2016-2017

Instructional Evaluation System Template

Rule 6A-5.030
Form IEST-2015
Effective Date: August 2016

Hamilton County School District

Superintendent: Rex L. Mitchell

District Contact: Philip Pinello,

Director of Administrative Services

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1. Performance of Students

Student Growth and Achievement Measures

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

The Student Growth and Achievement score of non-classroom teachers will be based on team-wide, school-wide, or district-wide/ statewide standardized assessments in Reading, Math, and EOC assessments depending on services rendered.

The Hamilton County School District will allow the School-Based Administrator to determine student performance measures and calculations (not to be less than 1/3 of the evaluation) for newly hired instructional personnel in regards to their first evaluation.

Cell Size for Teachers

If the number of students assigned is less than 10, the student growth and achievement measure will be derived from other pre-identified assessments. For ESE teachers, if the number of students assigned is less than the defined cell size, the student measure will be derived from the school-wide percent meeting the predicted score on Reading and Math statewide standardized assessments for the ESE subgroups.

Calculation of Points for Instructional Employee Evaluations

Each instructional staff member who teaches students in the areas of English (Grades 4-10), Math (Grades 4-8), and Algebra 1 will receive a VAM score from the state for students taught over the most recent 3-year period. VAM results must be used for one-third of the teacher's overall evaluation. The VAM portion of student performance is proportional to the teacher's assignment for those grades that have a VAM score. Teachers of non-statewide standardized assessments students or staff members who must receive a performance based score but do not directly teach students will have a performance score calculated using the method described in the evaluation program approved by the Department of Education for the Hamilton School District. Newly hired teachers receiving a VAM score will

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

Category Raw Score	Unsatisfactory	Needs Improvement	Effective	Highly Effective
	37	75	93	99

Teachers who do not receive a VAM score will have the student learning growth portion of the evaluation calculated based on a district developed matrix identifying local assessments and weighting.

All student growth measures used in evaluations are those of students assigned to the individual teacher. Where whole school VAM scores are used the individual has been assigned responsibility for all students in the school.

The evaluating administrator and teacher will collaborate during the process, before assessments are given and results returned, as to which student performance indicators are chosen. The administrator shall consider the input of the teacher when determining the weighting of each student performance indicator.

In the event that an agreement between the teacher and administrator cannot be made, the administrator shall make the final determination in the achievement objectives and weights (percentages) of each assessment measure in regards to the student performance component of the teacher evaluations.

Grade	Subject with Assessment to be Used	Student Growth Measures
Pre-K	Developmental Profile for Pre-K Assessment	Student Growth from Pre to Post Assessment
	iStation	ISIP growth as determined by the first to last assessment in which students will increase a tier; maintain tier 1; or show growth in the ability index as compared to the District average for grade level.
K	iStation	ISIP growth as determined by the first to last assessment in which students will increase a tier; maintain tier 1; or show growth in the ability index as compared to the District average for grade level.
	STAR Early Lit./Math	Student growth determined by demonstrating a year's worth of growth.
1-2	iStation	ISIP growth as determined by the first to last assessment in which students will increase a tier; maintain tier 1; or show growth in the ability index as compared to the District average for grade level.
	STAR Reading/Math	Student growth determined by demonstrating a year's worth of growth.

3	Math/ELA FSA	Proficiency as defined by the FLDOE
	iStation	ISIP growth as determined by the first to last assessment in which students will increase a tier; maintain tier 1; or show growth in the ability index as compared to the District average for grade level.
	ACT Aspire	Student growth to be determined by meeting the District average of growth between the first and last interim assessments in the areas of English, Reading, Math, and Science or by maintaining proficiency at 70 or above.
	STAR Reading/Math	Student growth determined by demonstrating a year's worth of growth.
4	Math/ELA FSA	VAM/ Proficiency data as defined by the FLDOE
	iStation	ISIP growth as determined by the first to last assessment in which students will increase a tier; maintain tier 1; or show growth in the ability index as compared to the District average for grade level.
	ACT Aspire	Student growth to be determined by meeting the District average of growth between the first and last interim assessments in the areas of English, Reading, Math, and Science or by maintaining proficiency at 70 or above.
	STAR Reading/Math	Student growth determined by demonstrating a year's worth of growth.
5	Math/ELA FSA NGSSS Science iStation	VAM/ Proficiency data as defined by the FLDOE ≥ Level 3 on NGSSS Science ISIP growth as determined by the first to last assessment in which students will increase a tier; maintain tier 1; or show growth in the ability index as compared to the District average for grade level.

	ACT Aspire	Student growth to be determined by meeting the District average of growth between the first and last interim assessments in the areas of English, Reading, Math, and Science or by maintaining proficiency at 70 or above.
	STAR Reading/Math	Student growth determined by demonstrating a year's worth of growth.
6	Math/ELA FSA	VAM/ Proficiency data as defined by the FLDOE
	iStation	ISIP growth as determined by the first to last assessment in which students will increase a tier; maintain tier 1; or show growth in the ability index as compared to the District average for grade level.
	ACT Aspire	Student growth to be determined by meeting the District average of growth between the first and last interim assessments in the areas of English, Reading, Math, and Science or by maintaining proficiency at 70 or above.
	STAR Reading/Math	Student growth determined by demonstrating a year's worth of growth.
7	Math/ELA FSA	VAM/ Proficiency data as defined by the FLDOE
	iStation	ISIP growth as determined by the first to last assessment in which students will increase a tier; maintain tier 1; or show growth in the ability index as compared to the District average for grade level.
	ACT Aspire	Student growth to be determined by meeting the District average of growth between the first and last interim assessments in the areas of English, Reading, Math, and Science or by maintaining proficiency at 70 or above.
	STAR Reading/Math	Student growth determined by demonstrating a year's worth of growth.

8	Math/ELA FSA	VAM/ Proficiency data as defined by the FLDOE
	Science	Level 3 and above on NGSSS Science; Compare to prior Reading Level and student growth will be measured by students maintaining proficiency or increasing a level.
	Social Studies EOY	Student growth determined by meeting District average for growth (course or grade level) or by maintaining proficiency at 70 or above if there is no pre-test available.
	ACT Aspire	Student growth to be determined by meeting the District average of growth between the first and last interim assessments in the areas of English, Reading, Math, and Science or by maintaining proficiency at 70 or above.
	iStation	ISIP growth as determined by the first to last assessment in which students will increase a tier; maintain tier 1; or show growth in the ability index as compared to the District average for grade level.
	STAR Reading/Math	Student growth determined by demonstrating a year's worth of growth.
9	FSA ELA	VAM/ Proficiency data as defined by the FLDOE
	ACT Aspire	Student growth to be determined by meeting the District average of growth between the first and last interim assessments (English, Reading, Math, and Science) or by maintaining proficiency at 70 or above.
	STAR Reading	Student growth determined by demonstrating a year's worth of growth.
10	FSA ELA	VAM/ Proficiency data as defined by the FLDOE
	ACT Aspire	Student growth to be determined by meeting the District average of growth between the first and last interim assessments (English, Reading, Math, and Science) or by maintaining proficiency at 70 or above.
	STAR Reading	Student growth determined by demonstrating a year's worth of growth.
Other: 7-8 electives and 9-12 courses (Social Science, Science, PE, Music,	District Created EOY	Student growth determined by meeting District average for growth (course or grade level) or by maintaining proficiency at 70 or above. Proficiency is defined as ≥70% if no pre-test is available.

Arts, CTE, Math, ROTC, etc.) that are not assessed through a state EOC or state assessment		
9-12 Intensive Math	Algebra 1 Retake	Proficiency ≥ Level 3; PERT Concordant Score
9-12 Intensive Reading	FCAT 2.0/FSA Reading Retake	Proficiency ≥ Level 3; ACT/SAT Concordant Score
Eleventh Grade English/ Reading	District Created EOY	Student growth determined by meeting District average for growth (course or grade level) or by maintaining proficiency at 70 or above if no pre-test is available.
Twelfth Grade Reading	District Created EOY	Student growth determined by meeting District average for growth (course or grade level) or by maintaining proficiency at 70 or above if no pre-test is available.
English/ Math for College Readiness	College Readiness Score	ACT/SAT/PERT College Ready Cut Score
Algebra I	FSA Algebra I EOC	VAM/ Proficiency data provided by the FLDOE
Algebra II	FSA Algebra II EOC	FSA Algebra II EOC compared to Geometry and student growth will be measured by students maintaining proficiency or increasing a level.
Geometry	FSA Geometry EOC	FSA Geometry EOC compared to cohort Algebra I EOC and student growth will be measured by students maintaining proficiency or increasing a level.
Biology	Biology EOC	EOC compared to prior Reading Level and student growth will be measured by students maintaining proficiency or increasing a level
U.S. History	U.S. History	EOC compared to prior Reading Level and student growth will be measured by students maintaining proficiency or increasing a level
Media Specialist	FSA ELA	VAM/ Proficiency data provided by the FLDOE
Licensed Instructors: SLP/OT/PT	IEP	Percentage of Students that met IEP Goals
ROTC	District Created EOY	Student growth determined by meeting District average for growth (course or grade level) or by maintaining proficiency at 70 or above if no pre-test is available. Pre to Post Assessment Growth

	MASS Presidential Fitness Test	
ESE Alternate Assessment	FAA	Proficiency & Growth as established by FLDOE
Industry Certification	Scoring as pass/fail	Percentage of students taking the Industry Certification that pass
AP Course	AP Exam	Percentage of students scoring ≥Level 2
ESE Staffing Specialist	As determined by staff member's student performance matrix	Based on the performance of students assigned to the individual's area of responsibility
Guidance Counselor	As determined by staff member's student performance matrix	Based on the performance of students assigned to the individual's area of responsibility
Reading & Math Coach/Teacher Support Colleague	As determined by staff member's student performance matrix	Based on the performance of students assigned to the individual's area of responsibility
FDLRS Instructional Staff	As determined by staff member's student performance matrix	Based on the performance of students assigned to the individual's area of responsibility

Student Performance Matrix

PK – 6th Grade (Classroom / Non-Classroom)

Teacher: _____   School Year: _____

School: _____   Principal: _____

Student Performance Indicators: Pre-K – 6th	Category Weight	Student Performance Rate	Total Points
☐ Pre-Assessment (VPK)			
☐ End of Course Exam (District Created EOY) _____ELA, _____Math, _____World History, _____Science			
☐ FSA Reading and Math Proficiency (3rd GRADE)			
☐ VAM or Florida Standards Assessment – (4TH-6TH GRADES)_____Combined ELA and Math (if both taught) _____ ELA, _____Math **(If selected, this section category weight must be calculated as 100%)**			
☐ iStation			
☐ STAR _____Early Literacy _____Reading _____Math			

☐ **ACT Aspire**			
☐ **FCAT Science**			
☐ **Physical Skills (PE)**			
☐ **Florida Alternate Assessment**			
☐ **School wide VAM for Non-Classroom Personnel:** **(If selected, this section category weight must be calculated as 100%)**			
	Total Points		

Category weights must equal 100%

I understand the student performance data that will be used in the calculation of my evaluation.

Teacher Signature _____ Date: _____

Principal Signature _____ Date: _____

Score for Student Growth
and Achievement:

Category weights will be proportional to the instructional schedule.

Student Performance Matrix

7th – 12th Grades

Teacher: _____   **School Year:** _____

School: _____   **Principal:** _____

Student Performance Indicators: 7th – 12th Grades	Category Weight	Student performance rate	Total Points
☐ **A. School wide VAM for Non-Classroom Personnel:** **(If selected, this section category weight must be calculated as at least .50)**			
☐ **B. Teacher VAM:** _____ **Combined ELA and Math (if both taught),** _____ **Math,** _____ **ELA,** _____ **Alg. 1 EOC (reverts to D if no VAM provided)** **(If selected, this section category weight must be calculated as 100%)**			
☐ **C. End of Course Exam (District Created EOY)**			
☐ **D. End of Course Exam – State EOC if no VAM provided**			
☐ **E. Graduation Requirement: Algebra 1 Retakes/ PERT Concordant Scores**			
☐ **F. Graduation Requirement: Reading Retakes/ ACT/SAT Concordant Score**			
☐ **G. College Readiness Score**			

☐ **H. Florida Alternate Assessment**			
☐ **I. FCAT Science**			
☐ **J. Industry Certification**			
☐ **K. Physical Skills (PE and ROTC)**			
☐ **L. AP Exam**			
☐ **M. ACT Aspire**			
☐ **N. iStation**			
☐ **O. STAR 360**			
☐ **P. Other**			
Total Points			

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Category weights must equal 100%

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I understand the student performance data that will be used in the calculation of my evaluation.

Teacher Signature _____   Date: _____

Principal Signature _____   Date: _____

Score for Student Growth
and Achievement:

Category weights will be proportional to the instructional schedule.

2. Instructional Practice:

The instructional practice portion of the instructional evaluation will be calculated as **67%** of the overall evaluation.

THE APPRAISAL SYSTEM

The EMCS, Inc. - Jerry Copeland Model

Philosophy

Florida Statute 1012.34 and 1012.335, The Student Success Act, requires the Superintendent in each school district to establish procedures for assessing the performance of all instructional, administrative and supervisory personnel. The Superintendent is also required to develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of instructional personnel. The primary purpose of the redeveloped evaluation system is increasing student learning growth by improving the quality of instructional, administrative and supervisory service.

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

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

Generally, the guidelines can be summarized as follows:
- Fairness, equity and legal soundness.
- Allocation of time for supervisors to plan, coach and counsel individuals for higher levels of performance

- Established procedures for the collection, retrieval and use of data to provide feedback to an individual, a team, and the system.
- Data-based personnel decisions including rewarding and recognizing high performance through a variety of means.
- Focus on student achievement and the specific conditions of the site in establishing expectations.
- The negotiation of expectations, criteria, outcomes, and competencies based on the conditions of the work site.
- Growth of the individual and the continuous improvement of the organization.
- Annual assessment based on the experience and performance of the individual.
- Two levels of appraisal
  a. Documentation of generic competencies in the early stages of a position.
  b. Development in the later stages of the same position.
- Orientation on the system and skill development in observing, mentoring, coaching and counseling for those impacted by the appraisal system.

Purpose

The purpose of the Performance Appraisal System is to promote continuous school improvement. The performance appraisal system has multiple dimensions. The first spans the length of a person's career and is designed to provide growth and development and support increased performance. The results/outcome side is a systems approach to provide organizational growth. These outcomes are influenced by the employee interacting with the special conditions within a job that exists at a specific work site, which may be impacted by the individual developmental continuum of the employee. This assessment system has been designed based on the following:

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

- The concept that data should be collected from a variety of sources which may be identified;
- Current research which provide best component practices for employee performance appraisal;
- The situational context of the employee service.

Strategic Base

Over the past several years, superintendents and School Board members, with varying degrees of success, have initiated strategic planning processes. This plan is intended to create a system of beliefs, an organizational purpose, a mission statement and a series of organizational parameters. For many, this work is in progress and with encouragement should be completed in the future.

The strategic plan will provide for the essence of numerous systems, one of which is performance appraisal.

Beliefs of the Hamilton County School District

We believe that
- Education is the combined responsibility of students, parents, schools and community.
- Open and honest communication is essential.
- Education must be a priority of society.
- Education must be flexible and diverse.
- Visionary leadership and sound management are essential.
- Education should promote responsible citizenship and ethical behavior.
- Involvement improves education.
- Education should provide a safe, healthful, nurturing environment.
- All individuals have dignity and self-worth.
- All individuals can learn.
- Education is the key to successful living.
- Learning is a lifelong process.

Organizational Purpose

To provide quality education opportunities which develop self-sufficient, productive individuals who will advance the value of self and society.

Mission Statement

"Changing Lives Through Quality Education."

Parameters
- The educational needs of our students take precedence.
- We will always do a cost/benefit analysis before implementing new programs.
- All individuals will be treated in a professional and dignified manner with no discrimination based on race, color, religion, gender, age, marital status, sexual orientation, disability, political or religious beliefs, national or ethnic origin, or genetic information.
- We will provide a healthy and safe environment.
- We will always adhere to the professional code of ethics.

Special Note:

- **In order to access additional information regarding the Copeland Model framework, procedures, research based evidence, and non-classroom instructional personnel evaluation instruments, go to the Hamilton County School District website at www.hamiltonfl.com, click Departments, click Administrative Services, and you will then locate the links to Instructional Personnel and Non-Classroom Teachers Evaluation Systems documentation.**

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	**Copeland 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; b. Sequences lessons and concepts to ensure coherence and required prior knowledge; c. Designs instruction for students to achieve mastery; d. Selects appropriate formative assessments to monitor learning; e. Uses diagnostic student data to plan lessons; and, f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	**Planning/ Preparation: Indicators 1-9**
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; b. Manages individual and class behaviors through a well-planned management system; c. Conveys high expectations to all students; d. Respects students' cultural linguistic and family background; e. Models clear, acceptable oral and written communication skills; f. Maintains a climate of openness, inquiry, fairness and support; g. Integrates current information and communication technologies; h. Adapts the learning environment to accommodate the differing needs and diversity of students; i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	**Classroom Management: Indicators 10-24**

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;	**Student Instructional Engagement: Indicators 34-46** **Technology: Indicators 47-53**
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	
c. Identify gaps in students' subject matter knowledge;	
d. Modify instruction to respond to preconceptions or misconceptions;	
e. Relate and integrate the subject matter with other disciplines and life experiences;	
f. Employ higher-order questioning techniques;	
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	
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;	**Assessment/ Evaluation: Indicators 25-33**
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	
f. Applies technology to organize and integrate assessment information.	

5. Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	**Collaboration:** **Indicators 54-58** **Professional** **Learning:** **Indicators 59-63**
b. Examines and uses data-informed research to improve instruction and student achievement;	
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;	
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	
e. Engages in targeted professional growth opportunities and reflective practices; and,	
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	
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.	**Professional** **Responsibilities:** **Indicators 64-71**

Instructional Observation Instrument Rubric:

PLANNING/PREPARATION

1. Create or select long-range plans based on a review of district and state content standards, student profiles, instructional priorities and appropriate questions.
2. Define learning goals with rubrics and objectives for unit and daily plans.
3. The teacher's lesson and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organizes strategies and activities in an appropriate sequence.
4. Identify specific intended learning outcomes that are aligned with the district and state content standards so that students are prepared for high stakes testing.
5. Revise plans based on student needs.
6. Plan and prepare a variety of learning activities considering the special needs of English language learners, students with disabilities and for students from home environments that offer little support for schooling.
7. Develop or select instructional activities which foster active involvement of students in the learning process.
8. Plan and prepare lessons and instructional strategies that require students to engage with rigorous and demanding content that aligns with district and state content standards.
9. Select, develop, modify and/or adapt materials and resources, especially technological resources, which support learning objectives and the varying needs of students.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Pedagogy *(Correlates with Domain Indicators 2, 3, 4)*	-Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level. -Selects goals and objectives based on content standards and needs of students. -Sequences strategies and activities to create lessons that are rigorous and relevant. -Clearly articulates how learning outcomes are aligned with goals, objectives and content standards.	-Highly Qualified in assigned content area. -Goals and objectives are aligned with the district and state curriculum standards. -Seeks ways to utilize strategies and activities that will engage students with the content. -Learning outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.	-Is taking course work to become certified in content area. -Works with other members of the team to plan lessons that align with district and state content standards. -Learning outcomes are sometimes displayed so students can make the connection.	-Has little knowledge of subject area. -Relies on textbook organization to plan and prepare for the lesson.

Organization (Correlates with Domain Indicator 1)	-Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year. -Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.	-Utilizes district and state content standards to develop long range plans. -Revisits long range plans as the year progresses.	-Has some understanding of the district and state content standards and sometimes addresses them in lesson plans.	-Has looked at the district and state content standards but they are not a part of the long range or daily planning process.
Engagement (Correlates with Domain Indicators 6, 7, 9)	-Has a deep understanding of how students learn and plans instructional activities so all students are actively involved in the learning process. -Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.	-Understands how students learn and plans for the use of a variety of instructional strategies. -Does some research regarding increased student involvement and writes plans incorporating new ideas.	-Understands that all students should be involved in the learning process and is beginning to plan accordingly some of the time.	-Does not understand how students learn and pays little attention to active involvement by all students during the learning process.

Assessments *(Correlates with Domain Indicator 5)*	-Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning. -Utilizes data from on-going assessments to revisit and revise plans to better serve student needs. -Allows students to assess themselves and to provide input into the planning process.	-Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning. -A review of assessment data usually informs the planning process.	-Has some knowledge of ongoing assessments to inform teaching and learning, but relies on end of the unit or chapter tests most of the time.	-Learning outcomes are seldom assessed except for standardized tests. -Plans are written and followed with little attention to student needs or outcomes during the process of the teaching unit.

Quality *(Correlates with Domain Indicator 8)*	-Plans lessons that address all state and district curriculum standards and assists other colleagues with planning and design. -Develops plans that are rigorous and demanding in content and involvement. -Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.	-Plans lessons that address each state standard. -Finds ways for students to see coherence in what they are studying. -Plans lessons that require the use of higher level thinking skills. -Helps students make connections to prior learning.	-Has read the state standards but relies on other sources, like textbooks or previous plans for developing lesson plans. -Sometimes plans include the use of higher level thinking skills.	-Lesson plans are incongruent with the state standards. -Plans deal with interaction of Webb's lower levels of knowledge.

CLASSROOM MANAGEMENT

10. Establish and maintain a positive, organized, and safe learning environment.
11. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
12. Maintain a clean attractive learning environment.
13. Maintain academic focus by using a variety of motivational techniques.
14. Establish and use behavior management techniques which are appropriate and effective.
15. Establish routines and procedures and work with students on consistently following them.
16. Create a learning climate that is challenging yet non-threatening.
17. Maintain instructional momentum with smooth and efficient transitions from one activity to another.
18. Establish and maintain effective and efficient record keeping procedures.
19. Manage time effectively.
20. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
21. Manage materials and equipment effectively.
22. Organize materials for efficient distribution and collection.
23. Instruct and supervise the work of volunteers and aides when assigned.
24. Assist in enforcement of school rules, administrative regulations, and Board policy.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Learning Environment *(Correlates with Domain Indicators 10, 12, 16)*	−Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.	−Maintains a positive, respectful and non-threatening learning environment.	−Recognizes factors necessary for a positive learning environment but has not implemented them.	−Interactions are often disrespectful, uncaring and negative.

Techniques *(Correlates with Domain Indicators 11, 13,)*	−Maintains academic focus through a variety of motivational techniques. −Students are actively engaged in the learning process and take responsibility for their learning.	−Maintains academic focus through motivational techniques. −Students are actively engaged in the learning process.	−Does not consistently maintain academic focus. −Not all students are engaged in the learning process.	−Lacks academic focus. −Students are frequently off-task and not engaged in the learning process.
Efficiency/Time Management *(Correlates with Domain Indicators 15, 17, 18, 19, 20, 21, 22)*	−Maximizes instructional time and minimizes interruptions by inculcating classroom routines that are followed effortlessly by all students. −Transitions are smooth with students assuming responsibility; no instructional time is lost.	−Establishes and posts routines but students require prompting to follow them. −Transitions are smooth; little instructional time is lost.	−Establishes routines but they are not followed by all students or maintained by the teacher, occasionally resulting in the loss of instructional time. −Smooth transitions do not always occur, resulting in a loss of instructional time.	−Has not established routines and instructional time is frequently lost for routine tasks and interruptions. −Transitions result in lost instructional time and behavior problems.

Behavior Management *(Correlates with Domain Indicators 14,24)*	−Anticipates student behavior and prevents problems. −A wide variety of appropriate and effective behavior management techniques have been established and utilized. −School rules, administrative regulations and Board policies are followed and enforced on a daily basis.	−Consistently monitors student behavior. −Appropriate and effective behavior management techniques have been established and utilized. −Administrative regulations and Board policies are followed and enforced.	−Sporadically monitors student behavior. −Behavior management techniques are not consistently applied, resulting in behavior problems. −Administrative regulations and Board policies are not consistently followed or enforced.	−Rarely monitors student behavior. −Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students. −School and district rules and policies are not followed.
Expectations *(Correlates with Domain Indicator 16)*	−Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.	−Clearly communicates high expectations for student behavior to all students.	−Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.	−Has not established or communicated standards of conduct for students.
Supervision *(Correlates with Domain Indicator 23)*	−Volunteers and/or assistants are productively and independently engaged throughout the entire class, making a significant contribution to the learning environment.	−Volunteers and/or assistants are productively engaged throughout the entire class, but require instructions and supervision from the teacher.	−Volunteers and/or assistants are engaged during portions of the class, but require frequent instructions and redirection from the teacher.	−Volunteers and/or assistants have no clearly defined duties or are not actively engaged in the learning process.

ASSESSMENT/EVALUATION

25. Establish appropriate testing environment and administer standardized tests in accordance with directions provided to ensure test security.
26. Develop and use diagnostic assessments prior to instruction.
27. Use on-going assessments to monitor learning and adjust instruction.
28. The teacher routinely tracks student progress on learning goals using a variety of formative approaches to assessment.
29. Feedback to students provides recognition of their current status and knowledge gain relative to learning goals with a focus on improving student performance.
30. Communicate, in understandable terms, individual student progress knowledgeably and responsibility to the student, parents, and professional colleagues who need access to the information.
31. Encourage goal setting by students and assist them in developing and then monitoring their plans for improving their academic performance.
32. Communicate, post, explain lesson expectations so students understand what is expected.
33. Evaluate the effectiveness of instructional units and teaching strategies.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Protocol *(Correlates with Domain Indicator 25)*	-Understands the value of standardized testing, strict directions and test security. -Students realize the importance of testing.	-Follows all directions for standardized testing and test security. -Talks with students about testing and the significance to the learning process.	-Requires close supervision and follow up to ensure that standardized testing is carried out accurately.	-Does not value standardized testing and is compliant at best.

Diagnosis *(Correlates with Domain Indicator 26)*	-Uses diagnostic measures prior to beginning instruction and adjusts lesson plans and strategies accordingly. -Uses data from diagnostic measures to plan for ways to meet individual needs. -Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.	-Uses diagnostic measures prior to instruction and adjusts lesson plans and instruction to meet student needs. -Uses data from ongoing diagnostic measures to more clearly align lesson design for the needs of groups of students.	-Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction. -Sometimes utilizes ongoing diagnostic strategies to inform lesson design during the course of a study.	-Begins instruction with the assumption that students should know the prior content. -Does not check for understanding or for diagnostic information during the course of a unit of study.

Analysis (Correlates with *Domain Indicators 27, 33)*	-Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding instructional planning, teaching strategies and program evaluation.	-Reviews available data to evaluate instructional planning, teaching strategies and program evaluation.	-Has collaborated with others regarding their instructional planning and teaching strategies, but has done little to initiate own instructional or program evaluation.	-Does not analyze own instructional planning, teaching strategies or program evaluation.
Understanding *(Correlates with Domain Indicators 28, 29)*	-Uses a variety of methods to check for understanding throughout the lesson, and corrects, provides praise or reteaches as appropriate.	-Frequently checks for understanding and reteaches as appropriate.	-Asks students if they understand during the lesson, but often does not follow up with individual feedback.	-Seldom checks for individual student understanding.

Communication *(Correlates with Domain Indicator 30)*	-Executes a plan to clearly articulate academic progress to individual students, their parents and appropriate colleagues. -Communicates with stakeholders on a regular and timely basis and in a variety of formats.	-Articulates academic progress to individual students, their parents, and appropriate colleagues.	-Provides academic data to students and asks them to take it home to their parents. -Meets with colleagues as required by administration.	-Grades and test scores are posted and it is the students' responsibility to review them and tell their parents about their academic progress.

Responsibility *(Correlates with Domain Indicator 31)*	-Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students. -Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.	-Models the goal setting process by sharing professional goals, strategies and monitoring system with students. -Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.	-Encourages students to do their best and check their work prior to grading.	-Permits students to move along in the instructional process regardless.

| Expectations

(Correlates with Domain Indicator 32) | -Communicates, posts, explains lesson expectations clearly so students know what is expected.

-Checks for understanding of expectations regularly. | -Posts lesson expectations so students will know what is expected. | -Tells students what is expected and occasionally posts an example from a previous class. | -Expects students to read the text and follow the directions without expectations clarified or posted. |
|---|---|---|---|---|

STUDENT INSTRUCTIONAL ENGAGEMENT

34. Demonstrate knowledge and understanding of curriculum content.
35. Communicate high expectations for learning for all students.
36. The teacher provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.
37. Monitor learning activities, providing feedback and reinforcement to students.
38. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
39. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.
40. The teacher engages students in activities that help them link what they already know to new content about to be addressed and facilitates these linkages.
41. Assist students in accessing, interpreting, and evaluating information from multiple sources.
42. Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.
43. Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.
44. The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.
45. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.
46. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Goal Focus *(Correlates with Domain Indicator 36)*	−Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.	−Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.	−Relates the main learning objectives of each lesson to students. Outcomes are not always correlated with state and district standards.	−Begins lesson without sharing students' goals, objectives or outcomes. Students are confused as to the purpose of the lesson.
Knowledge of Content *(Correlates with Domain Indicators 34, 36, 39, 40, 41, 43)*	−Displays extensive content knowledge with evidence of the most current information in the content area. −Fully explains concepts and connects content to other areas, student experiences and interests or to current events. −Sparks student excitement and interest in the content.	−Demonstrates content knowledge and delivers content that is factually correct. −Content is clear and well-organized and key points or main ideas are emphasized. −Connects the content to other parts of the discipline or other disciplines.	−Has gaps in content knowledge. −Content is factually correct but explanations lack clarity and content is not well organized. −Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.	−Makes content errors; explanations are unclear and fails to build student understanding of key concepts. −Does not make connections to other areas or disciplines. −Students are confused but instruction continues as planned.

Expectations *(Correlates with Domain Indicators 35, 37, 38, 42, 44, 45)*	−Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting instruction to meet individual needs. −Students participate in forming their own academic goals and analyzing their progress.	−Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting instruction to meet classroom needs. −Students value academic success as evidenced by the quality of their work.	−Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts instruction to meet individual student needs. −Students may occasionally spend time off-task or give up when work is challenging.	−Does not establish or communicate high expectations for learning and achievement. −There is no evidence of adjusting and adapting instruction to meet individual needs. −Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.

Instructional Strategies *(Correlates with Domain Indicators 38, 39, 40, 41, 42)*	−Selects highly effective strategies, materials and groupings to involve and motivate all students. −Consistently utilizes current research and new and innovative instructional materials. −Seeks out and integrates technology to maximize student learning. −Incorporates a variety of activities designed to foster higher level thinking and problem solving. −All students are involved in relevant work in which they are active learners and problem solvers.	−Selects effective strategies, materials and classroom groupings to foster student learning. −Utilizes available technology and has students think about, discuss and use the ideas and skills being taught. −Incorporates activities designed to foster higher level thinking and problem solving. −Students are involved in relevant work in which they are active learners and problem solvers.	−Uses a limited inventory of classroom strategies, materials and groupings with mixed success. −Understands the importance of technology but does not incorporate it into lessons effectively. −Lessons do not actively involve all students in learning activities or incorporate higher level thinking.	−Uses only one or two teaching strategies or types of materials and fails to reach most students. −Rarely incorporates technology into lessons. −Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.

Monitoring and Feedback *(Correlates with Domain Indicators 37, 42)*	−Utilizes multiple formative and summative assessments to assess student understanding and mastery of content. −Feedback is consistently provided in a timely manner and is of high quality. −Creates opportunities for learners to monitor and analyze their own progress. −Makes ongoing adjustments in teaching strategies based upon individual student learning.	−Utilizes standardized formative and summative assessments to assess student understanding and mastery of content. −Provides learners timely and consistent feedback. −Monitors classroom performance and adjusts teaching strategies.	−Fails to consistently use formative and summative instruments to assess student understanding and mastery of content. −Understands the importance of feedback but fails to consistently provide high quality content in a timely manner. −Does not always adjust instruction based upon results.	−Sporadically monitors student learning. Provides poor quality or late feedback. −There is no evidence that instructional strategies are adjusted or modified based upon feedback.
Individual Student Needs *(Correlates with Domain Indicators 38, 40, 42)*	−Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding. −Displays knowledge of the learning needs and accommodations for all students, including those with special needs.	−Differentiates and scaffolds instruction to accommodate most students' learning needs. −Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.	−Attempts to accommodate students with special needs, but meets with mixed success. −May miss opportunities to differentiate instruction.	−Fails to provide differentiated instruction for students with special needs. −Displays little knowledge of student needs.

Intervention *(Correlates with Domain Indicators 46)*	−Is well educated on the signs of student distress and abuse and district policies for referral and reporting. −Constantly monitors students' behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.	−Is educated on the signs of student distress and abuse and district policies for referral and reporting. −Acts promptly when signs are observed or conditions reported to the teacher.	−Is aware of some of the signs of student distress and abuse and district policies for referral and reporting. −Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.	−Is unaware of the signs of student distress and abuse and district policies for referral and reporting. −Fails to pick up on signs of distress or abuse and does not report these as required.

TECHNOLOGY

47. Use appropriate technology in instructional delivery.
48. Use technology to establish an atmosphere of active learning.
49. Provide students with opportunities to use technology to gather and share information with others.
50. Facilitate student access to the use of electronic resources.
51. Explore and evaluate new technologies and their educational impact.
52. Use technology to review student assessment data.
53. Use technology for administrative tasks.

Performance Requirement	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Delivery (*Correlates with Domain Indicators 47*)	-Seeks out and envisions novel ways for using technology to deliver content. -Uses technology to earn students interest and desire to continue with the learning task. -Uses technology to design lessons that are rigorous and relevant. -Uses technology to maximize learning. -Technology use is seamless in lesson design, delivery and student use.	-Uses technology to deliver content in a variety of ways. - Realizes that technology use will increase student interest. -Uses technology to increase the use of higher level thinking skills.	-Is beginning to explore the occasional use of technology to engage students in the learning process.	-Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.

Engagement _(Correlates with Domain Indicators 48, 49, 50)_	-Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the learning process. -Collaborates with others to create ways for students to become authentically engaged in the learning process through the use of technology.	-Collaborates with other teachers to plan lessons that are interesting and challenging by using technology to solve real world problems.	-Realizes that students like to use technology and is beginning to explore ways to integrate technology into the learning process.	-Is beginning to explore available technology. -Has not figured out how to use technology in the instructional process and continue to maintain discipline in the classroom.

Professional Growth (Correlates with Domain Indicator 51)	-Is on the cutting edge of technology exploration and implementation. -Regularly seeks out new technologies and shares information with administrators and colleagues. -Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.	-Reads articles and attends trainings where new technologies and new uses for technology are explored. -Often tries new ideas in the classroom.	-Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.	-Is overwhelmed at the fast pace with which technology is changing. -Finds it difficult to relate to today's technology savvy students.

| Data Analysis

(Correlates with Domain Indicator

52) | -Uses technology to gather, analyze and make sense of data.

-Meets with colleagues to address concerns, look for trends and to celebrate successes.

- Utilizes data when making instructional decisions that address individual student needs.

-Utilizes data to make instructional decisions and inform parents regarding student progress. | -Uses technology to record, analyze and review student assessment data.

-Shares data analysis with students, their parents and colleagues. | -Records and reviews data, and uses data for planning purposes.

-Looks at whole class data and seldom applies data to the individual student. | -Records data as required. |
|---|---|---|---|---|

Record Keeping and Communication *(Correlates with Domain Indicator 53)*	-Efficiently and effectively uses technology for communication within the school, between schools and beyond. -Uses technology to create avenues for parental involvement in the learning process. -Maintains accurate and timely records, assisting others with proven record keeping strategies.	-Communicates in a timely and effective manner with colleagues. -Collaborates with others to solve problems. - Fulfills all administrative record keeping requirements in a timely and accurate manner.	-Is beginning to use technology as a tool for some administrative tasks. -Sometimes uses the computer for communication. -Occasionally fails to complete reports on time or accurately.	-Finds the use of technology a burden. –Is troubled by the significant amount of time involved to learn a new computer program or system. -Frequently fails to complete reports on time or accurately.

COLLABORATION

54. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.
55. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.
56. Provide accurate and timely information to parents and students about academic and behavioral performance of students.
57. Work with other teachers in curriculum development, special activities, and sharing ideas and resources.
58. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Students and Families *(Correlates with Domain Indicators 54, 55, 56, 58)*	−Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents. −Provides leadership in working collaboratively with parents to improve student performance and/or behavior. −Provides frequent information to parents about the instructional program and their student's progress. Students participate in preparing materials for their families. −Deals immediately and successfully with parent concerns and makes parents feel welcome. −Written and oral communications are exemplary.	−Communicates in a timely and consistent manner with parents for the benefit of students. −Works collaboratively with parents to improve student performance and/or behavior. −Provides frequent information to parents about the instructional program and their student's progress. −Returns parent phone calls and emails promptly and makes parents feel welcome in the school. −Written and oral communication is always informative and expressed in Standard English.	−Communications to parents are sporadic and inconsistent. −Works collaboratively with parents only when directed to do so. −Provides parents the minimum information concerning the instructional program and their student's progress. −Is slow to respond to parent concerns and does not try to make them feel welcome at school. −Written and oral communications contain occasional errors.	−Frequently fails to communicate with parents concerning the instructional program or their students' progress. −Fails to return parent phone calls or work collaboratively with parents. −Makes parents feel unwelcome at school. −Written and oral communications frequently contain errors.

Other **Professionals** *(Correlates with Domain Indicators 54, 55)*	−Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.	−Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.	−Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.	−Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.
Teamwork *(Correlates with Domain Indicator 57)*	−Continually provides leadership in the development of and/or implementation of standards. −Initiates the sharing of ideas and resources with team members.	−Participates in team planning to implement state/district standards. −Participates in the sharing of ideas and resources with team members.	−Is occasionally absent from team meetings and planning sessions. −Rarely shares ideas or resources with team members.	−Rarely participates in team meetings or planning sessions. −Provides almost no ideas or resources for team members.

PROFESSIONAL LEARNING

59. Engage in continuing improvement of professional knowledge and skills.
60. Assist others in acquiring new knowledge and understanding.
61. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.
62. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
63. Participate in school data collection of teacher input on principal's performance assessment program.

Performance Responsibilities	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Collaboration *(Correlates to Domain Indicators 59)*	-Meets with colleagues at least weekly to review student work, design lessons or share curriculum information. - Regularly meets, and often leads colleagues in the review of data for planning purposes. -Often leads and shares pertinent information at Professional Learning Community meetings. -Opens classroom doors and models effective techniques and strategies for colleagues.	-Meets with colleagues weekly to review data and plan. -Regularly meets with colleagues to discuss lesson design and student work. -Actively participates at Professional Learning Community meetings.	-Attends collaborative meetings as required. -Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.	-Attends collaborative meetings but rarely contributes. -Sees little value in collaboration.

Leadership Contributions *(Correlates to Domain Indicators 60, 61, 63)*	-Continually seeks out ways to become a more effective teacher. -Creates opportunities to provide professional development for colleagues. -Represents the faculty at meetings and training sessions. -Assumes responsibility for disseminating information to the faculty.	-Works with colleagues to plan and present workshops. -Serves on committees and shares information with others.	-Attends professional development activities but does not serve in a leadership role.	-Attends meetings, professional development as required but seldom relates new information to professional growth.

| Self-Assessment

(Correlates to Domain Indicator 62) | -Conducts self-assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.

-Routinely monitors strategies to assure that progress is being made toward goal attainment.

-Gathers data and talks with colleagues about findings. | -Conducts a self-assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.

-Aligns learning opportunities to focus on selected goals. | -Recognizes the need to continuously improve and conducts a self-assessment.

-Writes personal goals that focus on improving teaching.

-Looks for evidence of goal attainment at the end of the semester/year. | -Fails to conduct a self-assessment or to write goals as required. |
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PROFESSIONAL RESPONSIBILITIES

64. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
65. Perform assigned duties including the accurate and timely filing of all reports.
66. Demonstrate attention to punctuality, attendance, records, and reports.
67. Maintain confidentiality of student and other professional information.
68. Comply with policies, procedures, and programs.
69. Exercise appropriate professional judgment.
70. Support school improvement initiatives by active participation in school activities, services, and programs.
71. Perform other incidental tasks consistent with the goals and objectives of this position.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
Reliability *(Correlates with Domain Indicators 65,66, 68)*	−Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.	−Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.	−Occasionally is late or fails to complete assigned tasks. Makes errors in records.	−Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.

Judgment/ Professionalism *(Correlates with Domain Indicators 64, 67, 69)*	−Is always ethical and honest and uses impeccable judgment. −Always observes appropriate boundaries and respects confidentially. −Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.	−Is ethical and honest and uses good judgment. −Maintains appropriate boundaries and student confidentially. −Actively participates in team or departmental decision-making and observes professional standards.	−Sometimes uses questionable judgment and is less than completely honest and direct. −Sometimes violates boundaries and occasionally discloses student information. −Participates in team or departmental decision-making but decisions are not always based on professional standards.	−Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest. −Violates appropriate boundaries and discloses student information. −Makes decisions based solely on self-interests.
Contributions *(Correlates with Domain Indicator 70)*	−Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees. −Is a leader for one or more school activities. −Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.	−Is a positive team member and volunteers to serve on committees and attend school activities. −Contributes ideas and expertise to accomplish the overall mission of the school.	−Rarely serves on committees or attends school activities. −Rarely contributes ideas to improve the school or support its mission.	−Declines invitations to serve on committees or attend school activities. −Never contributes ideas to improve the school or support its mission. −Actions are inconsistent with the school's school improvement plan or the school's mission.

3. Other Indicators of Performance

The Individual Professional Learning Plan:

The Individual Professional Learning Plan goal(s) have been incorporated into the professional learning portion of the evaluation.

Professional Learning:

This component is to be used by school principals working with the instructional staff members. The individual professional learning plans must be linked to student performance and have clearly defined training activities that result in better student performance.

- Our school district shall design a system, approved by the Department of Education, for the professional growth of instructional personnel that links and aligns in-service activities with needs of student and instructional personnel as determined by school improvement plans, annual school reports, student achievement data, and performance appraisal data of teachers and administrators.
- In-service activities shall primarily focus on subject content and teaching methods, including technology, as related to the Sunshine State Standards; assessment and data analysis; classroom management; and school safety.
- The principal and the instructional employee being knowledgeable of district and school improvement plans and the students' performance data, should conduct a comprehensive inventory of personal skills, talents, strengths and interests with reference to the district/school's ever changing job responsibilities and organizational demands from the environment, technology, current research, sound educational principals and best practices.
- From this inventory, the principal and the instructional employee will develop an individual professional development plan that is linked to student performance and contains clearly defined training activities that result in better performance for the students assigned to the teacher.
- Plans must include clearly defined training objectives and specific and measurable improvement in student performance that is expected to result from the training activity.
- Principals must measure the extent to which each training activity did accomplish the student performance gains that were predicted to result from the training activity.
- Conversations between the supervisor and the employee regarding this plan should be continuous. Likewise, the plan should be flexible, fluid and adjustable based on the changing needs of the school and the employee.

4. Summative Evaluation Score

SCHOOL DISTRICT OF HAMILTON COUNTY

INSTRUCTIONAL EMPLOYEE

OBSERVATION AND DATA COLLECTION/ANALYSIS FORM

Name _____ Position_____ Employee # _____

Subject/Course/Grade Level _____ School/Dept. _____ School Year_____

Comments of the Evaluator

_____

_____

Comments of the Evaluatee _____

_____

_____

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

This evaluation has been discussed with me. ☐ Yes ☐ No

_____   _____   _____   _____
Signature of Evaluator   Date   Signature of Evaluatee   Date

Signature does not necessarily indicate agreement with this evaluation.

INSTRUCTIONAL EMPLOYEE

PLANNING/PREPARATION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
1. Create or select long-range plans based on a review of district and state content standards, student profiles, instructional priorities and appropriate lesson design questions.	☐	☐	☐	☐	
2. Define learning goals with rubrics and objectives for unit and daily plans.	☐	☐	☐	☐	
3. The teacher's lesson and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organizes strategies and activities in an appropriate sequence.	☐	☐	☐	☐	
4. Identify specific intended learning outcomes that are aligned with the district and state content standards so that students are prepared for high stakes testing.	☐	☐	☐	☐	
5. Revise plans based on student needs.	☐	☐	☐	☐	
6. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.	☐	☐	☐	☐	
7. Develop or select instructional activities which foster active involvement of students in the learning process.	☐	☐	☐	☐	
8. Plan and prepare lessons and instructional strategies that require students to engage with rigorous and demanding content that aligns with district and state content standards.	☐	☐	☐	☐	
9. Select, develop, modify and/or adapt materials and resources, especially technological resources, which support learning objectives and the varying needs of students.	☐	☐	☐	☐	

INSTRUCTIONAL EMPLOYEE

		X	0	=	
Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.89	=	
Effective		X	1.78	=	
Highly Effective		X	2.23	=	
			Category Raw Score		

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/ Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

INSTRUCTIONAL EMPLOYEE

CLASSROOM MANAGEMENT	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
10. Establish and maintain a positive, organized, and safe learning environment.	☐	☐	☐	☐	
11. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.	☐	☐	☐	☐	
12. Maintain a clean attractive learning environment.	☐	☐	☐	☐	
13. Maintain academic focus by using a variety of motivational techniques.	☐	☐	☐	☐	
14. Establish and use behavior management techniques which are appropriate and effective.	☐	☐	☐	☐	
15. Establish routines and procedures and work with students on consistently following them.	☐	☐	☐	☐	
16. Create a learning climate that is challenging yet non-threatening.	☐	☐	☐	☐	
17. Maintain instructional momentum with smooth and efficient transitions from one activity to another.	☐	☐	☐	☐	
18. Establish and maintain effective and efficient record keeping procedures.	☐	☐	☐	☐	
19. Manage time effectively.	☐	☐	☐	☐	
20. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.	☐	☐	☐	☐	
21. Manage materials and equipment effectively.	☐	☐	☐	☐	
22. Organize materials for efficient distribution and collection.	☐	☐	☐	☐	
23. Instruct and supervise the work of volunteers and aides when assigned.	☐	☐	☐	☐	
24. Assist in enforcement of school rules, administrative regulations, and Board policy.	☐	☐	☐	☐	

INSTRUCTIONAL EMPLOYEE

CLASSROOM MANAGEMENT (Continued)

		X	0	=	
Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.54	=	
Effective		X	1.07	=	
Highly Effective		X	1.34	=	
				Category Raw Score	

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/ Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

INSTRUCTIONAL EMPLOYEE

ASSESSMENT/EVALUATION	Performance Values (Check)				Observation Code*
Performance Responsibilities	**U**	**NI/D**	**E**	**HE**	Indicate all that apply
25. Establish appropriate testing environment and administer standardized tests in accordance with directions provided to ensure test security.	☐	☐	☐	☐	
26. Develop and use diagnostic assessments prior to instruction.	☐	☐	☐	☐	
27. Use on-going assessments to monitor learning and adjust instruction.	☐	☐	☐	☐	
28. The teacher routinely tracks student progress on learning goals using a variety of formative approaches to assessment,	☐	☐	☐	☐	
29. Feedback to students provides recognition of their current status and knowledge gain relative to learning goals with a focus on improving student performance.	☐	☐	☐	☐	
30. Communicate, in understandable terms, individual student progress knowledgeably and responsibility to the student, parents, and professional colleagues who need access to the information.	☐	☐	☐	☐	
31. Encourage goal setting by students and assists them in developing and then monitoring their plans for improving their academic performance.	☐	☐	☐	☐	
32. Communicate, post, explain lesson expectations so students understand what is expected.	☐	☐	☐	☐	
33. Evaluate the effectiveness of instructional units and teaching strategies.	☐	☐	☐	☐	

INSTRUCTIONAL EMPLOYEE

ASSESSMENT/EVLAUATION

		X	0	=	
Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.78	=	
Effective		X	1.56	=	
Highly Effective		X	2.00	=	

<div align="right">Category Raw Score</div>

Category Raw Score	Unsatisfactory 0-6	Needs Improvement/ Developing 7-10	Effective 11-14	Highly Effective 15-18
Summative Scale Value				

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	**U**	**NI/D**	**E**	**HE**	Indicate all that apply
34. Demonstrate knowledge and understanding of curriculum content.	☐	☐	☐	☐	
35. Communicate high expectations for learning for all students.	☐	☐	☐	☐	
36. The teacher provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.	☐	☐	☐	☐	
37. Monitor learning activities, providing feedback and reinforcement to students.	☐	☐	☐	☐	
38. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.	☐	☐	☐	☐	
39. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.	☐	☐	☐	☐	
40. The teacher engages students in activities that help them link what they already know to new content about to be addressed and facilitates these linkages.	☐	☐	☐	☐	
41. Assist students in accessing, interpreting, and evaluating information from multiple sources.	☐	☐	☐	☐	
42. Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.	☐	☐	☐	☐	
43. Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.	☐	☐	☐	☐	
44. The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.	☐	☐	☐	☐	
45. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.	☐	☐	☐	☐	
46. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.	☐	☐	☐	☐	

STUDENT INSTRUCTIONAL ENGAGEMENT (Continued)

Unsatisfactory		X	0	=
Needs Improvement/Developing		X	.93	=
Effective		X	1.85	=
Highly Effective		X	2.31	=

		Category Raw Score	

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/ Developing 12-18	Effective 19-24	Highly Effective 25-30
Summative Scale Value				

TECHNOLOGY	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
47. Use appropriate technology in instructional delivery.	☐	☐	☐	☐	
48. Use technology to establish an atmosphere of active learning.	☐	☐	☐	☐	
49. Provide students with opportunities to use technology to gather and share information with others.	☐	☐	☐	☐	
50. Facilitate student access to the use of electronic resources.	☐	☐	☐	☐	
51. Explore and evaluate new technologies and their educational impact.	☐	☐	☐	☐	
52. Use technology to review student assessment data.	☐	☐	☐	☐	
53. Use technology for administrative tasks.	☐	☐	☐	☐	

		X	0	=	
Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.15	=	
Effective		X	2.29	=	
Highly Effective		X	2.86	=	
			Category Raw Score		

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/ Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

COLLABORATION	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
54. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.	☐	☐	☐	☐	
55. Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.	☐	☐	☐	☐	
56. Provide accurate and timely information to parents and students about academic and behavioral performance of students.	☐	☐	☐	☐	
57. Work with other teachers in curriculum development, special activities, and sharing ideas and resources.	☐	☐	☐	☐	
58. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.	☐	☐	☐	☐	

Unsatisfactory		X	0	=
Needs Improvement/Developing		X	1.20	=
Effective		X	2.40	=
Highly Effective		X	2.80	=
			Category Raw Score	

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/ Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

PROFESSIONAL LEARNING	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
59. Engage in continuing improvement of professional knowledge and skills.	☐	☐	☐	☐	
60. Assist others in acquiring new knowledge and understanding.	☐	☐	☐	☐	
61. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.	☐	☐	☐	☐	
62. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.	☐	☐	☐	☐	
63. Participate in school data collection of teacher input on principal's performance assessment program.	☐	☐	☐	☐	

Unsatisfactory		X	0	=
Needs Improvement/Developing		X	1.20	=
Effective		X	2.40	=
Highly Effective		X	2.80	=
			Category Raw Score	

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/ Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)				Observation Code*
Performance Responsibilities	**U**	**NI/D**	**E**	**HE**	Indicate all that apply
64. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.	☐	☐	☐	☐	
65. Perform assigned duties including the accurate and timely filing of all reports.	☐	☐	☐	☐	
66. Demonstrate attention to punctuality, attendance, records, and reports.	☐	☐	☐	☐	
67. Maintain confidentiality of student and other professional information.	☐	☐	☐	☐	
68. Comply with policies, procedures, and programs.	☐	☐	☐	☐	
69. Exercise appropriate professional judgment.	☐	☐	☐	☐	
70. Support school improvement initiatives by active participation in school activities, services, and programs.	☐	☐	☐	☐	
71. Perform other incidental tasks consistent with the goals and objectives of this position.	☐	☐	☐	☐	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.75	=	
Effective		X	1.50	=	
Highly Effective		X	1.75	=	
			Category Raw Score		

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/ Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	**U**	**NI/D**	**E**	**HE**	Indicate all that apply
72. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.	☐	☐	☐	☐	

Category Raw Score	Unsatisfactory 0-37	Needs Improvement/ Developing 38-75	Effective 76-93	Highly Effective 94-99
Summative Scale Value	37	75	93	99

OVERALL RATING

	Points Earned
1. Planning/Preparation	
2. Classroom Management	
3. Assessment/Evaluation	
4. Student Instructional Engagement	
5. Technology	
6. Collaboration	
7. Professional Learning	
8. Professional Responsibilities	
Subtotal for Teacher Competencies	_____ x 1.34 =

9. Student Growth and Achievement	

Overall Score _____

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
0-110	111-225	226-280	281-300

Special Note:
- In order to access additional information regarding the Copeland Model framework, procedures, research based evidence, and non-classroom instructional personnel evaluation instruments, go to the Hamilton County School District website at www.hamiltonfl.com, click Departments, click Administrative Services, and you will then locate the links to Instructional Personnel and Non-Classroom Teachers Evaluation Systems documentation.

5. Additional Requirements

The Hamilton County School District provides timely feedback to the individuals being evaluated by providing written documentation of their evaluation no later than 10 days after the evaluation takes place. At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction will be established. The supervisor and employee will schedule interim performance evaluations(s). The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance experiences of the employee and the individual needs. These interim reviews will be based on formal and informal observations. A minimum of two formal observations and evaluations are required for employees in years 1-3, and a minimum of one formal evaluation is required for veteran employees.

Roster Verification

Our District provides teachers with the opportunity to review and verify the accuracy of their rosters during the Survey 2 and Survey 3 verification process.

Orientation/Training

All appropriate personnel, including the School Board, shall be fully informed of the Performance Assessment System procedures. The orientation will be provided upon appointment of staff or whenever a change or modification is made to the system.

In-service training will be provided in the following areas of personnel performance appraisal:

- Knowledge and understanding of the district evaluation system.
- The relationship between performance appraisal and the priorities of the school and district.
- Legal requirements such as due process rights, policies, rules, laws, negotiated agreements, and case law.
- Techniques to orient personnel about appraisal criteria and procedures, the district's educational plan, and related objectives.
- Observation skills necessary for identifying specific behaviors.
- Use appropriate data collection tools.
- Data analysis skills.
- Written documentation.
- Conferencing, coaching and feedback skills.

- Performance growth and development process, appraisal of progress, and follow-up.
- Adult and career stages of development.

Planning Session

This system has been designed as a developmental and growth process. A critical ingredient is that the system remains nonthreatening and employee participatory. Each employee will participate with his/her supervisor in a performance assessment planning session to plan the annual sequence of activities for performance appraisal for that position. During the session, the objectives and essential functions focus for both personal and organizational development will be established or reviewed. Documents that will influence the discussion may include:

- The District mission
- The School Improvement Plan
- Quality Enhancement Services Plan
- Work site situational context
- School district and school site goals
- Employees' career goals and long term development plan
- Job descriptions which reflect the duties required of the position
- Competencies as appropriate
- Procedures for effective evaluation
- Assessment forms

Two evaluations are required each year for instructional personnel in years one, two and three.

The supervisor will schedule interim performance evaluation(s), two per year for the first three (3) years. The number of additional evaluation(s) may depend on several factors including

- The nature of job context focus areas;
- Previous performance experiences of the employees;
- The employee's need and desire for constructive feedback through the mentoring and coaching components.

Interim Reviews

The supervisor will conduct interim performance review(s). The schedule of progress in relation to performance expectations will be discussed. Positive achievements and goals accomplished will be recognized and documented. Specific deficiencies, if any, will be noted and a professional development assistance program established as necessary.

Rating Scale Definitions

The district expects its employees to provide competent and professional work that should improve over time. The employee and supervisor should discuss the level of performance that is expected for each dimension in the planning session. In determining the expected performance levels, the requirements of the position and the employee experience are to be considered.

Highly Effective*

Indicates performance that consistently meets an extremely high quality standard. This service exceeds the typical standard of normal level service and is held in high regard by supervision and colleagues. Specific comments and examples of high quality work must be included in the assessment.

Effective*

Indicates performance that consistently meets a high quality standard. This is professional level service that meets the district expectations and is consistent with the experience level of the employee.

Needs Improvement/Developing*

Indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not consistently characteristic of the requirements for the position and experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved.

Unsatisfactory*

Indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments will be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34, F.S.

Other Documentation Sources

The supervisor and employee will collect data regarding each job service context category. This data collection will reflect current status and the progress made by the employee toward goal and/or context category accomplishment. The data will be collected by paying particular attention to the source codes identified on the assessment instrument.

A. **Behavioral Event Interview** - A validated process of data collection using the Targeted Selection Interview Process.
B. **Direct Documentation** - Written material that follows a direct line of communication between the employee and the supervisor. This section also contains information which should flow from a comprehensive 360° feedback type system which may include

   1. Self-Evaluation
   2. School Improvement Plan
   3. Student Assessment Data
      • Classroom based assessment
      • Performance tests such as Florida Writes, Florida Comprehensive Assessment Test, standardized achievement tests
      • High School Competency Test
      • Formal and informal program reviews
   4. Southern Association Accreditation Reports
   5. School Climate Survey Instruments from **parents and students.**

6. Collect parent input by including the following statement on the Annual School Climate Survey: **"If an educator at this school has had a significant impact on your child's education during this school year, please explain in the space provided or contact the appropriate school district administrator."**
7. All duties required of the position (job descriptions)
8. School Performance Grade

These items are not all-inclusive, the emphasis is on multiple data sources.

C. **Indirect Documentation** - Other written materials to which the supervisor has access which typically follow a communication line between the employee and the school-district level function.

D. **Training Programs Competency Acquisition** - Verified acquisition of specific competencies obtained through designated training programs within Hamilton County through the master in-service plan.

E. **Evaluatee Provided** - Data provided by the employee receiving the appraisal that supports the concept that this appraisal procedure is participatory. Examples may include communications between the employee and supervisor that document parent interaction, evidence of student growth, and/or discussions of system-wide problems that inhibit school effectiveness.

F. **Confirmed Observation** - Direct observation by the supervisor of an instructional employee-exhibiting behavior relating to a job context service category or performance expectations that may be confirmed.

Confidentiality of all data collected in the performance appraisal process will be maintained to the extent allowed under Florida law. All people responsible for data collection, storage and retrieval will be trained in the legal requirements of personnel record keeping.

6. District Evaluation Procedures

Evaluation Policies & Procedures:

- The Hamilton County School District shall:
    - Submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract;
    - Submit the written report to the employee no later than 10 days after the evaluation takes place;
    - Discuss the written evaluation report with the employee;
    - Give the employee the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to his or her personnel file;
    - Provide evidence that its evaluation procedures for notification of unsatisfactory performance are in compliance;
    - 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;
    - Provide additional information regarding evaluation policies and procedures on the Hamilton County School District website at www.hamiltonfl.com.

7. District Self-Monitoring

Performance Assessment Tasks and Timelines

Evaluators are trained annually and understand 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 by providing written documentation of their evaluation no later than 10 days after the evaluation takes place which follows district policies and procedures in the implementation of our evaluation system. At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction will be established. The supervisor and employee will schedule interim performance evaluations(s). The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance experiences of the employee and the individual needs. The principal and the instructional employee being knowledgeable of district and school improvement plans and the students' performance data, should conduct a comprehensive inventory of personal skills, talents, strengths and interests with reference to the district/school's ever changing job responsibilities and organizational demands from the environment, technology, current research, sound educational principals and best practices. From this inventory, the principal and the instructional employee will develop an individual professional development plan that is linked to student performance and contains clearly defined training activities that result in better performance for the students assigned to the teacher. Plans must include clearly defined training objectives and specific and measurable improvement in student performance that is expected to result from the training activity.

The performance appraisal system is cyclical in nature, a process not an event. Based on a timeline that requires summative evaluation instruments to be submitted to the Human Resources Office on or about June 1st of each consecutive fiscal year, the following events should occur:

1. Each instructional employee will participate with his/her supervisor, in an initial performance assessment session to discuss and define performance expectations for the specific position. It is anticipated that this planning session will occur following the discussion of the previous year's evaluation cycle and prior to the forthcoming year.
2. The supervisor and employee will schedule interim performance evaluations(s). The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance experiences of the employee and the individual needs. These interim reviews will be based on formal and informal observations. A minimum of two formal evaluations are required for employees in years 1-3. A minimum of one is required for veteran employees. It is also expected that numerous informal interactions and observations will occur throughout the school year. A formal observation is defined as

observing a classroom teacher for one full period. Informal observations are defined as those interactions which occur during walkthroughs, committee meetings, staff meetings, three-way parent conferences and others.

3. During the formal and informal interim reviews, the supervisor will collect data regarding each performance area. A deliberate focal point of this discussion will include student growth and achievement. Data from a variety of sources, including parents, should be used.

4. The formal interim review should be conducted midpoint of the yearly cycle consistent with the employee work year.

5. At any time in the performance assessment cycle that performance is considered to need improvement, a professional development assistance plan, complete with assistance and time frame for correction will be established. If at the time of the summative evaluation conference these deficiencies have not been corrected, a specific objective must be included in the next planning to provide for this correction.

6. The supervisor will provide coaching and assistance, as needed, throughout the yearly cycle. The supervisor will demonstrate support for the appraisee in feedback conferences by asking for suggestions on how to improve his/her own performance; probing for alternative solutions and/or opportunities; demonstrating empathy for the appraisee's feelings; and maintaining the appraisee's self-esteem.

7. The normal due date for summative evaluations is June 1st of each fiscal year. This date may be continued with approval of the Human Resources Department for individuals who started late in the school year or in situations where the completion of a professional development assistance plan would impact the ratings. Summative assessments may be amended based on data from state test scores.

8. The supervisor will conduct the summative performance review conference in which the employee receives the final ratings on each job context service category. The written summative performance appraisal report must be submitted to the superintendent or designee by the supervisor.

9. The initial planning meeting is scheduled to repeat the cycle.

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.] Each school based administrator is trained annually with our current evaluation system and scored for accuracy using inter-rater reliability training sessions. Each administrator must successfully complete the training and participate in the discussion sessions.
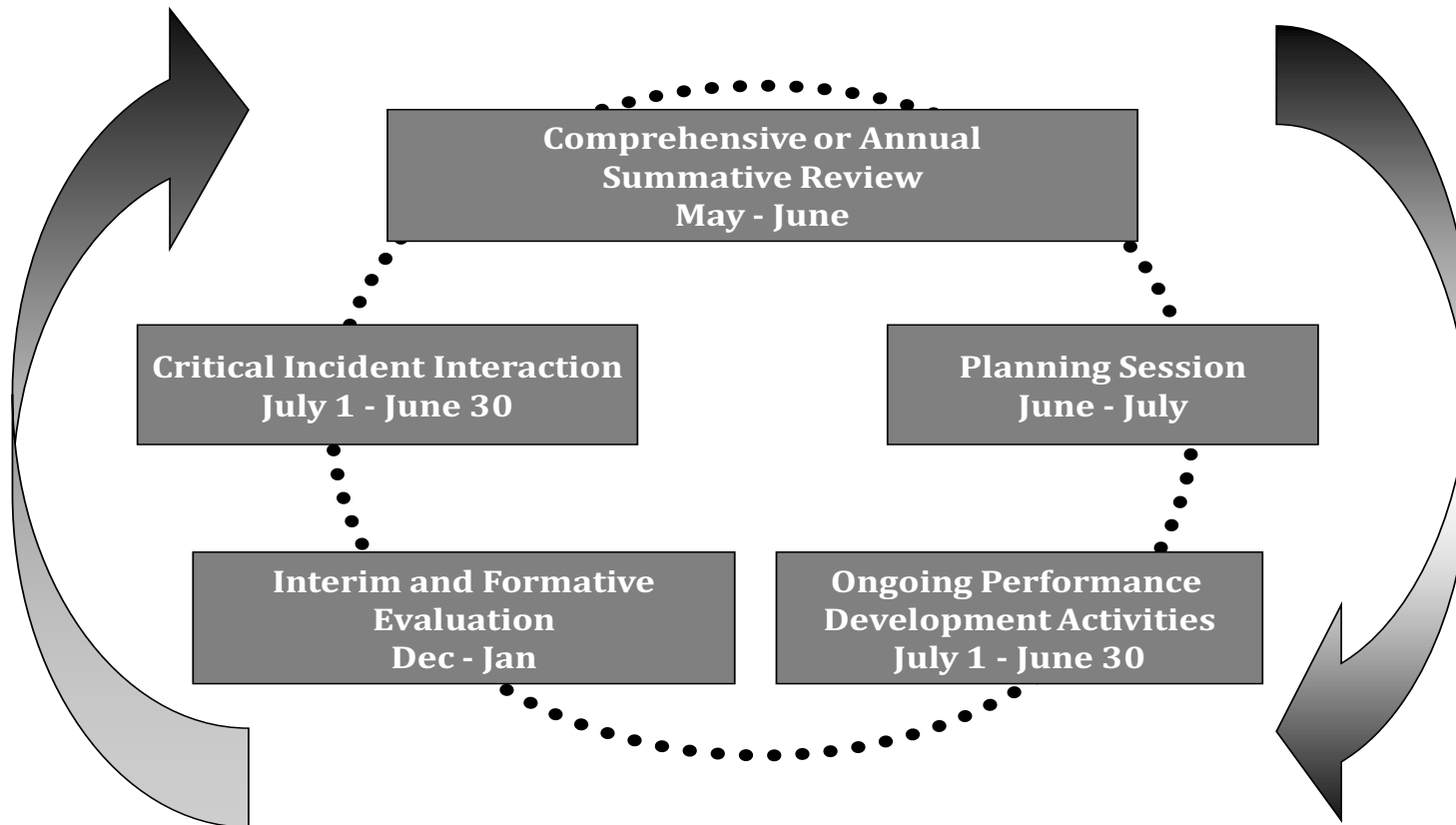
Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.] The human resources department and school principals monitor that timely feedback is being provided to the evaluated staff members.

Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.] Each Summer the Human Resources department works collaboratively with the Instructional Services department to review and ensure that evaluations are implemented properly.

Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.] Each teacher and school based administrator are required to have an Individual Professional Learning Plan which will identify their professional development needs. The process begins at the beginning of each school year, using both training and student growth data from the previous year, to use as a tool to develop a plan to help the staff member improve their craft. Data is collected during the year and examined at the end of the school year to determine if the plan was effective in the teacher/administrator's personal professional development.

Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.]. By the end of each Summer, the district evaluation and data review team examines all pertinent school data to use in the formulation of both school and district improvement plans. Data is disaggregated and examined to find areas that each school and the district can improve.

Administrative Performance Appraisal

Tasks and Timelines

Comprehensive or Annual Summative Review
May - June

Critical Incident Interaction
July 1 - June 30

Planning Session
June - July

Interim and Formative Evaluation
Dec - Jan

Ongoing Performance Development Activities
July 1 - June 30

Performance Appraisal Tasks & Procedures

Comprehensive or Annual Summative Review
- Completing the assessment - a review of the data
- Performance Development - the year in review
- Notable strengths and significant contributions - celebrating success
- Leadership growth - direct organizational impact discussion
- Work site and job context focus areas - no surprises!

Planning Session
- Planning growth opportunities
- Negotiation of goals
- Scheduling reviews
- Identifying focus areas
- Direct coaching
- Planning employee participation and contribution to appraisal system
- Identifying connectivity to School Improvement Plan
- Establishing comprehensive feedback circle
- Clarify standards of measurement

On-going Performance Development Activities
- Collecting data
- Building capacity by participating in growth opportunities with a direct focus on work site and specific essential job functions
- Coaching and career development from planned interaction
- Learning from experience through reflection and planned interaction with leadership team
- Professional learning with correlation from "PD360" or other similar systems

Interim - Formative Reviews
- Review progress on goals; renegotiate developmental strategies and outcomes as necessary
- Review data collection - informal portfolio, share and receive preliminary feedback
- Clarify standards of measurements
- Discuss noteworthy achievements

- Provide coaching and encouragement in focus areas

Critical Incident Interactions
- Ongoing interactions to capture learning from experience.
- The discussions should be guided by an analysis of the event, identifying specifically what occurred as well as the anticipated outcomes. Review actions and reactions. Specifically focus on the new learnings through reflection.

Performance Appraisal Summary

A one page summary form was designed to record the ratings included on the comprehensive assessment instrument. This allows the filing of one page with the Human Resources Office as opposed to filing multiple pages on each assessment.

Other Summary Considerations

This appraisal system has been developed giving consideration to the philosophical concept that the system is nonthreatening and developmental. This implies a continuing dialogue between the supervisor and the employee. Accordingly, it ensures a system of **no surprises.** The summative evaluation in this context, therefore, becomes a document that summarizes a yearlong sequence of planned activity. The focus of this planned activity is developing more effective instructional personnel and school based administrators and increasing student growth and achievement.

This assessment system, being data driven, is specifically designed to identify consistent high level performance. This quality performance will be continually rewarded and held in high esteem.

Annual Review of Evaluation System

The consultant will work with each individual district to conduct an annual review of the assessment system by direct examination of each summative evaluation by domain indictor. Any issues that are systems issues, training issues or implementation issues will be revised and forwarded to the Department of Education for approval. This process will continue annually and all amended evaluation systems will comply with Florida Statutes.

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 plan.