• 3c. Engaging Students in Learning	• 4b. Maintaining Accurate Records
• 3d. Using Assessment in Instruction	• 4c. Communicating with Families
• 3e. Demonstrating Flexibility and Responsiveness	• 4d. Participating in a Professional Community
	• 4e. Growing and Developing Professionally
	• 4f. Showing Professionalism

Domain 1: Planning and Preparation. The components in Domain 1 outline how a teacher organizes the content and plans the instructional delivery.

    a. *Demonstrating Knowledge of Content and Pedagogy:* This component is defined as knowing and understanding the subject being taught, how students master the content, and knowledge of sound instructional practices. This includes having a rich understanding of the essential concepts of the discipline, the prerequisite relationships that exist among the concepts, the structure of the discipline, how students engage the subject, and methods of inquiry within the subject. Elements of this component include:
        1. Knowledge of content and the structure of the discipline
        2. Knowledge of the prerequisite relationships
        3. Knowledge of content-related pedagogy
    b. *Demonstrating Knowledge of Students:* This component includes knowing characteristics of the students being taught (such as age group characteristics) as well as developing specific

understanding of the actual students (such as individual preferences, interests, cultures, and learning styles). The elements of this component include:

1. Knowledge of the child and adolescent development
2. Knowledge of the learning process
3. Knowledge of students' skills, knowledge, and language proficiency
4. Knowledge of students' interests and cultural heritage
5. Knowledge of students' special needs

c. *Setting Instructional Outcomes*: This component entails teachers setting clear, relevant, rigorous, suitable, and assessable learning goals for the classroom period. Elements of this component include:

1. Value, sequence, and alignment
2. Clarity
3. Balance
4. Suitability for diverse learners

d. *Demonstrating Knowledge of Resources and Technology*: This component examines the teacher's knowledge of and ability to use resources and technology, both from within and outside of the district, to support student learning. The elements of this component include:

1. Resources and technology for classroom use
2. Resources and technology to extend content knowledge and pedagogy
3. Resources and technology for students

e. *Designing Coherent Instruction*: This component helps analyze a teacher's ability to design learning experiences in a way that demonstrates the teacher's skill at coordinating knowledge of content, students, and resources. Accomplished teachers design learning experiences that are coherent, sequenced, and structured, and that are aligned with instructional outcomes. The elements of this component include:

1. Learning activities
2. Instructional materials and resources
3. Instructional groups
4. Lesson and unit structure

f. *Designing Student Assessments*: This component analyzes the process of determining if students have mastered the instructional outcome. Student assessments should be aligned with instructional outcomes, with clear criteria and standards that show evidence of students' contributions to their development. Elements of this component include:

1. Congruence with instructional outcomes
2. Criteria and standards
3. Design of formative assessments
4. Use for planning

Domain 2: The Classroom Environment. The components in Domain 2 address the learning environment. This includes the interactions in the classroom, the classroom culture, the teacher's use of physical space, and established routines and procedures.

a. *Creating an Environment of Respect and Rapport:* This component involves creating a safe environment in which students are comfortable exploring new ideas. Students should feel honored, valued, and respected. Interactions between teacher and student, and among students, should be characterized by respect and sensitivity to students' cultures and levels of development. Elements of this component include:
   1. Teacher interaction with students
   2. Student interactions with other students
b. *Establishing a Culture for Learning:* This component entails the teacher creating a positive and supportive culture for learning in the classroom. The classroom environment should be characterized by a sense of importance of the subject, as well as high standards for performance. Elements of this component include:
   1. Importance of the content
   2. Expectations for learning and achievement
   3. Student pride in work
c. *Managing Classroom Procedures:* This component focuses on the functioning of the classroom. Success in this component entails establishing and implementing routines that enable the seamless operation of classroom routines and procedures, handling of supplies, and performance of instructional as well as non-instructional tasks. Elements of this component include:
   1. Management of instructional groups
   2. Management of transitions
   3. Management of materials and supplies
   4. Performance of non-instructional duties
   5. Supervision of volunteers and paraprofessionals
d. *Managing Student Behavior:* This component involves establishing and upholding standards of conduct that support the learning environment. Strong performers in this component strategically reinforce positive classroom behavior, respond appropriately to disruptive behaviors, and facilitate positive student involvement in setting and maintaining classroom standards and norms. Elements of this component include:
   1. Expectations
   2. Monitoring of student behavior
   3. Response to student misbehavior
e. *Organizing Physical Space:* This component involves using the physical space to support the learning process. The classroom must be safe, and the physical environment must enable the performance and growth of all students. Examples of elements within this component include:
   1. Safety and accessibility
   2. Arrangement of furniture and use of physical resources

Domain 3: Instruction. The components of Domain 3 embody the core of teaching – the engagement of students in activities that promote and foster learning. Domain 3 components include: communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

a. *Communicating with Students:* This component entails the clarity and effectiveness with which the teacher communicates with students. The teacher should have a strong, dynamic presence in the classroom, and effectively develop students' understanding of the learning objectives. Elements of this component include:
   1. Expectations for learning
   2. Directions and procedures
   3. Explanations of content
   4. Use of oral and written language
b. *Using Questioning and Discussion Techniques:* This component involves a teacher's ability to question and lead discussions between and among students so as to elicit thoughtful responses. The questions should reflect high expectations and should be culturally and developmentally appropriate. The teacher should employ questioning and discussion techniques to gain an accurate pulse of the class's understanding. Additionally, these techniques help the teacher probe for high-level understanding of the subject while engaging students in the learning process. Elements of this component include:
   1. Quality of questions
   2. Discussion techniques
   3. Student participation
c. *Engaging Students in Learning:* This component deals with the implementation of what has been planned in Domain 1. This component involves activities, assignments, materials, and groupings of students that are appropriate for the instructional outcomes and students' cultures and levels of understanding. The heart of this component is that teachers engage students in relevant work that supports instructional outcomes. Elements of this component include:
   1. Activities and assignments
   2. Grouping of students
   3. Use of instructional materials, resources and technology (as available)
   4. Structure and pacing
d. *Using Assessment in Instruction:* This component entails regularly assessing and monitoring the progress of learning. In demonstrating this component, teachers guide students through self-assessment; monitor student learning, and provide clear and quality feedback to students. Elements of this component include:
   1. Assessment criteria
   2. Monitoring of student learning
   3. Feedback to students
   4. Student self-assessment and monitoring of progress
e. *Demonstrating Flexibility and Responsiveness:* This component reflects teachers' ability to understand and act on the need to modify planned teaching in response to cues from or the needs of their students. Elements of this component include:
   1. Lesson adjustment
   2. Response to students
   3. Persistence

Domain 4: Professional Responsibilities. The components of Domain 4 represent the wide range of a teacher's responsibilities outside the classroom. These include reflecting on teaching, maintaining accurate records, communicating with stakeholders, contributing to the school and district, growing and developing professionally, and showing professionalism.

a. *Reflecting on Teaching:* This component involves a teacher's ability to provide thoughtful and accurate reflections of the lesson and its quality. The teacher may offer possible suggestions for improvement.
   Elements of this component include:
   1. Accuracy
   2. Use in future teaching
b. *Maintaining Accurate Records:* This component deals with the teacher's ability to accurately and efficiently maintain instructional and non-instructional records. Elements of this component include:
   1. Student completion of assignments
   2. Student progress in learning
   3. Non-instructional records
c. *Communicating With Stakeholders:* This component involves the teacher's success in communicating with and engaging stakeholders in the instructional program. Elements of this component include:
   1. Information about the instructional program
   2. Information about individual students
   3. Engagement of stakeholders in the instructional program
d. *Participating in a Professional Community:* This component involves the teacher's participation in his or her professional community, as well as in school and district events and projects. It also involves the teacher's success in maintaining positive and productive relationships with colleagues. Elements of this component include:
   1. Relationships with colleagues
   2. Involvement in a culture of professional inquiry
   3. Service to the school
   4. Participation in school and district projects
e. *Growing and Developing Professionally:* This component deals with the teacher's success in identifying and pursuing professional development opportunities, as well as teachers' effectiveness in sharing expertise with others. Elements of this component include:
   1. Enhancement of content knowledge and pedagogical skill
   2. Receptivity to feedback from colleagues
   3. Service to the profession
f. *Showing Professionalism:* This component involves a teacher's success in displaying a high level of ethics and professionalism in dealings with students, colleagues, and the community. Elements of this component include:
   1. Integrity and ethical conduct
   2. Service to students
   3. Advocacy

   4. Logical thinking and practical decision-making
   5. Attendance
   6. Punctuality
   7. Compliance with school and district regulations
   8. Compliance with all testing procedures

3. The crosswalk and alignment between the district's evaluation instrument rubric components and the Educator Accomplished Practices is noted on the following page.
4. For all instructional personnel, site based administrators and peer and mentor evaluators conduct observations and collect data related to instructional feedback. The feedback is provided in the form of performance ratings for all observations conducted as well as a narrative of lesson strengths, areas for focus, and next steps.

	Domain Weight	Component Weight	Sample Peer/Mentor	Multiplier for Peer/Mentor	Adjusted Pts	Sample Principal	Multiplier for Principal	Adjusted Pts
Domain 1	20%							
1a		4%		0.4			0.4	
1b		4%		0.4			0.4	
1c		2%		0.2			0.2	
1d		2%		0.2			0.2	
1e		4%		0.4			0.4	
1f		4%		0.4			0.4	
Domain 2	20%							
2a		5%		0.5			0.5	
2b		5%		0.5			0.5	
2c		2.5%		0.25			0.25	
2d		5%		0.5			0.5	
2e		2.5%		0.25			0.25	
Domain 3	40%							
3a		9%		0.9			0.9	
3b		9%		0.9			0.9	
3c		9%		0.9			0.9	
3d		9%		0.9			0.9	
3e		4%		0.4			0.4	
Domain 4	20%							
4a		3%		0.3			0.3	
4b		3%					0.6	
4c		4%					0.8	
4d		3%					0.6	
4e		3%					0.6	
4f		4%					0.8	

3=Exemplary
2=Accomplished
1=Progressing
0=Requires Action

Peer/Mentor Score

Principal Score

TOTAL SCORE

12

The following optional chart is provided for your convenience to display the crosswalk of the district's evaluation framework to the Educator Accomplished Practices. Other methods to display information are acceptable, as long as each standard and descriptor is addressed.

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1C
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1A, 1C, 1E
c. Designs instruction for students to achieve mastery;	1B, 1E
d. Selects appropriate formative assessments to monitor learning;	1F
e. Uses diagnostic student data to plan lessons; and,	1B
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1C, 1D, 1F
2. The Learning Environment To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	1D, 2C, 2E
b. Manages individual and class behaviors through a well-planned management system;	2D
c. Conveys high expectations to all students;	2B
d. Respects students' cultural linguistic and family background;	1B, 2A
e. Models clear, acceptable oral and written communication skills;	3A
f. Maintains a climate of openness, inquiry, fairness and support;	2B
g. Integrates current information and communication technologies;	1A, 1D, 2C, 3C
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	1B, 3C, 3E
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	1A, 3B, 3C
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
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3A, 3B, 3C
c. Identify gaps in students' subject matter knowledge;	1A, 3D
d. Modify instruction to respond to preconceptions or misconceptions;	1B, 3A, 3E
e. Relate and integrate the subject matter with other disciplines and life experiences;	3A, 3C, 3E
f. Employ higher-order questioning techniques;	3B
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3A, 3B, 3C, 3D, 3E
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1B, 3B, 3C, 3E
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	3A, 3B, 3D
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3B, 3D, 3E
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, 1F, 3D
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1B, 1F, 3D
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	1B, 1F, 3D
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1B, 1F, 3D, 3E
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	2B, 4C

f. Applies technology to organize and integrate assessment information.	1D, 4B, 4C
5. Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4A, 4E
b. Examines and uses data-informed research to improve instruction and student achievement;	1A, 1D, 4E
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	4D
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4C, 4D, 4E
e. Engages in targeted professional growth opportunities and reflective practices; and,	4D, 4E, 4F
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4E,
6. 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 Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	4F

Teachers have a required number of assigned observations based on the previous year's evaluation score. Administrators can add additional observations as necessary. Evidence related to instructional practice and professional behaviors is collected, discussed, and reviewed throughout the year to arrive at final summative evaluation ratings on 22 components in the Classroom Teacher Evaluation Instrument.

CLASSROOM TEACHER EVALUATION INSTRUMENT

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
Domain 1: Planning and Preparation *(Domain weight: 20%)*				
1a: **Demonstrating Knowledge of Content and Pedagogy** (Component weight: 4%)	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content, the structure of the discipline and instructional practices. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. The teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies.
	☐	☐	☐	☐
Elements include: **Knowledge of content and the structure of the discipline** **Knowledge of prerequisite relationships** **Knowledge of content-related pedagogy**				
1b: **Demonstrating Knowledge of Students** (Component weight: 4%)	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and does not seek such understanding when planning instructional activities and selecting resources and strategies.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and attains this knowledge for the class as a whole when planning instructional activities and selecting resources and strategies.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs, and attains this knowledge for groups of students when planning instructional activities and selecting resources and strategies.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs from a variety of sources, and attains this knowledge of individual students when planning instructional activities and selecting resources and strategies.
	☐	☐	☐	☐
Elements include: **Knowledge of child and adolescent development** **Knowledge of the learning process** **Knowledge of students' skills, knowledge, and language proficiency** **Knowledge of students' interests and cultural heritage** **Knowledge of students' special needs**				
1c: **Setting Instructional Outcomes** (Component weight: 2%)	Instructional outcomes reflected in lesson design are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. The teacher develops general student achievement goals for the class OR does not develop a goal at all.	Instructional outcomes reflected in lesson design are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. Outcomes reflect more than one type of learning, but plans and practice do not reflect coordination or integration. The teacher develops measurable student achievement goals for the class	Instructional outcomes reflected in lesson design are stated as goals reflecting high-level learning and curriculum standards. Outcomes are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. The teacher develops measurable student achievement goals for the class that are aligned to content standards and evident in both plans and practice.	Instructional outcomes reflected in lesson design are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. The teacher develops ambitious and measurable student achievement goals for the class that are aligned to the content standards and evident in both plans and practice.
	☐	☐	☐	☐
Elements include: **Value, sequence, and alignment** **Clarity and balance** **Suitability for diverse learners**				

CLASSROOM TEACHER EVALUATION INSTRUMENT

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
1d: **Demonstrating Knowledge of Resources and Technology** (Component weight: 2%)	The teacher demonstrates little or no familiarity with resources and/or technology to enhance own knowledge, to use in designing instruction or provide for students in order to enhance learning.	The teacher demonstrates some familiarity with resources and technology available through the school or district to enhance own knowledge, to use in designing instruction or provide for students in order to enhance learning.	The teacher's plans reflect awareness of the resources and technology available through the school or district to enhance own knowledge, to use in designing instruction or provide for students in order to enhance learning.	The teacher's plans and practice incorporate resources and technology (as available) in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in designing instruction and to provide for students in order to enhance learning.
	☐	☐	☐	☐

Elements include:
Resources and technology for classroom use
Resources and technology to extend content knowledge and pedagogy
Resources and technology for students

	Requires Action	Progressing	Accomplished	Exemplary
1e: **Designing Coherent Instruction** (Component weight: 4%)	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students. The teacher does not plan lessons/units by identifying the content standards that his or her students will master in each unit OR does not articulate well-designed essential questions for each unit.	The series of learning experiences demonstrates partial alignment with instructional outcomes; some experiences are likely to engage students in significant learning. The lesson/unit has a recognizable structure and reflects partial knowledge of students and resources. Based on the annual student achievement goal, the teacher plans lessons/units using 2 of the 4 practices: 1) identifying the content standards students will master; 2) articulating well-designed essential questions; 3) employing backward design; and 4) allocating an instructionally appropriate amount of time.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson/unit has a clear structure and is likely to engage students in significant learning. Based on the annual student achievement goal, the teacher plans lessons/units using 3 of the 4 practices: 1) identifying the content standards that students will master; 2) articulating well-designed essential questions; 3) employing backward design; and 4) allocating an instructionally appropriate amount of time.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated (where appropriate) for all students, and likely to engage them in significant learning. The lesson/unit structure is clear and allows for different pathways according to student needs. Based on the annual student achievement goal, the teacher plans lessons/units using 4 practices: 1) identifying the content standards students will master; 2) articulating well-designed essential questions; 3) employing backward design; and 4) allocating an instructionally appropriate amount of time.
	☐	☐	☐	☐

Elements include:
Learning activities
Instructional materials and resources
Instructional groups
Lesson and unit structure

	Requires Action	Progressing	Accomplished	Exemplary
1f: **Designing Student Assessments** (Component weight: 4%)	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.	Assessment criteria and standards have been developed but are unclear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The 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. The teacher has a well-developed strategy for using formative assessment within the lesson and has designed particular approaches to be used. The teacher intends to use assessment results to plan for future instruction for groups of students.	The 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. The 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

CLASSROOM TEACHER EVALUATION INSTRUMENT

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
Domain 2: The Classroom Environment *(Domain weight: 20%)*				
2a: **Creating an Environment of Respect and Rapport** (Component weight: 5%)	Classroom interactions, between the teacher and students and/or among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional behaviors and/or language that compromise the promotion of learning.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
	☐	☐	☐	☐
Elements include: **Teacher interaction with students** **Student interactions with other students**				
2b: **Establishing a Culture for Learning** (Component weight: 5%)	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the importance and relevancy of learning goals of the lesson, 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 importance and relevancy of learning goals of the lesson, some evidence that students are committed to success beyond completion of assignments, 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** (Component weight: 2.5%)	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. Students willingly assist with procedures when asked.	Students contribute without prompting to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
	☐	☐	☐	☐
Elements include: **Management of instructional groups** **Management of transitions** **Management of materials and supplies** **Performance of noninstructional duties** **Supervision of volunteer and paraprofessionals**				

Hillsborough County
PUBLIC SCHOOLS
Excellence in Education

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
2d: **Managing Student Behavior** (Component weight: 5%)	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 are 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** (Component weight: 2.5%)	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**				

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
Domain 3: Instruction *(Domain weight: 40%)*				
3a: **Communicating with Students** (Component weight: 9%)	The purpose and relevancy of the lesson's instructional outcomes are unclear to students and the directions and procedures are confusing. The 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.	The teacher's attempt to explain the purpose and relevancy of the lesson's instructional outcomes has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation may consist of a monologue, with no invitation to the students for intellectual engagement. The teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to the students' ages and/or backgrounds.	The purpose and relevancy of the lesson's instructional outcomes are clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. The 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. The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the purpose and relevancy of the lesson's instructional outcomes to students' interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. The students contribute to extending the content, and in explaining concepts to their classmates. The 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 and Discussion Techniques** (Component weight: 9%)	The teacher's questions are of low cognitive challenge, asking for single correct responses, and/or are asked in rapid succession. Interactions between teacher and students are predominately recitation style with the teacher mediating all questions and answers. A few students dominate the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.	While the teacher may use some low-level questions, he/she poses questions to students designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. The students formulate many questions, initiate topics and make unsolicited contributions. The students themselves ensure that all voices are heard in the discussion.
	☐	☐	☐	☐
Elements include: **Quality of questions** **Discussion techniques** **Student participation**				

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
3c: **Engaging Students in Learning** (Component weight 9%)	The learning tasks and activities, materials, resources, instructional groups and/or 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. Learning activities are not sufficiently challenging and lack the rigor to promote intellectual engagement. 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. 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** (Component weight 9%)	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students; students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. Formative assessments provide students with multiple ways to demonstrate mastery and are woven into the lesson in a seamless fashion.	Assessment is fully integrated in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources. Formative assessments provide students with multiple ways and multiple opportunities during the unit to demonstrate mastery and are woven into the lesson in a seamless fashion.
	☐	☐	☐	☐
Elements include: **Assessment criteria** **Monitoring of student learning** **Feedback to students** **Student self-assessment and monitoring of progress**				
3e: **Demonstrating Flexibility and Responsiveness** (Component weight 4%)	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' needs. The teacher brushes aside student questions; The teacher does not accept responsibility for students' performance. The teacher does not re-teach.	The teacher attempts to modify the lesson when needed and to respond to student questions with moderate success; however, alternate instructional strategies are limited and minimally successful. The teacher accepts responsibility for student performance. In response to student progress data, the teacher re-teaches, as appropriate.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests. In response to student progress data, the teacher 1) re-teaches, as appropriate, and 2) modifies long-term plans, as appropriate.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies. In response to student progress data, the teacher 1) re-teaches, as appropriate, 2) modifies long-term plans, as appropriate, and 3) modifies practice, as appropriate.
	☐	☐	☐	☐
Elements include: **Lesson adjustment** **Response to students** **Persistence**				

Hillsborough County
PUBLIC SCHOOLS
Excellence in Education

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
Domain 4: Professional Responsibilities *(Domain weight: 20%)*				
4a: Reflecting on Teaching (Component weight: 3%)	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 (Component weight: 3%)	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. Students contribute to the maintenance of these systems.
	☐	☐	☐	☐
Elements include: Student completion of assignments Student progress in learning Noninstructional records				
4c: Communicating with Stakeholders (Component weight: 4%)	The teacher's communication with stakeholders about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with stakeholders and makes modest attempts to engage families in the instructional program. However, communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with stakeholders and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with stakeholders is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program as appropriate.
	☐	☐	☐	☐
Elements include: Information about the instructional program Information about individual students Engagement of families in the instructional program				
4d: Participating in a Professional Community (Component weight: 3%)	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 (Component weight: 3%)	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*				

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
4f: **Showing professionalism** (Component weight: 4%)	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 time lines. 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. 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 most of the time.	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 of 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; including attendance and punctuality. The teacher complies fully and voluntarily with school and district regulations. 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. Stakeholders 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

INSTRUCTIONAL SPECIALIST EVALUATION INSTRUMENT

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
Domain 1: Planning and Preparation *(Domain weight: 20%)*				
1a: Demonstrating Knowledge of Content and Program Expectations (Component weight: 4%)	The resource teacher/coach's plans and practice demonstrate little knowledge of content, best practices, and program expectations.	The resource teacher/coach's plans and practice demonstrate some knowledge of content, best practices, and program expectations.	The resource teacher/coach's plans and practice demonstrate solid knowledge of content, best practices, and program expectations.	The resource teacher/coach's plans and practice demonstrate solid knowledge of content, best practices, and program expectations. The resource teacher/coach stays abreast of emerging research areas and innovative methods and incorporates them into plans and practice.
	☐	☐	☐	☐
Elements include: Knowledge of content/program Knowledge of pedagogy/andragogy				
1b: Demonstrating Knowledge of Stakeholders (Component weight: 4%)	The resource teacher/coach demonstrates little knowledge of stakeholders' backgrounds and needs, and does not seek this knowledge when planning activities and selecting resources and strategies.	The resource teacher/coach indicates the importance of understanding stakeholders' backgrounds and needs, and attains this knowledge for the school as a whole when planning activities and selecting resources and strategies.	The resource teacher/coach actively seeks knowledge of stakeholders' backgrounds and needs, and attains this knowledge for groups when planning activities and selecting resources and strategies.	The resource teacher/coach actively seeks knowledge of stakeholders' backgrounds and needs from a variety of sources, and attains this knowledge for individuals when planning activities and selecting resources and strategies.
	☐	☐	☐	☐
Elements include: Knowledge of child and adolescent development Knowledge of the learning process Knowledge of stakeholders' backgrounds and needs				
1c: Setting Outcomes for Instructional Support (Component weight: 2%)	The resource teacher/coach's instructional support outcomes reflect low expectations. Outcomes are unsuitable for stakeholders' needs and/or lack clarity. The resource teacher/coach's goals are not measureable, not aligned to content standards, nor evident in plans and/or practice.	The resource teacher/coach's instructional support outcomes are stated as goals reflecting modest expectations, clarity, and suitability for stakeholders' needs. The resource teacher/coach develops measureable goals that are partially aligned to content standards and somewhat evident in both plans and practice.	The resource teacher/coach's instructional support outcomes are stated as goals reflecting high expectations, clarity, and suitability for stakeholders' needs. The resource teacher/coach develops measureable goals that are aligned to content standards and evident in both plans and practice.	The resource teacher/coach's instructional support outcomes are stated as goals reflecting high expectations, clarity, and suitability for stakeholders' needs. Outcomes offer opportunities for both coordination and integration. The resource teacher/coach develops ambitious and measureable goals that are aligned to content standards and evident in both plans and practice.
	☐	☐	☐	☐
Elements include: Knowledge and use of data Suitability for stakeholders Intervention planning and implementation Clarity, balance, sequence, and alignment				
1d: Demonstrating Knowledge of Resources (Component weight: 3%)	The resource teacher/coach demonstrates little knowledge of resources available in the school and district to enhance own knowledge, to use in designing instruction and/or support, or to provide for stakeholders in order to enhance learning.	The resource teacher/coach demonstrates basic knowledge of resources available in the school and district to enhance own knowledge, to use in designing instruction and/or support, or to provide for stakeholders in order to enhance learning.	The resource teacher/coach demonstrates thorough knowledge of resources available in the school and district to enhance own knowledge, to use in designing instruction and/or support, or to provide for stakeholders in order to enhance learning.	The resource teacher/coach demonstrates extensive knowledge of resources available in and beyond the school and district to enhance own knowledge, to use in designing instruction and/or support, or to provide for stakeholders in order to enhance learning.
	☐	☐	☐	☐
Elements include: Resources for stakeholders Resources for service delivery Resources to extend knowledge of content and program expectations				

INSTRUCTIONAL SPECIALIST EVALUATION INSTRUMENT

Hillsborough County PUBLIC SCHOOLS *Excellence in Education*

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
1e: **Designing Instructional Support** (Component weight: 4%)	The resource teacher/coach does not coordinate knowledge of content, stakeholders, and/or resources to design a plan for instructional support. The plan is poorly aligned with instructional support outcomes and/or suitable for only some stakeholders. The plan has no recognizable structure and/or experiences are unlikely to positively impact student learning.	The resource teacher/coach inconsistently coordinates knowledge of content, stakeholders, and resources to design a plan that is partially aligned with instructional support outcomes and/or suitable for groups of stakeholders. The plan has a recognizable structure and some experiences are likely to positively impact student learning.	The resource teacher/coach coordinates knowledge of content, stakeholders, and resources to design a plan aligned with instructional support outcomes and suitable for most stakeholders. The plan has a clear structure and is likely to positively impact student learning.	The resource teacher/coach coordinates knowledge of content, stakeholders, and resources to design a plan aligned with instructional support outcomes and differentiated for individual stakeholders. The plan has a clear structure and is likely to positively and significantly impact student learning.
	☐	☐	☐	☐
Elements include: **Service delivery plan and tasks** **Suitability for stakeholders** **Alignment with outcomes** **Service delivery structure**				
1f: **Designing Assessment of Instructional Support** (Component weight: 3%)	The resource teacher/coach's plan for assessment of instructional support is poorly aligned with outcomes. Assessment methodologies have not been adapted for stakeholders and/or conditions. Assessment criteria and standards have not been developed or are unclear. The resource teacher/coach's strategy for using assessment within practice is nonexistent or unsuitable.	The resource teacher/coach's plan for assessment of instructional support is partially aligned with outcomes. Assessment methodologies have been adapted for some stakeholders and/or conditions. Assessment criteria and standards have been developed but are unclear. The resource teacher/coach has a basic strategy for using assessment within practice.	The resource teacher/coach's plan for assessment of instructional support is aligned with outcomes. Assessment methodologies have been adapted for groups of stakeholders and/or conditions. Assessment criteria and standards are clear. The resource teacher/coach has a well-developed strategy for using assessment within practice.	The resource teacher/coach's plan for assessment of instructional support is aligned with outcomes. Assessment methodologies have been adapted for individual stakeholders and/or conditions. Assessment criteria and standards are clear. The resource teacher/coach has a well-developed strategy for using assessment within practice. Stakeholders are included in the development of assessment. Planned assessment includes opportunities for self-assessment by stakeholders.
	☐	☐	☐	☐
Elements include: **Alignment with outcomes** **Suitability for stakeholders** **Criteria and standards** **Knowledge of content and program assessments** **Plan for use of assessment during service delivery**				

INSTRUCTIONAL SPECIALIST EVALUATION INSTRUMENT

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
Domain 2: The Environment *(Domain weight: 20%)*				
2a: **Creating an Environment of Respect and Rapport** (Component weight: 5%)	Interactions between the resource teacher/coach and stakeholders are negative, inappropriate, and/or insensitive.	Interactions between the resource teacher/coach and stakeholders are generally appropriate and free from conflict, but may be characterized by occasional behaviors and/or language that compromise the promotion of learning.	Interactions between the resource teacher/coach and stakeholders are polite and respectful, reflecting general warmth and caring, and are appropriate to differences among groups of stakeholders.	Interactions between the resource teacher/coach and stakeholders are respectful, reflecting genuine warmth, caring and sensitivity. Stakeholders initiate and seek interactions with the resource teacher/coach.
	☐	☐	☐	☐
Elements include: **Interactions with stakeholders**				
2b: **Establishing a Culture for Learning and Improving Practice** (Component weight: 5%)	The resource teacher/coach conveys the sense that the work of improving instruction is externally mandated. The resource teacher/coach's attempts to create an environment of professional inquiry are minimally successful, demonstrating low expectations for learning. Stakeholders demonstrate little or no commitment to learning or pride in their work.	The resource teacher/coach's attempts to create an environment of professional inquiry are partially successful, with demonstration of modest expectations for learning. Some stakeholders acknowledge the importance of continuous improvement and accept support from the resource teacher/coach and/or demonstrate some commitment to learning and little pride in their work.	The resource teacher/coach promotes a culture of professional inquiry and high expectations for learning. Some stakeholders seek assistance in improving their instructional practice and/or demonstrate a commitment to learning and pride in their work.	The resource teacher/coach promotes a culture of professional inquiry, high expectations for learning, and a passion for improving practice. Stakeholders initiate ongoing instructional improvements with the support of the resource teacher/coach and/or demonstrate high levels of energy and hold themselves to high standards of performance.
	☐	☐	☐	☐
Elements include: **Importance of content and practice** **Expectations for growth** **Stakeholder pride in work**				
2c: **Managing Procedures** (Component weight: 2.5%)	The resource teacher/coach's communication and management of procedures for access to and delivery of instructional support are not effective. Much time is lost due to inefficient preparation and management of materials and procedures.	The resource teacher/coach's communication and management of procedures for access to and delivery of instructional support are partially effective. Some time is lost due to preparation and management of materials and procedures.	The resource teacher/coach clearly communicates and effectively manages procedures for access to and delivery of instructional support. Little time is lost due to efficient preparation and management of materials and procedures.	The resource teacher/coach clearly communicates and effectively manages procedures for access to and delivery of instructional support. No time is lost due to skillful preparation and management of materials and procedures. Stakeholders contribute to the development, adjustment, and/or management of procedures.
	☐	☐	☐	☐
Elements include: **Management of procedures, materials, and resources**				
2d: **Managing Norms of Behavior** (Component weight: 5%)	The resource teacher/coach's efforts to establish norms of professionally appropriate behavior for interactions with stakeholders are not successful. The resource teacher/coach does not support established standards of conduct.	The resource teacher/coach's efforts to establish norms of professionally appropriate behavior for interactions with stakeholders are partially successful. The resource teacher/coach attempts to support established standards of conduct.	The resource teacher/coach has established and promotes clear norms of professionally appropriate behavior for interactions with stakeholders. The resource teacher/coach supports established standards of conduct.	The resource teacher/coach has established and promotes clear norms of professionally appropriate behavior for interactions with stakeholders. The resource teacher/coach supports established standards of conduct. The resource teacher/coach takes a leadership role in maintaining school civility.
	☐	☐	☐	☐
Elements include: **Expectations** **Monitoring of stakeholder behavior** **Response to stakeholder behavior**				

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
2e: **Organizing Physical Space** (Component weight: 2.5%)	The resource teacher/coach's physical environment and resources are disorganized and/or not utilized to support interactions and planned activities.	The resource teacher/coach's physical environment and resources are partially organized and/or utilized to support and enhance interactions and planned activities.	The resource teacher/coach's physical environment and resources are organized and utilized to support and enhance interactions and planned activities.	The resource teacher/coach's physical environment and resources are organized, utilized to support all interactions/activities, and appropriate to conduct all planned activities. Resources are available to all stakeholders, and the resource teacher/coach takes initiative to enhance the available space and/or resources.
	☐	☐	☐	☐
Elements include: **Safety and accessibility** **Arrangement of furniture** **Use of physical resources** **Privacy and confidentiality**				

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
Domain 3: Delivery of Service *(Domain weight: 40%)*				
3a: **Communicating with Stakeholders** (Component weight: 9%)	The purpose and relevancy of instructional support activities' outcomes are unclear or confusing to stakeholders. The resource teacher/coach's explanation of content contains major errors. The resource teacher/coach's communication contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving stakeholders confused.	The resource teacher/coach's attempt to explain the purpose and relevancy of instructional support activities' outcomes has only limited success and/or must be clarified after initial stakeholder confusion. The resource teacher/coach's explanation of content may contain minor errors; some portions are clear, other portions are difficult to follow. Communications are correct; however, vocabulary is limited or not fully appropriate to aid stakeholders' understanding.	The purpose and relevancy of instructional support activities' outcomes are clearly communicated to stakeholders. The resource teacher/coach's explanation of content is well scaffolded, clear, accurate, and connects with stakeholders' prior knowledge and experience. Communications are clear, correct, appropriate, and aid stakeholders' understanding.	The resource teacher/coach links the purpose and relevancy of instructional support activities' outcomes to stakeholders' specific needs and anticipates/addresses possible misunderstandings. The resource teacher/coach's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding. Stakeholders contribute to extension of the content. The resource teacher/coach's communication is expressive and capitalizes on opportunities to extend stakeholders' understanding.
	☐	☐	☐	☐
Elements include: **Expectations for learning and improving practice** **Directions and procedures** **Explanation of content** **Use of oral and written language**				
3b: **Promoting Discussion** (Component weight: 9%)	The resource teacher/coach's questions/prompts are of low cognitive challenge, asking for rote response. Interactions between the resource teacher/coach and stakeholders are predominately recitation style with the resource teacher/coach mediating all interactions. Stakeholder involvement in discussion is minimal.	The resource teacher/coach's questions/prompts lead stakeholders through a single path of inquiry, with answers seemingly determined in advance. The resource teacher/coach attempts to frame some questions/prompts to promote thinking and understanding, but stakeholder involvement is limited.	The resource teacher/coach poses questions/prompts designed to promote stakeholder thinking and understanding. The resource teacher/coach creates a genuine discussion with stakeholders, facilitating self-discovery of learning through discussion. The resource teacher/coach employs a range of strategies to involve stakeholders in discussion.	The resource teacher/coach uses a variety or series of questions/prompts to challenge stakeholders cognitively, advance high level thinking and discourse, and promote meta-cognition via self-discovery of learning. Stakeholders are fully involved in discussion, initiate topics, and make meaningful contributions to discussion.
	☐	☐	☐	☐
Elements include: **Quality of questions** **Discussion techniques** **Stakeholder participation** **Consultation and collaboration**				
3c: **Engaging Stakeholders in Learning and Improving Practice** (Component weight: 9%)	Instructional support activities are poorly aligned with planned outcomes or require only rote responses. Stakeholders are minimally engaged in learning and/or enhancement of teacher knowledge of practice. Pacing of instructional support activities is too slow or rushed.	Instructional support activities are partially aligned with planned outcomes. Stakeholders are passively engaged in content that lacks rigor and/or is minimally appropriate, resulting in some learning and/or enhancement of teacher knowledge of practice. Pacing of instructional support activities is not fully appropriate to provide stakeholders time to be intellectually engaged.	Instructional support activities are aligned with planned outcomes. Stakeholders are intellectually engaged in innovative, rigorous, and/or appropriate content, resulting in active learning and/or enhancement of teacher knowledge of practice. Pacing of instructional support activities is appropriate, providing stakeholders time to be intellectually engaged.	Instructional support activities are aligned with planned outcomes. Stakeholders are intellectually engaged in significant, innovative, rigorous, and appropriate content. The resource teacher/coach empowers stakeholders and promotes enhanced understanding through inquiry and self-initiated learning. Pacing of instructional support activities is fully appropriate, providing stakeholders time to intellectually engage with and reflect upon learning to consolidate understanding.
	☐	☐	☐	☐
Elements include: **Activities and assignments** **Grouping of stakeholders** **Strategies and/or resources** **Structure and pacing**				

INSTRUCTIONAL SPECIALIST EVALUATION INSTRUMENT

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
3d: **Using Assessment** (Component weight: 9%)	Assessment is minimally used in instructional support, through limited monitoring of stakeholders' understanding by the resource teacher/coach. Feedback to stakeholders is inaccurate or nonexistent.	Assessment is occasionally used in instructional support, through some monitoring of stakeholders' understanding by the resource teacher/coach. Feedback to stakeholders is uneven.	Assessment is regularly used in instructional support, through self-assessment by stakeholders, monitoring of stakeholders' understanding by the resource teacher/coach, and high-quality feedback to stakeholders.	Assessment is skillfully integrated in instructional support through self-assessment by stakeholders, monitoring of stakeholders' understanding by the resource teacher/coach, and individualized, high-quality feedback to stakeholders.
	☐	☐	☐	☐
Elements include: **Assessment criteria** **Monitoring of progress** **Feedback to stakeholders** **Relevancy to outcomes**				
3e: **Demonstrating Flexibility and Responsiveness** (Component weight: 4%)	The resource teacher/coach adheres to plans, even when a change would improve effectiveness. The resource teacher/coach does not accept responsibility for stakeholder performance.	The resource teacher/coach attempts to modify plans when needed with moderate success; however, alternate strategies are limited and minimally successful. The resource teacher/coach accepts some responsibility for stakeholder performance.	The resource teacher/coach promotes stakeholder success, making adjustments to plans as necessary, drawing on a repertoire of strategies, and accommodating stakeholders' questions and needs. The resource teacher/coach accepts responsibility for stakeholder performance, modifying plans and practice, as appropriate.	The resource teacher/coach's plans are proactive and flexible to meet the needs of stakeholders. The resource teacher/coach seizes opportunities to enhance learning and/or teacher knowledge of practice, ensuring the success of stakeholders, using an extensive repertoire of strategies. The resource teacher/coach accepts responsibility for stakeholder performance, modifying plans and practice, as appropriate.
	☐	☐	☐	☐
Elements include: **Session adjustment** **Response to stakeholders**				

INSTRUCTIONAL SPECIALIST EVALUATION INSTRUMENT

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
Domain 4: Professional Responsibilities *(Domain weight: 20%)*				
4a: **Reflecting on Practice** (Component weight: 4%)	The resource teacher/coach does not accurately assess the effectiveness of practice and has no ideas about how instructional support could be improved.	The resource teacher/coach provides a partially accurate and objective description of practice but does not cite specific evidence. The resource teacher/coach makes only general suggestions as to how instructional support might be improved.	The resource teacher/coach provides an accurate and objective description of practice, citing specific evidence. The resource teacher/coach makes some specific suggestions as to how instructional support might be improved.	The resource teacher/coach's reflection on practice is thoughtful and accurate, citing specific evidence. The resource teacher/coach draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
	☐	☐	☐	☐
Elements include: **Accuracy** **Use in future practice**				
4b: **Maintaining Accurate Records** (Component weight: 4%)	The resource teacher/coach's system for maintaining records is either nonexistent or in disarray, resulting in errors, confusion, and/or inaccurate data. Reports are not submitted within required time frames.	The resource teacher/coach's system for maintaining records is basic and only partially effective. Reports are inconsistently submitted within required time frames.	The resource teacher/coach's system for maintaining records is accurate, efficient, and effective. Reports are regularly submitted within required time frames.	The resource teacher/coach's system for maintaining records is accurate, efficient, effective, and can be used as a model for others. Reports are always submitted within required time frames.
	☐	☐	☐	☐
Elements include: **Accuracy of reports and records** **Adherence to appropriate time frames**				
4c: **Participating in a Professional Community** (Component weight: 4%)	The resource teacher/coach avoids participating in a professional community or in school/district events and projects and rarely collaborates with colleagues. Relationships with colleagues are negative or self-serving.	The resource teacher/coach becomes involved in the professional community and in school/district events and projects when specifically asked, makes some effort to collaborate with colleagues, and maintains cordial relationships with colleagues.	The resource teacher/coach participates actively in the professional community and in school/district events and projects, actively seeks out opportunities to collaborate with others, and maintains positive and productive relationships with colleagues.	The resource teacher/coach makes a substantial contribution to the professional community and to school/district events and projects, collaborates with and 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 and events**				
4d: **Growing and Developing Professionally** (Component weight: 4%)	The resource teacher/coach does not participate in professional development activities and/or makes no contributions to the profession. The teacher is resistant to feedback from supervisors or colleagues.	The resource teacher/coach 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 resource teacher/coach seeks out opportunities for professional development based on an individual assessment of needs and actively contributes to the profession. The resource teacher/coach welcomes feedback from supervisors and colleagues.	The resource teacher/coach actively pursues professional development opportunities and initiates activities to contribute to the profession. The resource teacher/coach seeks feedback from supervisors and colleagues.
	☐	☐	☐	☐
Elements include: **Enhancement of content knowledge and pedagogical/androgogical skill** **Receptivity to feedback from colleagues and supervisors** **Service to the profession**				

Hillsborough County PUBLIC SCHOOLS *Excellence in Education*

INSTRUCTIONAL SPECIALIST EVALUATION INSTRUMENT

	Performance Rating			
	Requires Action (0 points)	**Progressing** (1 point)	**Accomplished** (2 points)	**Exemplary** (3 points)
4e: **Showing Professionalism** (Component weight: 4%)	The resource teacher/coach does not adhere to standards for professional conduct and overall performance requirements, including confidentiality, attendance, and punctuality. The resource teacher/coach fails to comply with school/district protocols, regulations, and timelines. The resource teacher/coach has difficulty demonstrating respect, responsibility, honesty, and integrity; requires frequent support supervision; resists feedback from colleagues and administrators; and/or does not work cooperatively with colleagues.	The resource teacher/coach inconsistently adheres to standards for professional conduct and overall performance requirements, including confidentiality, attendance, and punctuality. The resource teacher/coach complies minimally with school/district protocols, regulations, and timelines. The resource teacher/coach strives to develop behaviors that model the values of respect, responsibility, honesty, and integrity. However, he or she requires some support supervision. The resource teacher/coach responds appropriately to and acts upon feedback. He or she works cooperatively with colleagues most of the time.	The resource teacher/coach adheres to and models standards for professional conduct and overall performance requirements, including confidentiality, attendance, and punctuality. The resource teacher/coach complies fully and voluntarily with school/district protocols, regulations, and timelines. The resource teacher/coach demonstrates behaviors that model the values of respect, responsibility, honesty, and integrity. The resource teacher/coach performs with minimal supervision. The resource teacher/coach helps colleagues understand and adhere to these professional obligations. The resource teacher/coach responds well to and acts upon feedback. The resource teacher/coach works cooperatively with colleagues.	The resource teacher/coach consistently adheres to and models standards for professional conduct and overall performance; including confidentiality, attendance, and punctuality. The resource teacher/coach complies fully and voluntarily with school/district protocols, regulations, and timelines. Stakeholders are aware that the resource teacher/coach models the values of respect, responsibility, honesty, and integrity. The resource teacher/coach performs with minimal supervision. The resource teacher/coach helps members of the professional community understand and adhere to these professional obligations. The resource teacher/coach actively seeks, responds well to, and acts upon feedback. The resource teacher/coach works cooperatively with the professional community and actively encourages colleagues.
	☐	☐	☐	☐

Elements include:
Integrity and ethical conduct
Service to stakeholders
Advocacy
Logical thinking and making practical decisions
Attendance and punctuality
Compliance with school and district regulations

Administrator Observation & Evaluation Protocols

Administrators and observed personnel are encouraged to follow the protocols listed below in order to foster and maintain a collaborative, productive, and positive experience for all instructional employees whose evaluation is based on a Danielson rubric.

General Observation Protocols (Formal & Informal)

1. Work collaboratively and with professionalism throughout the observation process.
   a. Maintain confidentiality with discussions and documents involved in the observation process.
   b. Do not discuss ratings or the accuracy of ratings for lessons/sessions not observed. If a staff member approaches an administrator regarding an observation by another observer, the administrator should listen but not comment on ratings given during an observation at which he/she was not present.

2. Work collaboratively in the scheduling of observations.
   a. Administrators should attempt to schedule around peer evaluators and mentors who are visiting in order to avoid multiple observations in a short period of time. Because the administrator is on campus regularly, he/she should attempt to reschedule a conflicting observation when possible.
   b. Two observations on the same day for the same employee are not permitted.
   c. Observed personnel are asked to accept that some scheduling conflicts may arise despite best efforts to avoid them. Observed personnel should notify administration as soon as they are aware of a scheduling conflict.
   d. The observed employee will notify the administrator of any absence and/or change (immediate or long-term) that may affect the observation process.
   e. Make every effort to allow observed personnel returning from extended leaves of absence and those newly hired two (2) weeks before conducting any observations.

3. Maintain the integrity of the observation and ensure that observed lessons/sessions reflect authentic practice of the observed personnel.
   a. Lessons/sessions may not be planned by persons other than the observed employee.
   b. Observed lessons/sessions may not be repeated for multiple observations.
   c. Observed lessons/sessions should not be rehearsed with students prior to the observation.
   d. Observed personnel will not remove students prior to or during the observation except for just cause.
   e. Students not regularly assigned to the class should not be added to the class for observations.
   f. Classes that are not regularly combined may not be combined for observations.
   g. Teachers who teach multiple subjects will be observed in various content areas.

4. Adhere to district policy that no part of the observation process may be recorded (audio or video).

5. Use the journal. All observed personnel may document feedback and/or comments regarding the observation or observation report by going to the journal section in LTM. The journal is not a vehicle for discussion, but is viewed by observers at the end of the year when determining final evaluation ratings.

6. If an itinerant employee requests observations from the administrator of a non-payroll site, the non-payroll site administrator will complete the requested observation and provide feedback to the employee. The non-payroll site administrator will email completed ratings/feedback to GreatTeachers (CC employee) to be uploaded into the employee's LTM portfolio by the Human Resources Department. This data will be considered by the payroll site administrator and peer evaluator when completing the final evaluation.

Formal Observation Protocols

In addition to the General Observation Protocols, the following are specific to the formal observation process:

1. Work collaboratively to schedule a formal observation.
   a. Make every attempt to allow notice of two (2) business days prior to a formal observation.

   a. Email should be checked regularly and scheduling requests should be responded to in a timely manner. If an observed employee does not respond to scheduling requests prior to the observation timeframe provided according to protocols, the administrator will conduct the formal observation within the noted timeframe as allowable by the administrator's schedule.
   a. If an observed employee is absent from work for the scheduled observation, the parties should work together to reschedule as close to the original date as possible. If the observed employee is again absent from work for the rescheduled observation, the administrator may proceed with an unannounced observation.
   b. If an unexpected scheduling conflict arises, the observed employee will notify the administrator at least one (1) business day in advance.
   c. Observed personnel will communicate to their administrator the length of the lesson/session to be observed, up to a maximum of sixty (60) minutes.

2. The administrator will offer a pre-observation conference for all formal observations. Observed employees may decline a pre-observation conference if they feel it is not needed. However, if the administrator feels that the pre-conference is needed in order to accurately rate Domain 1, the conference will be held as scheduled.

3. Observed personnel, with the exception of technology resource teachers, are asked to complete the pre-observation form (Self-Appraisal in LTM) pertinent to their role at the beginning of each observation cycle and submit at least one (1) business day prior to the scheduled observation.

4. Adhere to established guidelines regarding guests during observation. Any person(s) not regularly assigned to the observation setting are not permitted to be present during the observation cycle (pre-observation conference, observation, post-observation conference), which may include, but not limited to, academic coaches, resource teachers, interns, practicum students, students' parents, guest speakers, and other observers (excluding calibrators). Observed personnel should ensure that no such visitors are present for the observation.

5. If an observer enters the room while an observation is in progress by an initial observer, the second observer shall not conduct an observation.

6. To allow adequate time for employee reflection, post-observation conferences should not be held on the same day as the observation unless requested by the teacher and agreed to by the administrator.

7. Discussions during the post-observation conference will center on, and be limited to, highlighting *Areas of Strength* and *Areas of Focus* that, if developed or refined, would enhance or improve professional best practices and learning opportunities for students. Ratings will not be discussed during the post-observation conference as they are not finalized until after the conference is completed.

8. Observed personnel and administrators should work together to develop the *Next Steps* that can be taken to enhance academic goals and improve student learning. Taking notes during the post-observation conference is encouraged to maintain the integrity of the discussion. A written paper copy of the observation summary will not be provided at the post-observation conference. The summary will be available in LTM following the observation cycle.

9. Best practice is to complete and upload (in LTM) the rubric ratings and observation summary form in a timely manner, within ten (10) business days of the post-observation conference. Administrators will include comments for each component rated *Exemplary* or *Requires Action* and for component 4a, *Reflecting on Teaching*.

Informal Observation Protocols

In addition to the General Observation Protocols, the following are specific to the informal observation process:

1. Best practice for informal observations is to observe and rate both Domain 2 and Domain 3. If the administrator elects not to do both domains, he/she should complete Domain 2 when there are concerns regarding the classroom/professional environment OR Domain 3 when there are no concerns with the classroom/professional environment. Administrators may not complete Domain 2 and Domain 3 from the same lesson as separate observations.

2. Administrators should make it clear to the observed employee upon arrival that he/she is conducting an informal observation. Administrators do not provide a notification window for informal observations.

3. Every attempt should be made to avoid two informal observations on the same day for an observed employee.
4. The administrator should not conduct an informal observation if he/she enters the room to find adults who are not regularly assigned to the observation setting or if, at the observer's discretion, the classroom activity does not support the observer's ability to rate the selected domain(s). Note: An observer may conduct an observation if a video or other media lesson is being conducted, as those reflect academic content.
5. Administrators will include comments for all ratings assigned in an informal.
6. Best practice is to complete and upload (in LTM) the rubric ratings and corresponding comments within ten (10) business days of the informal observation.

3. **Other Indicators of Performance**

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Development Plan
- Other indicators, as selected by the district

Peer/Mentor Evaluation (25%):

Each teacher will be evaluated by a Peer/Mentor Evaluator. Mentor Evaluators will evaluate all first and second year teachers. Peer Evaluators will evaluate all other teachers. This evaluation will be based primarily on classroom observations. The peer/mentor will also incorporate informal observations and items in the journal space by the teacher. Peers/Mentors evaluate all of the components in Domains 1, 2, and 3 of the evaluation rubric (See "Charlotte Danielson Framework for Teaching" section), and Component 4a.

Peer Observation & Evaluation Protocols

Peer evaluators and observed personnel will adhere to the following protocols in order to foster and maintain a collaborative, productive, and positive experience for all instructional employees whose evaluation includes peer observation.

All peer evaluators and observed personnel are expected to

1. Work collaboratively and with professionalism throughout the observation process.
    a. Peer evaluators will maintain confidentiality with discussions and documents involved in the observation process.
    b. Peers will refrain from observing or evaluating personnel with whom a conflict of interest exists. Peers will not work at school sites where family members are employed or attend.
    c. Peers may not serve as a professional reference for observed personnel.

2. Work collaboratively to schedule an observation cycle that is convenient for both parties.

    a. Emails should be checked regularly and scheduling requests should be made and responded to in a timely manner.
    b. Peers will make every effort to allow observed personnel returning from extended leaves of absence, those newly hired, and those starting a new course two (2) weeks before conducting any observations.
    c. If an observed employee cancels a scheduled observation twice, the peer will conduct the formal observation as allowable by the peer's schedule; all efforts will be made to accommodate the observed employee's original scheduling requests.

    d. If an observed employee does not respond to peer scheduling requests prior to the observation timeframe provided according to protocols, the peer will conduct the formal observation within the noted timeframe as allowable by the peer's schedule.

3. Avoid administration scheduling conflicts. Observations by peer evaluators and administrators cannot be completed on the same day or for the same activity.

4. Schedule pre-observation conferences. Although pre-conferences are optional, it is strongly recommended that pre-observation conferences are conducted as opting out may affect ratings.

5. Communicate respectfully with each other.
    a. If a scheduling conflict arises, please notify the peer evaluator at least one (1) business day in advance.
    b. The observed employee will notify the peer of any absence and/or change (immediate or long-term) that may affect the observation process.
    c. Observed personnel will communicate to their peer evaluator the length of the lesson/session to be observed, up to a maximum of sixty (60) minutes.

6. Accommodate calibrations. Peers will participate in periodic calibrations. Please be advised that assigned peers may be accompanied by another peer for calibration purposes.

7. Adhere to district policy that no part of the observation process may be recorded (audio or video).

8. Submit forms in a timely manner. Observed personnel, with the exception of technology resource teachers, are asked to complete the pre-observation form (Self-Appraisal in LTM) pertinent to their role at the beginning of each observation cycle and submit at least one (1) business day prior to the scheduled observation.

9. Maintain the integrity of the observation and ensure that observed lessons/sessions reflect authentic practice of the observed personnel.
   a. Lessons/sessions may not be planned by persons other than the observed employee.
   b. Observed lessons/sessions may not be repeated for multiple observations.
   c. Observed lessons/sessions should not be rehearsed with students prior to the observation.
   d. Observed personnel will not remove students prior to or during the observation except for just cause.
   e. Students not regularly assigned to the class should not be added to the class for observations. Students' regular service delivery schedules should be maintained regardless of the observation schedule.
   f. Classes that are not regularly combined may not be combined for observations.
   g. Teachers who teach multiple subjects will be observed in various content areas.

10. Adhere to established guidelines regarding guests during observation. Any person(s) not regularly assigned to the observation setting are not permitted to be present during the observation cycle (pre-observation conference, observation, post-observation conference), which may include, but not limited to, academic coaches, resource teachers, interns, practicum students, students' parents, guest speakers, and other observers (excluding calibrators). Observed personnel should ensure that no such visitors are present for the observation.

11. During the formal observation cycle, review and discuss a summary of the observation. Discussions during the post-observation conference will center on, and be limited to, highlighting areas of *Areas of Strength* and *Areas of Focus* that, if developed or refined, would enhance or improve professional best practices and learning opportunities for students. Ratings will not be discussed during the post-observation conference as they are not finalized until after the conference is completed.

12. Work together to develop the *Next Steps* that can be taken to enhance academic goals and improve student learning. Taking notes during the post-observation conference is encouraged to maintain the integrity of the discussion. A written paper copy of the observation summary will not be provided at the post-observation conference. The summary will be available in LTM following the observation cycle.

13. Upload information in Lawson Talent Management in a timely manner. Peers will complete and upload (in LTM) the rubric ratings and observation summary form within ten (10) business days with the goal of five (5) business days of the post-observation conference. For a formal observation, comments will be included for each component rated *Exemplary* or *Requires Action* and for component 4a, *Reflecting on Teaching*. For an informal observation, comments will be included for each rated component.

14. Follow the guidelines of informal observations, including:
    a. The duration of an informal observation is 20-30 minutes.
    b. Peer evaluators will send observed employees a notification email outlining the five (5) business day window of time they will be at the school conducting informal observations. The notification email will be no less than one (1) business day, but no more than two (2) weeks, prior to the first day of the observation window.
    c. Peer evaluators will make every effort to comply with the given observation window. However, if the peer evaluator is unable to complete the informal observation during the notified window, he/she will send a new notification email with a new observation window once the informal observation is rescheduled.
    d. Observed personnel do not complete a self-appraisal for informal observations.
    e. The peer evaluator will send a communication email within two (2) business days of the informal observation. The email will inquire as to any events that occurred prior to or during the observation that may have impacted what was observed. The observed employee's response is optional, but must be received by the peer within two (2) business days from when the initial email was sent to receive consideration.

15. Use the journal. All observed personnel may document feedback and/or comments regarding the observation or observation report by going to the journal section in LTM. The journal is not a vehicle for discussion, but is viewed by observers at the end of the year when determining final evaluation ratings. If a response is required, please email the assigned peer.

4. <u>Summative Evaluation Score</u>

<u>Directions:</u>

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].

<u>District Submission:</u>

- The summative evaluation form(s) and scoring method are presented below:

VAM Category	Classification	Points Used in Final Summative Score Calculation
4	Highly Effective	40-34
3	Effective	33.99-17.50
2	Needs Improvement/Developing	17.49-15.00
1	Unsatisfactory	14.99-0

Non-State VAM Assessment (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
76 – 100% growth, achievement, or proficiency on any non-VAM assessment	Highly Effective	40-34
51 – 75% growth, achievement, or proficiency on any non-VAM assessment	Effective	33.99-17.50
26 – 50% growth, achievement, or proficiency on any non-VAM assessment	Needs Improvement/Developing	17.49-15.00
0 – 25% growth, achievement, or proficiency on any non-VAM assessment	Unsatisfactory	14.99-0

Evaluation Scores

Written Evaluation			Value Add Model				Final Ratings		
Peer	Principal	Total Written	2012 VAM Score	2013 VAM Score	2014 VAM Score	Final Value Add Score	Overall Eval Score	District Level	State Level
14.0000	24.0000	38.0000	24.4392	25.1439	20.2540	23.2790	61.2790	3	Effective

Key Terms

Written Evaluation	Employees on the new Written Evaluation instrument -- combines Peer's Evaluation score (0-25 pts.) + Principal's Evaluation score (0-35 pts.) = Written Evaluation score (0-60 pts.).
Value Add Model	Value added score is a statistical measure indicating the contribution a teacher has toward a student's learning.
	For additional detail on your VAM score, please reference your TF1310 Test Data Validation report.
	Your Final VAM score is an average of your available VAM scores.
	N/A displayed in place of scores may indicate the review type doesn't match your current year review type, you were not employed at that time, etc.
	Danielson Teacher is your current review type. Only previous year reviews of Danielson Teacher factor into your personal Final Value Add Score.
Final Rating	Written Evaluation Score (0-60 pts.) + Value Added Score (0-40 pts.) = Overall Evaluation Score (0-100 pts.).
	Employees receive a District Level score of 1 – 5, with 5 being the highest score.
	Scales will be posted in the EET toolkit.
	State Level – All instructional evaluations must be reported to the state as Highly Effective, Effective, Needs Improvement or Unsatisfactory. Scales will be posted in the EET toolkit.

	Domain Weight	Component Weight	Sample Peer/Mentor	Multiplier for Peer/Mentor	Adjusted Pts	Sample Principal	Multiplier for Principal	Adjusted Pts
Domain 1	**20%**							
1a		4%		0.4			0.4	
1b		4%		0.4			0.4	
1c		2%		0.2			0.2	
1d		2%		0.2			0.2	
1e		4%		0.4			0.4	
1f		4%		0.4			0.4	
Domain 2	**20%**							
2a		5%		0.5			0.5	
2b		5%		0.5			0.5	
2c		2.5%		0.25			0.25	
2d		5%		0.5			0.5	
2e		2.5%		0.25			0.25	
Domain 3	**40%**							
3a		9%		0.9			0.9	
3b		9%		0.9			0.9	
3c		9%		0.9			0.9	
3d		9%		0.9			0.9	
3e		4%		0.4			0.4	
Domain 4	**20%**							
4a		3%		0.3			0.3	
4b		3%					0.6	
4c		4%					0.8	
4d		3%					0.6	
4e		3%					0.6	
4f		4%					0.8	

3=Exemplary
2=Accomplished   Peer/Mentor Score   Principal Score
1=Progressing
0=Requires Action   **TOTAL SCORE**

- **The performance categories are listed below:**

Performance Levels FLDOE rating HCPS rating
Highly Effective Level 4 or 5
Effective Level 3
Needs Improvement Level 2
Unsatisfactory Level 1

Total Evaluation Score Range (Principal + Peer/Mentor + VAM)	District Level	State Level
70-100	5	Highly Effective (HE)
63-69.9999	4	Highly Effective (HE)
46-62.9999	3	Effective (E)
42-45.9999	2	Needs Improvement (NI)
0-41.9999	1	Unsatisfactory (U)

Peer Mentor Rating	Principal Rating	Eval Rating	Final VAM 2015	Overall Score	District Level	State Level 2015
12.5000	22.5000	35.0000	23.6997	58.6997	3	E
19.3000	29.6000	48.9000	27.4056	76.3056	5	HE
13.8000	22.2000	36.0000	22.8828	58.8828	3	E
16.6000	22.0000	38.6000	22.2624	60.8624	3	E
16.2000	24.9500	41.1500	25.7647	66.9147	4	HE
11.7000	20.3000	32.0000	21.2166	53.2166	3	E
14.4000	24.6000	39.0000	27.3004	66.3004	4	HE
15.7000	23.4000	39.1000	27.1825	66.2825	4	HE
8.9500	17.0500	26.0000	23.4096	49.4096	3	E
12.2000	21.2000	33.4000	23.5018	56.9018	3	E
8.1500	18.9000	27.0500	18.1874	45.2374	2	NI
9.3500	13.6500	23.0000	20.1696	43.1696	2	NI
16.6000	25.0000	41.6000	29.6684	71.2684	5	HE
16.6000	27.3500	43.9500	30.7252	74.6752	5	HE
14.4000	25.0000	39.4000	22.1834	61.5834	3	E
7.9500	12.9500	20.9000	18.9804	39.8804	1	U
9.3000	14.8500	24.1500	16.8172	40.9672	1	U

5. Additional Requirements

Directions:

The district shall provide:

1) Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]
2) Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
3) Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
4) Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
5) Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
6) Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
7) Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
8) Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].
9) Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].
10) Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
11) Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].
12) Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].

District Submission:

1) Instructional personnel are provided the opportunity to review their class rosters for accuracy and to correct any mistakes. Below is the confirmation the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

Hillsborough County
P U B L I C S C H O O L S
Excellence in Education

IT IS TIME TO REVIEW YOUR STUDENT ROSTERS!

This is an important opportunity for you to check the list of students who will count for you in your 2014-2015 teacher evaluation.

An inquiry window will be open for assistance beginning August 17, 2015 and will close August 21, 2015 at 4:45.

Please click on the following link to access your report:
https://sdhceip.sdhc.k12.fl.us/map/login.jsp

Please verify the following information:

Teachers with Rosters (TF1310 Teacher Evaluation: Student Test Data Validation Report)
   Please verify the following information:
   • Student roster for Survey 2 (October 17), Survey 6 (January 9), and Survey 3 (February 13), and Survey 8 (May 1)
   • Pre-measures and post-measures
   • State test scores (e.g., FSA and FSA EOC exams) and AP scores are not yet available.

2) The district uses a multi-rater evaluation system. Teachers are evaluated by an administrator and peer or mentor evaluator. Assistant principals and district content supervisors also provide input through the observation process.

3) The district offers professional development regarding the evaluation process and tool in numerous ways. First is through the New Teacher Orientation provided for all teachers new to the district. Additionally, there are five onboarding sessions provided in the first semester for teachers new to the district with experience. There are numerous observation/evaluation rubric trainings also offered throughout the year. All evaluators in the district must be recertified each year. The district contracts with Cambridge Education as the external calibrator for all observer evaluators.

4) Within the observation protocols, all observed personnel are provided written feedback related to their instructional practice through the Lawson Talent Management System employee space. This feedback is available within 5-10 business days following the formal or informal observation.

5) Within the Professional Development System, teachers can locate trainings tied to each of the components on the observation/evaluation rubric. Site principals receive extensive reports throughout the year to make site based decisions related to professional development needs as well as differentiating this for individual teachers. Below is an example of the next steps information principals can access in real time for all instructional staff members:

Next Steps

3E: Demonstrating Flexibility and Responsiveness & 3D: Using Assessment in Instruction
Consider making the criteria for assignments clear before releasing students.
Consider making it a point to visually scan students as they are working to ensure that they are following through with all elements of their task. If you notice that groups are not completing all portions of their task, consider reminding them of the expectation and/or using strategies to ensure students follow expectations. In this lesson for example, responding to students lack of discussion by breaking down each portion of the task for them, and giving students a specific amount of time to solve and check their solution independently, before prompting them to put down their pencils and discuss their solutions for a specified amount of time. Then, prompting groups to record their best answer and make any changes to their work that they noticed during the course of the discussion. Chunking the time at each station in this way would have provided students with a specific amount of time to engage in problem solving, discussion, and assessment; and may have made the expectation for each activity clearer to students.

3C: Engaging Students in Learning
Consider differentiating learning activities to meet the varying needs of students.
When focusing on a particular operation, consider providing word problems with multiple steps that required division, but also required some other calculation in order to provide a greater challenge to students, and encouraged them to use problem solving skills as they solved.

6) For those evaluated as less than effective, site based and district support is provided. There is a specific process through the Assistance Plan which includes suggested professional development to enhance instructional practice and student achievement outcomes. Below is are two examples of this support:

Support Log: Probationary Teacher

Directions: Principal or designee records informal and formal support/professional development. Additional information may be attached (ex. Pre-planning agenda, faculty meeting agendas, PLC notes and etc.)

Teacher Name: ⬜ Assistance Provided by: ⬜

Subject(s) taught: ⬜ Grade level: ⬜

Date/Range of time meeting/support occurred	Objective or Strategies to be provided assistance.	Notes/Outcomes/Follow Up provided.	Resources provided/Person(s) designated to assist.

TEACHER ASSISTANCE PLAN
(REQUIRED)

GOAL: To assist teachers who earned a previous overall Needs Improvement evaluation so that their performance reaches a satisfactory level for the current school year.

Teacher: Jane Hope   Lawson# 12345   Plan Initiation Date October 25, 2012
SUPPORT TEAM: Jim James, Principal   Additional Administrator(s):   Other(s) V.Support, 7th grade
School Site: 1234 Middle   S. Savey,Assistant Principal   J.Hardy, Reading Coach
Grade/Subjects Taught: 6th Reading   _____,Assistant Principal   _____

Date of Meeting: _____   Team Members Present: _____   _____

_____   _____   _____

_____   _____   _____

Area(s) for Focus: (check all that apply)
- ☐ Planning and Preparation
- ☐ Classroom Environment
- ☐ Instruction
- ☐ Professional Responsibilities

INITIAL TASKS	TEAM MEMBER(S) RESPONSIBLE	DATE	NOTES	Admin/Teacher Initials
• Meet with teacher to present official notification letter • Schedule meeting to collaboratively develop an Assistance Plan with Support Team	Principal	10/25/12	Ms. Hope received her letter, signed and discussed the date of her assistantce meeting.	
• Conduct meeting with teacher and Support Team to develop Assistance Plan • Establish dates for quarterly review of plan in September/October, December, February and April	Principal	10/31/2012	The team (principal, AP, reading coach, teacher, and CTA representative) met with Ms. Hope to discuss the plan, dates, and activities to support her this school year.	

ASSISTANCE STRATEGIES	TEAM MEMBER(S) RESPONSIBLE	DATES	NOTES	Admin/Teacher Initials
Ms. Hope will be provided assistance in the area of Domain 3. Component: 3B Goal:To become effective at using higher order questions daily to engage students in critical thinking. Strategy: Have a planning meeting with Ms. Hardy, the reading	Principal Reading Coach	Sept/Oct: 10/31/12	Ms. Hope met with the team. She received the reference materials for questioning skills and also set appointments with the Reading Coach to review lesson plans. The two will get together to decide on an observation date. Ms. Hardy also agreed to model a lesson using the "I do, We do, You	

7) All instructional personnel will be evaluated at least once a year.

8) Classroom teachers are observed and evaluated at least once a year. Below is the documentation that classroom teachers are observed and evaluated at least once per year:

Classroom Teacher Required Observations
2015-2016

Prior Year Written Evaluation Score (Principal + Peer/Mentor Combined Score Only)	Administrative Observations (Minimum number)		Peer Observations	
	Formal	Informal (Domain 2/3 or Domain 3)	Formal	Informal (Domain 2/3)
45.00-60.00 *(Intern eligible)*	1	1	1	1 *or* 0 *Employee Choice*
35.00-44.99 *(Intern eligible)* *New to HCPS with experience*	1	1	1	1
23.00-34.99	1	2	1	2
0-22.99	1	3	2	2
E & HE Teachers in DROP *(DROP end date 1/19/16 through 6/30/18)*	1	0	1	0

Teachers Assigned a Mentor	Administrative Formal Observations	Administrative Informal Observations	Swap Mentor Formal Observations	Teachers with an overall Total Evaluation score in the levels of N/I or U will be assigned one supervisor formal observation.
	1	2	3	

9) Classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district. See above as this verifies teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district. See additional information below regarding the fall evaluation process from the Teacher Evaluation Handbook and Human Resources Calendar:

Notes on Evaluation Schedules:

- Evaluation Due Dates: Evaluation due dates are set and published annually by HCPS Human Resources Division.

- Fall Evaluations: First year teachers and experienced teachers who are in their first year of employment with the district are required to have at least two evaluations during their first year in the district, and will therefore have a fall evaluation in addition to their spring evaluation. Fall evaluations will be conducted by the principal. In addition to classroom observation data, principals will consider student performance data and professional behaviors.

Friday 12/18/15	Deadline for all fall evaluations-Probationary employees and notification letters of possible concerns that my result in non-renewal of annual/probationary teaching contract for the following school year.
	Fax/Mail Attachment Letter to HR no later than December 18

10) The district uses a parent input form for principals to consider feedback for performance evaluations. The sample form is below:

Hillsborough County
P U B L I C   S C H O O L S
Excellence in Education

HILLSBOROUGH COUNTY PUBLIC SCHOOLS
PARENT INPUT FORM

EMPLOYEE'S NAME: _____

PARENT'S NAME: _____

STUDENT'S NAME: _____ **DATE:** _____

SCHOOL NAME: _____ **SCHOOL YEAR:** _____

Parent's Comments: _____

_____

_____

_____

_____

_____

_____

_____

Parent's Signature: _____

This signed form will be placed in the principal's correspondence file for a period of one year following the current school year.

SB34808 (08/07)   Original: Principal's File   Copies: Parent and Employee

11) N/A

12) All year 1 and 2 teachers without prior teaching experience are assigned a mentor who works closely with them. Additionally, teachers who are less than effective can request additional peer assistance. An example of the request form is below:

Hillsborough County
PUBLIC SCHOOLS
Excellence in Education

PEER ASSISTANCE REQUEST FORM
For Classroom Teachers on Assistance Plans
2015-2016

DIRECTIONS: Complete all information below electronically and email completed form as an attachment to GreatTeachers in IDEAS email. Request forms must be received via email by GreatTeachers no later than 4:45 PM on Friday, October 9, 2015.

Date:

Name: Lawson #:

Site Name: Site #:

Current Teaching Assignment:

I am requesting the following from a peer:

☐ Provide additional understanding of rubric component(s)
   Specific component(s) *(1a-4a only)*: _____

☐ Observe informally and provide feedback regarding my practice tied to rubric components in Domains 2 and 3

☐ Provide additional resources for specific rubric components based on my 2014-2015 Spring Evaluation
   Specific component(s) *(1a-4a only)*: _____

☐ Model an instructional strategy
   Specific instructional strategy: _____

☐ Plan a classroom lesson with me (lesson cannot be used for formal or informal observation)

☐ Serve and attend my assistance plan meetings

Additional Comments:

Note: The assigned peer will serve in a supportive, non-evaluative role.

6. District Evaluation Procedures

Directions:

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

1) In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
   - ➢ submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
   - ➢ submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
   - ➢ discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
   - ➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
2) The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].
3) Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

District Submission:

1) Below is additional information regarding the district evaluation system:

Evaluation Cycle and Timelines

Evaluation	Evaluator	Evaluated	Date Due for Completion
Fall Evaluation	Principal	• Teachers with 3 years of experience or less • Teachers in their first year of employment in the district, • Teachers with more than 3 years' experience, at principal's discretion	Mid December (prior to Winter holiday)
Spring Evaluation	Principal Peer/Mentor	• Teachers with 3 years of experience or less; recommended for non renomination	Mid-March
Spring Evaluation	Principal Peer/Mentor	• Teachers with 3 years of experience or less, eligible for re-nomination	Final day of post planning
Spring Evaluation	Principal Peer	• Teachers with more than 3 years of experience	Final day of post planning

Additional information regarding the Evaluation Review Procedure is below:

Teacher Evaluation Review Procedure

To request a review, the teacher shall submit a "Request for Review" form to greatteachers@sdhc.k12.fl.us. Request forms and directions are available in the Teacher Toolkit. Requests will be reviewed to determine whether the teacher has a reviewable issue or an error in the evaluation. If there is an issue, the information will be forwarded to the review committee.

The review committee will consist of six (6) individuals who are trained on the rubric and evaluation system. Specifically, the committee will include:

    a. Two (2) teachers (excluding current mentors/peers) selected by the HCTA
    b. Two (2) district level administrators (excluding principals and supervisory staff currently evaluating teachers)
    c. One (1) CTA Representative
    d. One (1) HCPS HR Representative

The committee will meet as necessary to review all submissions. The committee may request additional relevant information regarding the evaluation. The committee's recommendations will be submitted to the Chief Human Resources Officer.

From the Teacher Contract is the language regarding the employee's right to submit a written response to the evaluation and this will become a permanent attachment:

23.3.4   A teacher may submit written comments to be filed with a summary to any disagreement on the content.

2) See example below for notification regarding less than effective performance:

Hillsborough County
P U B L I C   S C H O O L S
Excellence in Education

Date

Employee Name
Address
City, State, Zip

Dear Employee,

Florida Statute Section 1012.34 (4) states:

> "the (district) superintendent shall notify the department (of education) of any instructional personnel who receive two consecutive unsatisfactory annual evaluations (or three consecutive 'less than satisfactory' evaluations) and who have been given written notice by the district that their employment is being terminated or is not being renewed or that the school board intends to terminate, or not renew, their employment. The department shall (then) conduct an investigation to determine whether action shall be taken against the certificate holder pursuant to s. 1012.795(1)(b)."

Our records show you have received the following evaluations:

> 2012 – 2013 Final Evaluation Score: 41.49, Needs Improvement
> 2013 – 2014 Final Evaluation Score: 43.73, Needs Improvement

Your tentative evaluation for the 2014-2015 school year is projected to be a 43.6703, Needs Improvement.

As a result, you are being removed from your current teaching assignment. You are being placed at NAME OF School as a 'Teacher on Special Assignment', receiving your instructional pay, until October when Value Added scores are released. At such time and based on that data, a determination will be made regarding your employment with Hillsborough County Public Schools.

3) See example below of notification:

<u>**EDUCATOR MISCONDUCT REPORTING FORM**</u>
Office of Professional Practices Services

REPORTER INFORMATION:
☒Public School ☐Charter School ☐Private School ☐FSDB ☐Lab School

REPORTER CONTACT INFORMATION:

School/District: Hillsborough County Public School
Contact Person Name and Title: Dena Collins, General Manager of Personnel Services
Contact Address and Telephone: 901 East Kennedy Blvd. Tampa, FL 33602 (813) 272-4148

INFORMATION REGARDING THE EDUCATOR BEING REPORTED

EDUCATOR'S NAME: Employees Name

ADDRESS: Street, City, State & Zip

HOME PHONE: WORK PHONE: CELL PHONE:

SSN: ???-??-????   DATE OF BIRTH 00/00/0000   DOE CERTIFICATE #

ASSIGNED SCHOOL:

POSITION: Teacher   SUBJECT/GRADE LEVEL:

YEARS EXPERIENCE:
CONTRACTUAL STATUS: Annual
CURRENT EMPLOYMENT STATUS: Administrative leave 00/00/0000 to 00/00/0000 - pending termination hearing.

SUMMARY OF THE ALLEGATION:
On Date - 00/00/0000, the School Board accepted the recommendation of the Superintendent to terminate Teacher pending termination hearing request. As a result, she has been placed on non-paid administrative leave. Teacher is guilty of failure to demonstrate competency to perform the duties of employment in instruction, evaluation, and management of students in accordance with generally accepted standards of the profession because Teacher received two "unsatisfactory" evaluations.
****

Hillsborough County Public Schools verifies the following:
- The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- The evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
- The written evaluation report will be discussed with the employee.
- The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

Hillsborough County Public Schools requires notification of unsatisfactory performance in compliance with the requirements outlines in s. 1012.34(4).

Hillsborough County Public Schools' school superintendent will annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given

written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S.

7. **District Self-Monitoring**

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district self-monitoring shall determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

....

District Submission:

Please see School Board Policy 3220 below:

Policy Manual

Table of Contents > 3000 - Instructional Staff

Bylaws and Policies

Administrative Procedures

Forms

Advertised Changes

Search Policy Manual:

3220 - Evaluation of Instructional Staff

The continuing evaluation of instructional staff members is necessary to enable the School Board to monitor the effectiveness and competence of instructional staff members and to assist them in the improvement of their professional performance.

The work of instructional staff will be evaluated pursuant to the collective bargaining agreement.

The written evaluation will be completed and on file in accordance with the time schedule established by the Superintendent.

F.S. 1012.22, 1012.225, 1012.34

The district personnel and principals meet annually to review the Instructional Evaluation System to determine compliance with the Florida Statute. The team usually meets in the summer of each year to evaluate the effectiveness of the system. During the review, the team determines if:

- The evaluator understands of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- The evaluator provides necessary and timely feedback to the employees being evaluated.
- The use of evaluation data is used to identify individual professional development.
- The use of evaluation data is used to inform school and district improvement plan.

The team looks at the performance evaluation results from the prior school year for all instructional personnel using the four levels of performance. The performance evaluation results for instructional personnel are disaggregated by classroom teacher and all other instructional personnel; by school site; and by instructional level. School grades and state and local assessment data are also reviewed by school and district and compared to the performance evaluation data. Results of this data analysis are used by individual schools and the district to set school improvement goals and plan for individual, school and district professional development activities.

Changes and revisions to the teacher evaluation system will be recommended. All substantial revisions will be reviewed and approved by the district school board before being used to evaluate teachers.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:
- ☐ The percentage of the evaluation that is based on the performance of students criterion.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:
- ☐ The student performance measure(s).
- ☐ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:
- ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☐ If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:
- ☐ Documented that VAM results comprise at least one-third of the evaluation.
- ☐ For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:
- ☐ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- ☐ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:
- ☐ The percentage of the evaluation system that is based on the instructional

practice criterion.
- ☐ At least one-third of the evaluation is based on instructional practice.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:
- ☐ A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:
- ☐ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:
- ☐ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:
- ☐ Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

- ☐ Described the additional performance indicators, if any.
- ☐ The percentage of the final evaluation that is based upon the additional indicators.
- ☐ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- ☐ Summative evaluation form(s).
- ☐ Scoring method, including how it is calculated and combined.
- ☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

- ☐ Confirmation that the district provides instructional personnel the opportunity

to review their class rosters for accuracy and to correct any mistakes.
- ☐ Documented that the evaluator is the individual who is responsible for supervising the employee.
- ☐ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:
- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:
- ☐ Processes for providing timely feedback to the individual being evaluated.
- ☐ Description of how results from the evaluation system will be used for professional development.
- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ☐ All instructional personnel must be evaluated at least once a year.
- ☐ All classroom teachers must be observed and evaluated at least once a year.
- ☐ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:
- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ☐ Description of the district's criteria for inclusion of parental input.
- ☐ Description of manner of inclusion of parental input.
- ☐ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- ☐ Description of the district's peer assistance process, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - ➢ That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - ➢ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - ➢ That the evaluator must discuss the written evaluation report with the employee.
  - ➢ That the employee shall have the right to initiate a written response to the

evaluation and the response shall become a permanent attachment to his or her personnel file.

☐ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.

☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

☐ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.

☐ Evaluators provide necessary and timely feedback to employees being evaluated.

☐ Evaluators follow district policies and procedures in the implementation of evaluation system(s).

☐ The use of evaluation data to identify individual professional development.

☐ The use of evaluation data to inform school and district improvement plans.