



Instructional Personnel Evaluation System



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Instructional Evaluation System

Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2018, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

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

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Part I: Evaluation System Overview

The purpose of the Performance Evaluation System, per Florida Statute 1012.34, is to “increase student learning growth by improving the quality of instructional, administrative and supervisory services in the public schools of the state.” The evaluation of instructional personnel is intended to be a positive, growth-oriented process that strengthens instructional knowledge and skills. The Evaluation system is designed to accurately reflect the performance of instructional personnel in relationship to the performance gains of the students assigned to them. The evaluation system includes both formative and summative aspects. The formative aspect of the model promotes professional growth through teacher self-assessment, walkthroughs, goal setting and professional reflection. The summative aspect of the model uses classroom observations (both formal and informal), teacher conferences with the supervising administrator, and the attainment of achievement.

The objective of the formative aspect is to improve professional practice. This is best achieved when learners take ownership of their learning goals that are established through thoughtful self-assessment, personal reflection on teaching practices, and specific feedback based upon standards of teaching practice. The objective of the summative aspect is to provide a comprehensive assessment of a professional educator’s practice which validates professional growth and competence, provides public assurance of teaching effectiveness, and provides evidence-based judgments about professional practice.

The Teacher Evaluation model selected uses the *Framework for Teaching* (Danielson, ASCD, 2007) as criteria against which effective teaching will be assessed and professional goals developed. The *Framework for Teaching* with its respective Descriptors of Practice and levels of Performance is identified as a research-based set of criteria for teaching practice.

Formative and Summative Aspects

The formative aspect of the model promotes professional growth through teacher self-assessment, goal setting and professional reflection. The summative aspect of the model uses classroom observations, teacher conferences with the supervising administrator, and a review of the attainment of individual goals to document professional growth and effective teaching practice.

The objective of the formative aspect is to improve professional practice. This is best achieved when learners take ownership of their learning goals that are established through thoughtful self-assessment, personal reflection on teaching practices, and specific feedback based upon standards of teaching practice. Individuals may elect to use peer assistance for professional growth. The teacher and the administrator/evaluator must agree in advance for the evidence to be included in the overall evaluation.

The objective of the summative aspect is to provide a comprehensive assessment of a professional educator’s practice which validates professional growth and competence, provides public assurance of teaching effectiveness and provides evidence-based judgments about professional practice.

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Part II: Evaluation System Requirements

System Framework

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

Training

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

Data Inclusion and Reporting

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

Evaluation Procedures

- ☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- ☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- ☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.

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

Use of Results

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

Notifications

- ☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- ☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who
 - Receive two consecutive unsatisfactory evaluation ratings; or
 - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

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

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Part III: Evaluation Procedures

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Annually, first week in August, during Pre-planning	Face to face. Principal outlines plan during faculty meeting. The entire plan is available on the school and district websites.
Newly Hired Classroom Teachers	Beginning orientation meeting	Face to face. Principal outlines plan during face to face conference with teacher. The entire plan is available on the school and district websites.
Late Hires	Beginning orientation meeting	Face to face. Principal outlines plan during face to face conference with teacher. The entire plan is available on the school and district websites.

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year (Classroom)	Professional Teachers: Formal observation-at least 1 or as needed	Formal observation September – May	Immediately or within 10 days of observation.
	Informal observation at least 2	Informal observation September – May	
	Walk through observation at least 4	Walk through September - May	

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Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Hired before the beginning of the school year (Non Classroom)	Formal observation-at least 1	Formal observation September – May	Immediately or within 10 days of observation.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year (Beginning Teacher)	Beginning Teachers:		
	Formal observation-at least 2 or more as needed	Formal observation September – May One in each semester	
	Informal observation at least 2	Informal observation September – May	Immediately or within 10 days of observation.
	Walk through observation – at least 4	Walk through September - May	
	Teacher New to District		
	Formal observation-at least 2 or more as needed	Formal observation September – May One in each semester	
Hired before the beginning of the school year (Teacher New to District)	Informal observation at least 2	Informal observation September – May	Immediately or within 10 days of observation.
	Walk through observation – at least 4	Walk through September - May	
	New Teacher ½ Year or Less: (Professional, Beginning or New to District)		
Hired after the beginning of the school year	Formal observation-at least 2 or more as needed	Formal observation September – May One in each semester	
	Informal observation at least 1	Informal observation September – May	Immediately or within 10 days of observation.
	Walk through observation – at least 2	Walk through September - May	

Commented [MJ3]: Would this mean that, potentially, two formal observations could occur back to back in May?

Commented [GL4R3]: We will conduct one each semester

Commented [MJ1]: This language could be interpreted to mean less than 2 (or none) or more than 2. Please add language with more specificity.

Commented [GL2R1]: 2 or more

Commented [MJ5]: Statute states that employees hired after the beginning of the school year must be observed at least twice in the first year.

Commented [GL6R5]:

Commented [GL7R5]: 2 or more as needed

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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1 Evaluation	Date contingent upon the VAM/EOC/FSA scores returning to the District	1 month from the receipt of VAM scores
Hired after the beginning of the school year	1 Evaluation	Date contingent upon the VAM/EOC/FSA scores returning to the District	1 month from the receipt of VAM scores
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2 Evaluations	Date contingent upon the VAM/EOC/FSA scores returning to the District	Evaluation 1 – following mid-year data review Evaluation 2 - 1 month from the receipt of VAM scores
Hired after the beginning of the school year	2 Evaluations	Date contingent upon the VAM/EOC/FSA scores returning to the District	Evaluation 1 – following mid-year data, if data is available. Evaluation 2 - 1 month from the receipt of VAM scores

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Part IV: Evaluation Criteria

A. Instructional Practice

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Liberty County, instructional practice accounts for 50% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

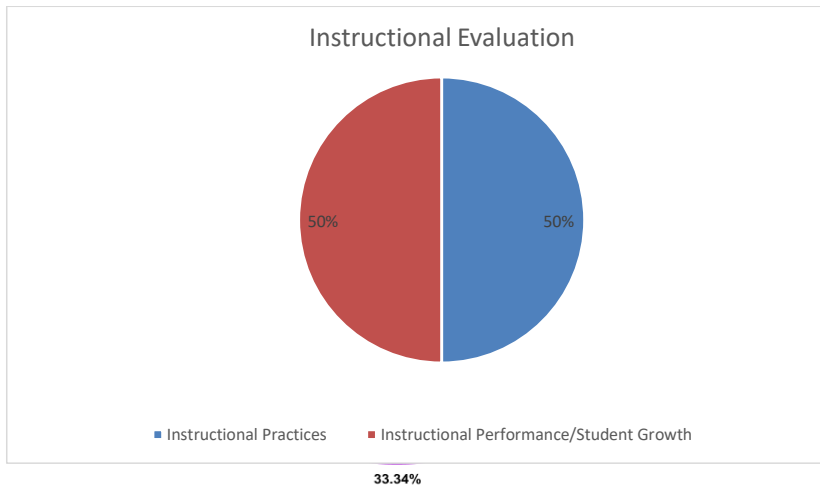
The process of assigning the final rating for all instructional staff members is calculated using fifty percent (50%) instructional practices, and fifty percent (50%) instructional performance/student growth.

Instructional practice is calculated by averaging the formal ($[total\ formal\ observations\ averaged] / 3$ (possible rubric points) = $[total\ formal\ averaged\ score] * 100 = [total\ formal\ points] * 50\%$), informal ($[total\ informal\ observations\ averaged] / 3$ (possible rubric points) = $[total\ informal\ averaged\ score] * 100 = [total\ informal\ points] * 25\%$) and walk through evaluations ($[total\ walkthroughs\ averaged] / 3$ (possible rubric points) = $[total\ walkthrough\ averaged\ score] * 100 = [total\ walkthrough\ points] * 25\%$) for a total cumulative score that counts 50% of the total evaluation. The remaining 50% is determined by non-statewide standardized assessment scores, with calculations determined as listed in the chart below. The final evaluation score is determined by adding these components for a final score assigned by the supervisor.

Liberty County Performance Evaluation Rating Scale			
NON-Statewide Standardized Assessment			
Unsatisfactory 0 – 25% growth/proficiency scores falling in this range	Developing/Needs Imp. 26 – 50 % growth/proficiency scores falling in this range	Effective 51 – 75% growth/proficiency scores falling in this range	Highly Effective 76 – 100% growth/proficiency scores falling in this range
25 points	50 points	75 points	100 points
Final Rating = 50% practices + 50% performances			
Instructional Practice			50
Instructional Performance/Student Growth			50
Total Evaluation			100

Commented [MJ8]: Looking at this chart, it is not clear how scores are calculated and combined. Please provide a step by step explanation of how percentages factor into point totals.

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Instructional Practice

Danielson Framework for Teaching Model

Charlotte Danielson is an educational consultant based in Princeton, New Jersey. She has taught at all levels, from kindergarten through college, and has worked as an administrator, a curriculum director, and a staff developer in school districts in several regions of the United States. In addition, Danielson has served as a consultant to hundreds of school districts, universities, intermediate agencies, and state departments of education in virtually every state and in many other countries. In her consulting work, Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. Her work has ranged from the training of practitioners to aspects of instruction and assessment, to the design of instruments and procedures for teacher evaluation, to keynote presentations at major conferences. For several years, she served on the staff of the Educational Testing Service and was involved with many significant projects, including designing the assessor training program for Praxis III: Classroom Performance Assessments.

Danielson is the author of several books for teachers and administrators. These include *Enhancing Professional Practice: A Framework for Teaching* (1996, 2007), the Professional Inquiry Kit *Teaching for Understanding* (1996), *Teacher Evaluation to Enhance Professional Practice* (in collaboration with Tom McGreal, 2000), *Enhancing Student Achievement: A Framework for School Improvement* (2002), and *Teacher Leadership That Strengthens Professional Practice* (2006), all published by ASCD. In addition, she has written several *Collections of Performance Tasks and Rubrics*, published by Eye on Education. Charlotte Danielson may be reached at charlotte_danielson@hotmail.com.

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A complete review of literature is available in the Appendix Research and Reference List.

Books by Charlotte Danielson

The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School (2008) by Charlotte Danielson. Stock #106035.

Enhancing Professional Practice: A Framework for Teaching, 2nd ed. (2007) by Charlotte Danielson. Stock #106034.

Teacher Leadership That Strengthens Professional Practice (2006) by Charlotte Danielson. Stock #105048.

Enhancing Student Achievement: A Framework for School Improvement (2002) by Charlotte Danielson. Stock #102109.

An Introduction to Using Portfolios in the Classroom (1997) by Charlotte Danielson and Leslye Abrutyn. Stock #197171.

Teacher Evaluation to Enhance Professional Practice (2000) by Charlotte Danielson and Thomas L. McGreal Stock #100219.

The Danielson Model was selected for the Liberty County School District teacher evaluation for several reasons:

1. The Danielson *Framework for Teaching* was most closely aligned with the philosophy, goals and mission of the LCSB and the Florida Educator Accomplished Practices (FEAP)*.
2. The Danielson *Framework for Teaching* coordinates with Lesson Study, RtI, AVID, ESOL and Reading Endorsements and interactions support quality outcomes.

Throughout the process the LCSB was able to personalize the instrument by determining weights within domains, i.e., points attached to physical space as opposed to communication. Multiple drafts of evaluation were vetted by multiple focus groups that represented all stakeholders.

Since February 2011, the LCSB has contracted with the Danielson group to assist in the development of four basic evaluation forms:

1. A teacher evaluation form and rubric designed for use by principals
2. A classroom observation form designed for use over a 30-50-minute period of time to include pre- and post-conference observation forms
3. A classroom observation form designed for use in a 15-20-minute informal observation
4. A classroom observation form designed for use in a 3-5-minute classroom walkthrough

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The outcomes expected as a result of the redeveloped evaluation system include:

- A transition from teacher-centered instruction to student-centered instruction
- Open conversations between observers/evaluators and teachers
- Teachers focused more on student learning
- Principals focused more on teaching and learning
- A common language regarding instructional practices
- Clear expectations regarding what teachers need to support the learning of all students
- Multiple measures
- Focused, timely and actionable feedback

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The Components in the teacher evaluation system:

- Rubric to measure teacher effectiveness
- Observers/evaluators
- Formal and informal observation tools with feedback
- Prescriptive professional development
- Mentors for new teachers/induction program
- Extensive training program for evaluators
- Student achievement data

Evaluation Rubric*

The evaluation rubric has been adopted from the Danielson *Framework for Teaching* model and consists of four domains:

1. Planning and Preparation
2. Learning Environment
3. Instruction
4. Professional Responsibilities.

The Domains are divided into twenty-two components and are each graded on four proficiency levels: Highly Effective, Effective, Needs Improvement/Development and Unsatisfactory.

Description of Rating Labels

Highly Effective: Level of performance that shows that the teacher has mastered all the underlying concepts of the component and the classroom functions as a community of learners with students assuming responsibility for their own learning.

Effective: Level of performance that shows that the teacher has a thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional, and proficient teaching. Teachers at this level have mastered the work of teaching while working to continually improve their practice.

Needs Improvement/Developing: Level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.

Unsatisfactory: Level of performance that shows that the teacher does not understand the concepts underlying the component. Represents teaching that is below the licensing standard of “do no harm” and requires intervention.

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GENERAL PROCEDURES:

The LCSB Evaluation/Process

Formal Observation (Announced)	Informal Observation (Announced)	Walk-Through Observation (Unannounced)
One full class period	15-20 minutes in length	7-10 minutes in length
Script to collect evidence on 16 components	Script to collect evidence on components related to two domains	Check evidence next to specific “look-fors”
Must have pre- and post-observation conference	No pre- or post-conference necessary	No pre- or post-conference necessary
Rate components Feedback within 2 work days	Update notes Provide copies to teachers	Update file with notes Provide copies to teachers
Pro Teachers = at least 1 or as needed New/1 st year = at least 2	Pro Teachers = at least 2 New/1 st year = at least 2	Pro Teachers = at least 4 New/1 st year = at least 4 4 Walk-Through Evaluations substitute one Informal Evaluation.
*A formal evaluation must be completed each semester for first year teachers. Pro teachers with prior year evaluations less than effective will receive a minimum of 1 formal evaluation the following year. This will be at the discretion of the administration.		

LCSB Formal Observation

The premise of the formal observation is to be able to report back to teachers on key strengths and areas for development. For example: Is what we are seeing working? How well is it working? The formal observation would begin with a pre-observation conference, followed with a scheduled observation to include selected scripting and concluded with a post-observation conference. When available, three years’ worth of data will be used otherwise, the most current years’ worth of data will be used for newly hired staff.

NOTE: The observation cycle as explained does not prohibit administrators/evaluators from conducting informal and walk-through observations.

To prepare for the pre-observation conference, teachers will submit a lesson plan five (5) days prior to the observation containing information aligned with the *Framework for Teaching* components and elements, demonstrating their knowledge and competencies relative to lesson preparation and planning. Administrators/evaluators will facilitate a pre-conference three (3) days prior to the observation and ensure all teachers have equitable opportunities to discuss and explain instructional planning, intended delivery of instruction and assessment, and knowledge of students. During the conference the evaluator and teacher will establish times and schedules for the classroom observations.

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The classroom observation will be completed by the evaluator, during which he/she will observe practice, collect objective evidence of practice, and align the evidence to specific components and elements of the *Framework for Teaching*. Within ten (10) school days following the classroom observation the evaluator will share the evidence collection with the teacher during a post-observation conference.

The post-observation conference will be facilitated by the evaluator. Reflection questions are provided to assist teachers in preparing for the post-observation conference. During the post-conference the teacher will discuss his/her reflection on the lesson's effectiveness and student learning, and the evaluator will seek answers to any questions that were identified during the observation. The teacher and evaluator will review the collected evidence of the teacher's practice together and align the evidence with the *Framework for Teaching* rubrics by highlighting descriptors from the rubric that best fit the evidence collected. They will work to reach agreement on the evidence and level of performance to be used in the observation report, with the evaluator having final determination of the level of performance. The evidence and level of performance will be used to discuss areas of teaching strength and areas for future growth.

Student performance data will be reviewed at each observation. This data will include classroom grades as well as data from district progress monitoring assessments.

B. Other Indicators of Performance

Liberty County School District has No Other Indicators of Performance at this time.

C. Performance of Students

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Liberty County, performance of students account for 50% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Description of Student Performance Calculations:

All instructional personnel will include 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, including newly hired, those years for which data are available must be used. Teachers in middle and high school who do not teach a subject tied to FSA or EOC and teach more than one subject area, the teacher can choose the area of performance measure.

Student performance measures will count 50% of the teacher's evaluation.

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D. Summative Rating Calculation

The process of assigning the final rating for all instructional staff members is calculated using fifty percent (50%) instructional practices, and fifty percent (50%) instructional performance/student growth. Instructional practice is calculated by averaging the formal ([total formal observations averaged] / 3 (possible rubric points) = [total formal averaged score] * 100 = [total formal points] * 50%), informal (= [total informal observations averaged] / 3 (possible rubric points) = [total informal averaged score] * 100 = [total informal points] * 25%) and walk through evaluations ([total walkthroughs averaged] / 3 (possible rubric points) = [total walkthrough averaged score] * 100 = [total walkthrough points] * 25%) for a total cumulative score that counts 50% of the total evaluation. The remaining 50% is determined by the State Standardized assessment score, with calculations determined as listed in the chart below. The final evaluation score is determined by adding these components for a final score assigned by the supervisor.

Statewide Standardized Assessment			
1 state VAM score	2 state VAM score	3 state VAM score	4 state VAM score
25 points	50 points	75 points	100 points

Liberty County Performance Evaluation Rating Scale			
NON-Statewide Standardized Assessment			
Unsatisfactory 0 – 25% growth/proficiency depending on the assessment	Developing/Needs Imp. 25 – 50 % growth/proficiency depending on the assessment	Effective 51 – 75% growth/proficiency depending on the	Highly Effective 76 – 100% growth/proficiency depending on the assessment
25 points	50 points	75 points	100 points
Final Rating = 50% practices +50% performances			
Instructional Practices		50	
Instructional Performance/Student Growth		50	
Total Evaluation		100	

Commented [MJ9]: This chart is a little unclear regarding how scores are calculated and combined, explicitly.

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Instructional Practice Score			
0 -1.00 indicator score =	1.01 – 1.50 indicator score =	1.51 – 2.49 indicator score =	1.50 – 3.00 indicator score =
25 points	50 points	75 points	100 points

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Appendix A – Evaluation Framework Crosswalk

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

Alignment to the Florida Educator Accomplished Practices	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1c: Setting instructional outcomes
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1e: Designing coherent instruction
c. Designs instruction for students to achieve mastery;	1e: Designing coherent instruction
d. Selects appropriate formative assessments to monitor learning;	1f: Designing student assessments
e. Uses diagnostic student data to plan lessons; and,	1b: Demonstrating knowledge of students 4d: Participating in a professional community
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1e: Designing coherent instruction
2. The Learning Environment	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	2c: Managing classroom procedures
b. Manages individual and class behaviors through a well-planned management system;	2d: Managing student behavior
c. Conveys high expectations to all students;	2b: Establishing a culture for learning
d. Respects students' cultural linguistic and family background;	2a: Creating an environment of respect and rapport
e. Models clear, acceptable oral and written communication skills;	3a: Communicating with students
f. Maintains a climate of openness, inquiry, fairness and support;	2a: Creating an environment of respect and rapport 2b: Establishing a culture for learning

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g. Integrates current information and communication technologies;	2e: Organizing physical space. 3a: Communicating with students
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	2b: Establishing a culture for learning
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	2b: Establishing a culture for learning 2e: Organizing physical space. 3a: Communicating with students
3. Instructional Delivery and Facilitation	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	3c: Engaging students in learning
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3c: Engaging students in learning
c. Identify gaps in students' subject matter knowledge;	3d: Using assessment in instruction
d. Modify instruction to respond to preconceptions or misconceptions;	3e: Demonstrating flexibility
e. Relate and integrate the subject matter with other disciplines and life experiences;	1e: Designing coherent instruction 3c: Engaging students in learning
f. Employ higher-order questioning techniques;	3b: Using questioning and discussion techniques
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3c: Engaging students in learning
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1b: Demonstrating knowledge of students
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	3d: Using assessment in instruction
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3d: Using assessment in instruction 3e: Demonstrating flexibility and responsiveness
4. Assessment	
<i>The effective educator consistently:</i>	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	1b: Demonstrating knowledge of students

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b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1f: Designing student assessments
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3d: Using assessment in instruction
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1f: Designing student assessments 3d: Using assessment in instruction
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	3d: Using assessment in instruction 4c: Communicating with families
f. Applies technology to organize and integrate assessment information.	3d: Using assessment in instruction
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4e: Growing and developing professionally
b. Examines and uses data-informed research to improve instruction and student achievement;	4e: Growing and developing professionally
c. 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;	3d: Using assessment and instruction 4a: Reflecting on teaching
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4c: Communicating with families 4d: Participating in a professional community
e. Engages in targeted professional growth opportunities and reflective practices; and,	4a: Reflecting on teaching 4e: Growing and developing professionally
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4a: Reflecting on teaching 4d: Participating in a professional community 4e: Growing and developing professionally
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	4f: Showing professionalism

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Florida Educator Accomplished Practices (FEAPs) link to the Framework for Teaching

Commented [MJ10]: Please move this to Appendix A.

Florida Educator Accomplished Practices	Framework for Teaching Domains/Components/Themes
Creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement	One of the common themes of the framework for teaching, permeating all components, is "High Expectations." Furthermore, it is an element of Component 2b: Culture for Learning
Demonstrates deep and comprehensive knowledge of the subject taught.	Component 1a: Demonstrating knowledge of content and pedagogy
Exemplifies the standards of the profession.	Component 4f: Showing professionalism
Florida Educator Accomplished Practices	
(a) Quality of Instruction.	
<i>1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1c: Setting instructional outcomes
b. Sequences lessons and concepts to ensure coherence and required prior knowledge.	1e: Designing coherent instruction
c. Designs instruction for students to achieve mastery;	1e: Designing coherent instruction
d. Selects appropriate formative assessments to monitor learning;	1f: Designing student assessments

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e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	1b: Demonstrating knowledge of students 4d: Participating in a professional community
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and	1e: Designing coherent instruction
<i>2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time,	2c: Managing classroom procedures
b. Manages individual and class behaviors through a well- planned management system;	2d: Managing student behavior
c. Conveys high expectations to all students;	One of the common themes of the framework for teaching, permeating all components, is “High Expectations.” 2b: Establishing a culture for learning
d. Respects students’ cultural, linguistic and family background;	One of the common themes of the framework for teaching, permeating all components, is “cultural sensitivity;” this is reflected in many of the components. 2a: Creating an environment of respect and rapport
e. Models clear, acceptable oral and written communication skills	3a: Communicating with students
f. Maintains a climate of openness, inquiry, fairness and support	2a: Creating an environment of respect and rapport 2b: Establishing a culture for learning
g. Integrates current information and communication technologies	One of the common themes of the framework for teaching, permeating all components, is “Appropriate Use of Technology”

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h. Adapts the learning environment to accommodate the differing needs and diversity of students	One of the common themes of the framework for teaching, permeating all components, is “Accommodating Diverse Student Needs.”
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	One of the common themes of the framework for teaching, permeating all components, is “Appropriate Use of Technology”
<i>3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	3c: Engaging students in learning
b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3c: Engaging students in learning
c. Identify gaps in students’ subject matter knowledge;	3d: Using assessment in instruction
d. Modify instruction to respond to preconceptions or misconceptions;	3e: Demonstrating flexibility
e. Relate and integrate the subject matter with other disciplines and life experiences;	1e: Designing coherent instruction 3c: Engaging students in learning
f. Employ higher-order questioning techniques;	3b: Using questioning and discussion techniques
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3c: Engaging students in learning One of the common themes of the framework for teaching, permeating all components, is “Appropriate Use of Technology”

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h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1b: Demonstrating knowledge of students One of the common themes of the framework for teaching, permeating all components, is “Accommodating Diverse Student Needs.”
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement	3d: Using assessment in instruction
j. Utilize student feedback to monitor instructional needs and to adjust instruction	3d: Using assessment in instruction 3e: Demonstrating flexibility and responsiveness
<i>4. Assessment. The effective educator consistently</i>	
a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process	1b: Demonstrating knowledge of students
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1f: Designing student assessments
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3d: Using assessment in instruction
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1f: Designing student assessments 3d: Using assessment in instruction
e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s)	3d: Using assessment in instruction 4c: Communicating with families
f. Applies technology to organize and integrate assessment information.	One of the common themes of the framework for teaching, permeating all components, is “Appropriate Use of Technology”

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(b) Continuous Improvement, Responsibility and Ethics.	
<i>1. Continuous Professional Improvement. The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4e: Growing and developing professionally
b. Examines and uses data-informed research to improve instruction and student achievement;	4e: Growing and developing professionally
c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	4c: Communicating with families 4d: Participating in a professional community
d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues;	4a: Reflecting on teaching 4e: Growing and developing professionally
e. Implements knowledge and skills learned in professional development in the teaching and learning process.	4a: Reflecting on teaching 4e: Growing and developing professionally
<i>2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B- 1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.</i>	
Code of Ethics and the Principles of Professional Conduct	4f: Showing professionalism

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Appendix B – Observation Instruments for Classroom Teachers

COMPONENT LEVEL RUBRIC

FORMAL OBSERVATION SUMMARY

Teacher _____ School _____ Grade Level(s) _____
 Subject(s) _____ Administrator _____ Date _____

Evidence of Teaching

Domain 1: Planning and Preparation (20%)

Component	Unsatisfactory ☒ 0 points	Needs Imp/Developing ☒ 1 point	Effective ☒ 2 points	Highly Effective ☒ 3 points
1a Demonstrating Knowledge of Content and Pedagogy	<p>The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.</p> <p>Teacher makes content errors or does not correct errors Subject is off topic/irrelevant.</p>	<p>The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.</p>	<p>The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</p>	<p>The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.</p> <p>The teacher stays abreast of emerging research areas, new and innovative methods and incorporates them into lesson plans and instructional strategies.</p>
Self Rating				
Evaluator Rating				
<i>Elements include: Knowledge of content and the structure of the discipline, Knowledge of the prerequisite relationships, Knowledge of content-related pedagogy</i>				

Commented [MJ11]: Please move this to Appendix B

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Component	Unsatisfactory ☒-0 points	Needs Imp/Developing ☒- 1 point	Effective ☒- 2 points	Highly Effective ☒-3 points
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Self Rating				
Evaluator Rating				
<i>Elements include:</i> <i>Knowledge of child and adolescent development, Knowledge of the learning process, Knowledge of students' skills, knowledge, and language proficiency, Knowledge of students' interests and cultural heritage, Knowledge of students' special needs</i>				

Component	Unsatisfactory ☒-0 points	Needs Imp/Developing ☒- 1 point	Effective ☒- 2 points	Highly Effective ☒-3 points
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Self Rating				
Evaluator Rating				
<i>Elements include:</i> <i>Value, sequence, and alignment, Clarity, Balance, Suitability for diverse learners</i>				

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Component	Unsatisfactory ☒ 0 points	Needs Imp/Developing ☒ 1 point	Effective ☒ 2 points	Highly Effective ☒ 3 points
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources including appropriate technology (i.e. current and emerging assistive technology) to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources including appropriate technology (i.e. current and emerging assistive technology) available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources including appropriate technology (i.e. current and emerging assistive technology) available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources including appropriate technology (i.e. current and emerging assistive technology) in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Self Rating				
Evaluator Rating				
<i>Elements include:</i> <i>Resources and technology for classroom use, Resources and technology to extend content knowledge and pedagogy, Resources and technology for students</i>				

Component	Unsatisfactory ☒ 0 points	Needs Imp/Developing ☒ 1 point	Effective ☒ 2 points	Highly Effective ☒ 3 points
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Self Rating				
Evaluator Rating				
<i>Elements include:</i> <i>Learning activities, Instructional materials and resources, Instructional groups, Lesson and unit structure</i>				

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Component	Unsatisfactory ☒ 0 points	Needs Imp/Developing ☒ 1 point	Effective ☒ 2 points	Highly Effective ☒ 3 points
1f Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Self Rating				
Evaluator Rating				
<i>Elements include:</i> Congruence with instructional outcomes, Criteria and standards, Design of formative assessments, Use for planning				

Domain 2: The Classroom Environment (30%)

Component	Unsatisfactory ☒ 0 points	Needs Imp/Developing ☒ 1 point	Effective ☒ 2 points	Highly Effective ☒ 3 points
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Self Rating				
Evaluator Rating				
<i>Elements include:</i> Teacher interaction with students, Student interactions with other students				

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Component	Unsatisfactory ☒-0points	Needs Imp/Developing ☒- 1 point	Effective ☒-2 points	HighlyEffective ☒-3 points
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
Self Rating				
Evaluator Rating				
<i>Elements include:</i> <i>Importance of the content, Expectations for learning and achievement, Student pride in work</i>				

Component	Unsatisfactory ☒-0points	Needs Imp/Developing ☒- 1 point	Effective ☒-2 points	HighlyEffective ☒-3 points
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
Self Rating				
Evaluator Rating				
<i>Elements include:</i> <i>Management of instructional groups, Management of transitions, Management of materials and supplies, Performance of non-instructional duties, Supervision of volunteers and paraprofessionals</i>				

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Component	Unsatisfactory ☒-0points	Needs Imp/Developing ☒- 1 point	Effective ☒- 2 points	Highly Effective ☒-3 points
2d Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Self Rating				
Evaluator Rating				

Component	Unsatisfactory ☒-0points	Needs Imp/Developing ☒- 1 point	Effective ☒- 2 points	Highly Effective ☒-3 points
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Self Rating				
Evaluator Rating				
<i>Elements include:</i> <i>Safety and accessibility, Arrangement of furniture and use of physical resources</i>				

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Domain 3: Instruction (30%)

Component	Unsatisfactory ☒-0 points	Needs Imp/Developing ☒- 1 point	Effective ☒- 2 points	Highly Effective ☒- 3 points
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>Elements include: Expectations for learning, Directions and procedures, Explanations of content, Use of oral and written language</i>				
Self Rating				
Evaluator Rating				
3b Using Questioning and Discussion Techniques				
The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.	
<i>Elements include: Quality of questions, Discussion techniques, Student participation</i>				
Self Rating				
Evaluator Rating				

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Component	Unsatisfactory ☒-0 points	Needs Imp/Developing ☒- 1 point	Effective ☒-2 points	Highly Effective ☒-3 points
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Self Rating				
Evaluator Rating				
<i>Elements include:</i> <i>Activities and assignments, Grouping of students, Use of instructional materials, resources and technology (if available), Structure and pacing</i>				
Component	Unsatisfactory ☒-0 points	Needs Imp/Developing ☒- 1 point	Effective ☒-2 points	Highly Effective ☒-3 points
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.
Self Rating				
Evaluator Rating				
<i>Elements include:</i> <i>Assessment criteria, Monitoring of student learning, Feedback to students, Student self-assessment and monitoring or progress</i>				

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Component	Unsatisfactory ☒-0 points	Needs Imp/Developing ☒- 1 point	Effective ☒- 2 points	Highly Effective ☒- 3 points
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Self Rating				
Evaluator Rating				
<i>Elements include:</i> <i>Lesson adjustment, Response to students, Persistence</i>				

Domain 4: Professional Responsibilities

Component	Unsatisfactory ☒-0 points	Needs Imp/Developing ☒- 1 point	Effective ☒- 2 points	Highly Effective ☒- 3 points
4a Reflecting on Teaching	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
Self Rating				
Evaluator Rating				

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Component	Unsatisfactory ☐ 0 points	Needs Imp/Developing ☐ 1 point	Effective ☐ 2 points	Highly Effective ☐ 3 points
4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.
Self Rating				
Evaluator Rating				
Elements include: Student completion of assignments, Student progress in learning, Non-instructional records				
Component	Unsatisfactory ☐ 0 points	Needs Imp/Developing ☐ 1 point	Effective ☐ 2 points	Highly Effective ☐ 3 points
4c Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
Self Rating				
Evaluator Rating				
Elements include: Information about the instructional program, Information about individual students, Engagement of families in the instructional program				

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Component	Unsatisfactory ☒ 0 points	Needs Imp/Developing ☒ 1 point	Effective ☒ 2 points	Highly Effective ☒ 3 points
4d Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
Self Rating				
Evaluator Rating				
Elements include: Relationships with colleagues, Involvement in a culture of professional inquiry, Service to the school, Participation in school and district project				
Component	Unsatisfactory ☒ 0 points	Needs Imp/Developing ☒ 1 point	Effective ☒ 2 points	Highly Effective ☒ 3 points
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
Self Rating				
Evaluator Rating				
Elements include: Enhancement of content knowledge and pedagogical skill, Receptivity to feedback from colleagues, Service to the profession				

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Component	Unsatisfactory ☒ 0 points	Needs Imp/Developing ☒ 1 point	Effective ☒ 2 points	Highly Effective ☒ 3 points
4f Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.
	Self Rating			
	Evaluator Rating			
Elements include: Integrity and ethical conduct, Advocacy, Demonstrates logical thinking and makes practical decisions, Attendance, Punctuality, Compliance with school and district regulations				

Instructional Practice Score			
0.0 – 1.00 indicator score =	1.01 – 1.50 indicator score =	1.51 – 2.49 indicator score =	2.50 – 3.00 indicator score =
25 points	50 points	75 points	100 points

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DESCRIPTORS OF PRACTICE RUBRICS

ELEMENT LEVEL RUBRIC

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements: Knowledge of Content and the Structure of the Discipline, Knowledge of Prerequisite Relationships, Knowledge of Content-Related Pedagogy

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Knowledge of Content and the Structure of the Discipline</i>	In planning and practice, teacher makes content errors, or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline, but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
<i>Knowledge of Prerequisite Relationships</i>	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.

Instructional Evaluation System

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Knowledge of Content-Related Pedagogy</i>	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Domain 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of Child and Adolescent Development; Knowledge of the Learning Process; Knowledge of Students' Skills, Knowledge, and Language Proficiency; Knowledge of Students' Interests and Cultural Heritage; Knowledge of Students' Special Needs

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Knowledge of Child and Adolescent Development</i>	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.

Instructional Evaluation System

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Knowledge of the Learning Process</i>	Teacher sees no value in understanding how students learn, and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole, and to groups of students.	Teacher displays extensive and subtle understanding of how students learn, and applies this knowledge to individual students.
<i>Knowledge of Students' Skills, Knowledge, and Language Proficiency</i>	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency, does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency, but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency, and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency, and has a strategy for maintaining such information.
<i>Knowledge of Students' Interests and Cultural Heritage</i>	Teacher displays little or no knowledge of students' interests or cultural heritage, and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage, but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage, and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage, and displays this knowledge for individual students.
<i>Knowledge of Students' Special Needs</i>	Teacher displays little or no understanding of students' special learning or medical needs, or why such knowledge is important.	Teacher's displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher actively seeks knowledge of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

Instructional Evaluation System

Domain 1: Planning and Preparation

Component 1c: Establishing Instructional Outcomes

Elements: Value, Sequence, and alignment, Clarity, Balance, Suitability for diverse learners

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Value and Sequence</i>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline nor a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning both in the discipline and related disciplines.
<i>Clarity</i>	Outcomes are either not clear or are stated as not as student learning but as activities. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear, or consist of a combination of outcomes and activities. Some outcomes permit viable methods of assessment.	Most of the outcomes are clear, but may include a few activities. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
<i>Balance</i>	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
<i>Suitability for Diverse learners</i>	Outcomes are not suitable for the class, or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class, and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

Instructional Evaluation System

Domain 1: Planning and Preparation Component 1d: Knowledge of Resources

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

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Resources for Classroom Use</i>	Teacher is unaware of resources including appropriate technology (i.e. current and emerging assistive technology) for classroom use available through the school or district	Teacher displays awareness of resources including appropriate technology (i.e. current and emerging assistive technology) available for classroom use through the school or district, but no knowledge of resources available more broadly.	Teacher displays awareness of resources including appropriate technology (i.e. current and emerging assistive technology) available for classroom use through the school or district, and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, professional organizations and universities, including appropriate technology (i.e. current and emerging assistive technology) and on the Internet.
<i>Resources to Extend Content Knowledge and Pedagogy</i>	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district, but no knowledge of resources available more broadly.	Teacher is fully aware of resources to enhance content and pedagogical knowledge available through the school or district, and has some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, beyond those available through the school or district, including d professional organizations and universities, and on the Internet.

Instructional Evaluation System

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Resources for Students</i>	Teacher is unaware of resources for students available through the school or district.	Teacher demonstrates knowledge of resources for students available through the school or district, but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district, and some familiarity with resources external to the school and on the Internet.	Teacher demonstrates extensive knowledge of resources for students, including those available through the school or district, in the community, and on the Internet.

Domain 1: Planning and Preparation

Component 1c: Designing Coherent Instruction

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

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Learning Activities</i>	Learning activities are not suitable to students or to instructional purposes, and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, and with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity, and are differentiated, as appropriate, for individual learners.

Instructional Evaluation System

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Instructional Materials and Resources</i>	Materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
<i>Instructional Groups</i>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
<i>Lesson and Unit Structure</i>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven; most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities are even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Instructional Evaluation System

Domain 2: The Classroom Environment Component 2c: Managing Classroom Procedures

*Elements: Management of instructional groups, Management of transitions, Management of materials and supplies,
Performance of non- instructional duties, Supervision of volunteers and paraprofessionals*

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Management of Instructional Groups</i>	Students not working with the teacher is not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized and most students are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized and students are productively engaged at all times, with students assuming responsibility for productivity.
<i>Management of Transitions</i>	Transitions are chaotic, with much time being lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
<i>Management of Materials And Supplies</i>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
<i>Performance of Non-Instructional Duties</i>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective

Instructional Evaluation System

<i>Supervision of Volunteers And Paraprofessionals</i>	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
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Domain 2: The Classroom Environment Component 2d: Managing Student Behavior

Elements: Expectations, Monitoring of student behavior, response to student misbehavior

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Expectations</i>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<i>Monitoring of Student Behavior</i>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<i>Response to Student Misbehavior</i>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or infractions of the rules are minor.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Instructional Evaluation System

Domain 2: The Classroom Environment

Component 2e: Organizing Physical Space

Elements: Safety and accessibility, Arrangement of furniture and use of physical resources

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Safety and Accessibility</i>	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
<i>Arrangement of furniture and use of physical resources.</i>	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Instructional Evaluation System

Domain 3: Instruction Component 3a: Communicating with Students

Elements: Expectations for learning, Directions and procedures, Explanations of content, Use of oral and written language

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Expectations for Learning</i>	The teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose of the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
<i>Directions and Procedures</i>	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion.	Teacher directions and procedures are clear to students.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
<i>Explanations of Content</i>	Teacher's explanation of the content is unclear or confusing, or uses inappropriate language.	Teacher's explanation of the content is uneven: some is done skillfully; other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<i>Use of Oral and Written Language</i>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

Instructional Evaluation System

Domain 3: Instruction Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions, Discussion techniques, Student participation

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Quality of Questions</i>	Teacher's questions are virtually all of poor quality, with low cognitive challenge, single correct responses, and asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<i>Discussion Techniques</i>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<i>Student Participation</i>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Instructional Evaluation System

Domain 3: Instruction

Component 3c: Engaging Student in Learning

Elements: Activities and assignments, Grouping of students, Instructional materials and resources, Structure and pacing

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Activities and Assignments</i>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged,	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
<i>Grouping of Students</i>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
<i>Instructional Materials and Resources</i>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.

Instructional Evaluation System

<i>Structure and Pacing</i>	The lesson has no clearly defined structure, or the pace of the lesson is too slow, or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.
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Domain 3: Instruction Component 3d: Using Assessment in Instruction

Elements: Assessment criteria, Monitoring of student learning, Feedback to students, Student self-assessment and monitoring of progress

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Assessment Criteria</i>	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria
<i>Monitoring of Student Learning</i>	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole, but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding.

Instructional Evaluation System

<i>Feedback to Students</i>	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
<i>Student Self-Assessment and Monitoring of Progress</i>	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but make active use of that information in their learning.

Domain 3: Instruction Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment, Response to students, Persistence

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Lesson Adjustment</i>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
<i>Response to Students</i>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests on a spontaneous event.

Instructional Evaluation System

<i>Persistence</i>	When a student has difficulty learning, the teacher either gives up, blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
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Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

Elements: Accuracy, Use in future teaching

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Accuracy</i>	Teacher does not know whether a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the success to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the success to which it achieved its instructional goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strengths of each.
<i>Use in Future Teaching</i>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with probable successes of different approaches.

Instructional Evaluation System

Domain 4: Professional Responsibilities Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments, Student progress in learning, Non-instructional records

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Student Completion of Assignments</i>	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
<i>Student Progress in Learning</i>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
<i>Non-instructional Records</i>	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

Instructional Evaluation System

Domain 4: Professional Responsibilities

Component 4c: Communicating with Families

Elements: Information about the instructional program, Information about individual students, Engagement of families in the instructional program

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Information About the Instructional Program</i>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for parent communication, but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
<i>Information About Individual Students</i>	Teacher provides minimal information to parents about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to parent concerns are minimal, or may reflect occasional insensitivity to cultural norms.	Teacher communicates with parents about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on student progress, with students contributing to the design of the system. Response to parent concerns is handled with great professional and cultural sensitivity.
<i>Engagement of Families in the Instructional Program</i>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

Instructional Evaluation System

Domain 4: Professional Responsibilities

Component 4d: Participating in a Professional Community

Elements: Relationships with colleagues, Involvement in a culture of professional inquiry, Service to the school, Participation in school and district projects

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Relationships with Colleagues</i>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationship with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
<i>Involvement in a Culture of Professional Inquiry</i>	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
<i>Service to the School</i>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
<i>Participation in School and District Projects</i>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or

Instructional Evaluation System

Domain 4: Professional Responsibilities

Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill, Receptivity to feedback from colleagues, Service to the profession

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Enhancement of Content Knowledge and Pedagogical Skill</i>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
<i>Receptivity to Feedback from Colleagues</i>	Teacher resists feedback on teaching performance, from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance, from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching, from both supervisors and colleagues.
<i>Service to the Profession</i>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

Instructional Evaluation System

Domain 4: Professional Responsibilities Component 4f: Showing Professionalism

Elements: Integrity and ethical conduct, Service to students, Advocacy, Decision making, Compliance with school and district regulations

Element	Unsatisfactory	Needs Imp/Developing	Effective	Highly Effective
<i>Integrity and Ethical Conduct</i>	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public,	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality, and takes a leadership role with colleagues
<i>Service to Students</i>	Teacher is not alert to students' needs	Teacher's attempts to serve students are inconsistent	Teacher is active in serving students	Teacher is highly proactive in serving students, seeking out resources when needed.
<i>Advocacy</i>	Teacher contributes to school practices that result in some students being ill served by the school	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
<i>Decision Making</i>	Teacher makes decisions and recommendations based on self-serving interests	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

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<i>Compliance with School And District Regulations</i>	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to “get by.”	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
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Instructional Evaluation System

Self-Assessment of Practice

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____ Date _____

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgments to the last page of this form. This will provide you with a summary of your current level of practice. The final page may be combined with materials from other teachers in your school to determine the patterns of need across the school.

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

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Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low- level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources including appropriate technology (i.e. current and emerging assistive technology) to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources including appropriate technology (i.e. current and emerging assistive technology) available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources including appropriate technology (i.e. current and emerging assistive technology) available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources including appropriate technology (i.e. current and emerging assistive technology) in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.

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Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
1f Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective

Instructional Evaluation System

2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
2d Managing Student Behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective

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3b Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
4a Reflecting on Teaching	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.

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4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially.	The teacher's systems for maintaining both instructional and Non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and Non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.
4c Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
4d Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.

Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
4f Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

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Self-Assessment of Practice

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____ Date _____

U = Unsatisfactory NI = Needs Improvement/Developing E = Effective HI = High Effective

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

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

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Formal Classroom Observation

Pre-Conference Form

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Observer _____ Date _____

(Planning Conference) Lesson Plan Sheet

*To be completed and turned in prior to your preconference for formal observation.
Attach any worksheets or other materials the students will be using.*

Benchmark(s) addressed in this lesson (Please write out):

Learning Outcome(s) for this lesson (What do you want the students to understand?):

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- **Elaboration** (Examples of concepts; Modeling; Guided Practice)
- **Evaluation** (How and when will you know whether the students have learned what you intend?):

Questions for discussion:

1. To which part of your curriculum does this lesson relate?
2. How does this learning fit in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

School Counselor Rubric

Domain 1 for School Counselors: Planning and Preparation

Component	Level of Performance			
	Unsatisfactory	Needs Improvement	Effective	Highly Effective
1b: Demonstrating Knowledge of Student	School Counselor displays little or no knowledge of child and adolescent development nor of students' skills, special needs, interests and cultural heritages.	School Counselor displays limited knowledge of child and adolescent development, and some knowledge of the varied students' skills, special needs, interests and cultural heritages.	School Counselor demonstrates understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns of development. Counselor displays accurate and detailed knowledge of students' skills, special needs, interests and cultural heritages.	In addition to the characteristics of "proficient," School Counselor displays knowledge of the extent to which individual students follow the general patterns of development. School Counselor demonstrates extensive knowledge of students, systematically acquiring knowledge from several sources about individual students' knowledge, skills, special needs, interests and cultural heritages.
Critical Attributes	<ul style="list-style-type: none"> School Counselor does not understand child development characteristics and has unrealistic expectations for students. 	<ul style="list-style-type: none"> School Counselor cites developmental theory, but does not seek to integrate theory into interactions with students. 	<ul style="list-style-type: none"> School Counselor integrates knowledge of developmental theory with knowledge of students on their counseling roster to inform their practice. 	<ul style="list-style-type: none"> School Counselor applies understanding of developmental attributes to differentiate practice and decision-making based on individual students' circumstances.

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	<ul style="list-style-type: none"> • School Counselor is unaware of the individualized needs of students and ignores students' cultures, language, interests, special needs, history and/or circumstances. • School Counselor is unaware of medical issues and learning disabilities of students. 	<ul style="list-style-type: none"> • School Counselor inconsistently attempts to gain knowledge of individual needs of students and sometimes seeks to understand students' cultures, language, interests, special needs, history and/or circumstances. • School Counselor is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of those issues and conditions. 	<ul style="list-style-type: none"> • School Counselor actively seeks to gain knowledge of student background and experiences, culture, special needs, history and circumstances and uses this knowledge in practice and decision making. • School Counselor is aware of medical issues and learning disabilities of all students on her caseload and works collaboratively with colleagues to understand the implications of those issues and conditions. 	<ul style="list-style-type: none"> • School Counselor demonstrates thorough knowledge of student background and experiences, culture, special needs, history and circumstances, as well as knowledge of individualized techniques to support student. School Counselor uses this knowledge to proactively communicate with or about the student. • School Counselor researches medical and learning issues of students on her caseload, and works with those students to ensure their own understanding and ability to advocate on their own behalf.
Component	Level of Performance			
	Unsatisfactory	Needs Improvement	Effective	Highly Effective
Possible Examples	<ul style="list-style-type: none"> • School Counselor uses materials and resources for a kindergarten student that have been designed for third grade students. • School Counselor does not know how to address the behavioral responses of a student with sensory issues. She issues a 	<ul style="list-style-type: none"> • School Counselor provides for the kosher dietary restrictions of Jewish students for an evening event, but does not make accommodations for vegetarians or those with gluten sensitivities. • School Counselor uses a check in and check out 	<ul style="list-style-type: none"> • School Counselor uses conversational turn-taking in a class designed for students with Asperger syndrome to support the acquisition of social skills. • School Counselor ascertains each student's background knowledge about the college application 	<ul style="list-style-type: none"> • After reviewing anonymous school surveys related to smoking, the School Counselor works with the school assistance team and student representatives to develop a smoking cessation program. • The School Counselor holds a meeting with a student and his mother to discuss the recent

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	detention to the student for covering his ears in the cafeteria and shouting that everyone should “Shut up.”	strategy with a student, but does not share the progress of the student with teacher and parent.	process before providing guidance.	incarceration of a sibling. Together they design a plan to inform the student’s teachers and to design strategies that will support the student.
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Component	Level of Performance			
	Unsatisfactory	Needs Improvement	Effective	Highly Effective
1d: Demonstrating Knowledge of Resources	School Counselor demonstrates little or no knowledge of resources available to students through the school, district or community, nor is the counselor aware of resources for expanding one’s own professional skills	School Counselor displays some awareness of resources available to students through the school, district, or community and for extending one’s professional skills but does not seek to expand their knowledge.	School Counselor displays knowledge of resources available to students through the school or district, as well as those in the community, on the internet, and other sources external to the school. School Counselor seeks resources to extend their own professional skills and knowledge.	School Counselor displays extensive knowledge of resources for students. These include school, district, community, and external resources. School Counselor makes extensive use of resources provided by professional organizations, universities and on the internet.
Critical Attributes	<ul style="list-style-type: none"> • School Counselor does not seek resources outside the district to expand his/her knowledge. • School Counselor is unable to suggest or identify resources that meet the needs of students. 	<ul style="list-style-type: none"> • School Counselor sometimes seeks resources outside the district to expand his/her knowledge. • School Counselor has limited suggestions for resources to meet the needs of students. 	<ul style="list-style-type: none"> • School Counselor knows how to gain access to resources outside the district and effectively shares them with students and parents. • The School Counselor makes detailed suggestions for evidence-based resources to meet the needs of a diverse student population. 	<ul style="list-style-type: none"> • School Counselor proactively and routinely seeks resources outside the district and makes extensive effort to share with students, colleagues, parents and all community stakeholders. • The School Counselor works collaboratively with colleagues, parents and students to create a list of evidence-based resources that

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				will support the needs of a diverse student population.
Possible Examples	<ul style="list-style-type: none"> • School Counselor gives the same college resource information to all students, regardless of their career plans. • School Counselor is not able to recommend local mental health care providers or community resources to the family of a severely depressed student. 	<ul style="list-style-type: none"> • School Counselor hands a list of local mental health care providers to a student without trying to determine the most appropriate provider for the individual student's issue. • School Counselor knows she needs to learn more about working with secondary students with autism, but doesn't contact autism specialists to support professional learning. 	<ul style="list-style-type: none"> • School Counselor gives a student several resource options when asked about local businesses that offer job apprenticeships in the hospitality industry. • School Counselor tells her supervisor about an online course in social justice programs she would like to take in order to expand her knowledge in the area. 	<ul style="list-style-type: none"> • School Counselor creates an online "clearinghouse" of resources that is used by all counseling staff in the district for local and regional resources to meet the developmental needs of all students. • School Counselor spends the summer meeting with the local organizations to develop a resource library with a broad array of student internship opportunities.

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Domain 2 for School Counselors: The Environment

Component	Level of Performance			
	Unsatisfactory	Needs Improvement	Effective	Highly Effective
2a: Creating an Environment of Respect and Rapport	School Counselor's interactions with students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. The counselor does not promote positive interactions among students, parents, or staff. The Counselor does not deal with disrespectful behavior. The counseling environment is not a place where students, teachers, and/or parents feel safe and respected.	School Counselor's interactions with students are generally appropriate, but may reflect occasional inconsistencies and insensitivity. The counselor makes occasional attempts to promote positive interactions among students, parents, or staff. The counselor attempts to respond to disrespectful behavior with uneven results. Students, teachers and/or parents feel somewhat safe and respected in the counseling environment.	School Counselor's interactions with students, parents and staff are respectful and appropriate to the ages, cultures, and developmental levels of the students. The counselor actively promotes positive interactions. The counseling environment is one in which participants feel safe and respected.	School Counselor's interactions with students, parents and staff are highly positive, respectful, and appropriate to the ages, cultures and developmental levels of the students, reflecting genuine warmth, caring and sensitivity. The counselor has successfully involved students in promoting positive student-to-student interactions.
Critical Attributes	<ul style="list-style-type: none"> • School Counselor is insensitive to students' cultural backgrounds and developmental levels. • School Counselor displays no familiarity with or caring about students. • School Counselor speaks disrespectfully to students, parents, staff, or colleagues. 	<ul style="list-style-type: none"> • School Counselor makes inconsistent effort to be sensitive to students' cultural backgrounds and developmental levels. • School Counselor demonstrates familiarity with the unique circumstances of some of the students on her roster. 	<ul style="list-style-type: none"> • School Counselor is sensitive to all students' cultural backgrounds and developmental levels and fosters this sensitivity with students and staff. • School Counselor demonstrates detailed knowledge of each of the students on her roster. 	<ul style="list-style-type: none"> • School Counselor is highly sensitive to all students' cultural backgrounds and developmental levels and supports student initiation of events recognizing and including diverse populations. • School Counselor consistently demonstrates knowledge of, compassion

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	<ul style="list-style-type: none"> • School Counselor displays a lack of responsiveness to students, parents, staff and colleagues. • School Counselor fails to convey an atmosphere of respect and encouragement. 	<ul style="list-style-type: none"> • Quality of interactions between School Counselor and students, parents, and staff is uneven, with occasional disrespect or insensitivity. • School Counselor is responsive to a small number of students, parents, staff and colleagues. • School Counselor attempts to create an atmosphere of respect with uneven results. Students may hesitate to participate 	<ul style="list-style-type: none"> • Interactions between School Counselor and students, parents, and staff are consistently respectful. • School Counselor is responsive to parents, staff, colleagues, and all students on his/her caseload. • School Counselor consistently creates an atmosphere of support and rapport. 	<p>for, and responsiveness to all students.</p> <ul style="list-style-type: none"> • School Counselor models exemplary respect for students, parents, staff, and community stakeholders, treating them with dignity in all situations. • School Counselor is responsive to all school, district, and community stakeholders. • School Counselor facilitates an atmosphere of genuine caring and respect for all. Students participate without fear of put-downs or ridicule from either the School Counselor or other students.
Possible Examples	<ul style="list-style-type: none"> • During a school meeting, School Counselor openly makes disparaging remarks about groups of students and their cultural background. • School Counselor does not call students by name. 	<ul style="list-style-type: none"> • School Counselor responds to disparaging remarks between students in an inconsistent manner. • School Counselor calls some students by name. • School Counselor agrees to be the faculty sponsor for a Model United Nations 	<ul style="list-style-type: none"> • School Counselor advocates for students whose developmental and social needs are typically underserved by forming a unified soccer team. • School Counselor reaches out to the family of a student with special 	<ul style="list-style-type: none"> • School Counselor challenges a student who makes disparaging remarks about others' cultural background and provides education about diversity and tolerance. • School Counselor works with students in the Drama

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	<ul style="list-style-type: none"> • School Counselor responds to disparaging remarks between students in an inconsistent manner. • School Counselor calls some students by name. • School Counselor refuses to work with a Future Farmers student group, stating, "The students should aim higher than that." • School Counselor consistently interrupts and talks over students in a group session in order to get her point across. 	<p>group, but does not attend their meetings.</p> <ul style="list-style-type: none"> • School Counselor listens attentively to a student, but does not reflect back or ask questions to clarify. 	<p>needs to better understand how to support the student.</p> <ul style="list-style-type: none"> • School Counselor works with the Academic Quiz Bowl group, attending practice sessions and meets. • School Counselor models a variety of active listening skills with students and builds positive relationships with them as a result. • School Counselor acts as a mentor to a student. • The School Counselor and students use social courtesies such as, "Please, may I offer an opinion?" 	<p>Club, running lines and helping build sets. Students express respect for the counselor.</p> <ul style="list-style-type: none"> • School Counselor teaches active listening skills to students. • School Counselor works with a student after school because the student has limited access to the counselor during the school day. • Students, staff and parents report that the School Counselor is accessible to them and keeps appointments unless there is a crisis. • School Counselor attends the play of a student on his caseload when he learns the family is uninvolved. • Student says, "I feel safe here sharing ideas I thought were different."
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Domain 3 for School Counselors: Delivery of Services

Component	Level of Performance			
	Unsatisfactory	Needs Improvement	Effective	Highly Effective
3a: Communicating with Students	School Counselor rarely communicates with students. Communications contains major errors and/or are unclear. The Counselor's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. Communication is strictly one-way from School Counselor to students.	School Counselor attempts to communicate with students. Spoken and written communications contain some errors or are partially clear, requiring clarification. School Counselor's spoken communication may be correct, but vocabulary is not fully appropriate for students. School Counselor does not take opportunities to explain academic or counseling vocabulary. School Counselor makes minimal efforts at two-way communication with students.	School Counselor regularly communicates with students. School Counselor's oral and written communications are clear and accurate. School Counselor's use of academic and counseling vocabulary is precise and serves to extend understanding. School Counselor makes regular efforts at two-way communication with students	School Counselor's oral and written communications with students are ongoing, clear, precise, and expressive. Misconceptions are anticipated by the School Counselor and prevented through use of well-honed communication skills. Students use correct vocabulary. School Counselor frequently uses multiple means of soliciting input from, and communicating with, students.
Critical Attributes	<ul style="list-style-type: none"> • School Counselor does not share information, or makes serious errors that will affect student understanding. • Students indicate, through body language or questions, that they do not understand the purpose or 	<ul style="list-style-type: none"> • School Counselor shares limited information or provides only partially accurate information to students. • School Counselor provides little explanation about the purpose of the session. 	<ul style="list-style-type: none"> • School Counselor consistently shares accurate information with students. • School Counselor clearly states the purpose of the session, as well as session goals. 	<ul style="list-style-type: none"> • School Counselor has consistent and accurate collaborative communication with students. • Students contribute to defining the purpose of the session; if asked, students are able to explain the purpose of the session.

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	<p>content of the session provided by the School Counselor</p> <ul style="list-style-type: none"> • School Counselor does not seek input from students. 	<ul style="list-style-type: none"> • School Counselor seeks input from students, but is inconsistent or sporadic in gathering or acting on such input. 	<ul style="list-style-type: none"> • School Counselor regularly seeks input from students, and effectively acts on such input. 	
Possible Examples	<ul style="list-style-type: none"> • The student says, “My counselor has not gotten back to me about the college application process.” • The student says that the School Counselor gave him the wrong date assessment test. 	<ul style="list-style-type: none"> • The student says, “My counselor did not keep two appointments with me, and didn’t let me know ahead of time.” • School Counselor says, “I offered to help a student with smoking cessation, but they were uncooperative.” 	<ul style="list-style-type: none"> • Before engaging in a guided group discussion on human sexuality, the School Counselor describes what topics will be covered. • School Counselor discusses with a student the conditions under which sensitive information would need to be shared with crisis intervention services. 	<ul style="list-style-type: none"> • School Counselor sets up a meeting with a student with academic concerns and together brainstorm SMART goals to assist with improvement. • School Counselor asks students, “List the top two things you would like to learn from our intergenerational service project.”

Component	Level of Performance			
	Unsatisfactory	Needs Improvement	Effective	Highly Effective
3d: Assessing Student Needs	<p>School counselor neither accesses student progress nor consults with team members to address students’ needs.</p> <p>Feedback is absent or of poor quality. Students are not engaged in self-assessment.</p>	<p>School counselor inconsistently assesses progress students are making in programs or limits consultation with team members to address students’ needs.</p>	<p>School counselor consistently assesses the progress students are making in programs and consults with team members to discuss students’ needs.</p> <p>Feedback to students is accurate and specific;</p>	<p>School counselor consistently assesses students’ progress in programs, using multiple measures and regularly consults with students, parents, and team members to discuss students’ needs.</p> <p>A variety of forms and methods are used to provide accurate and specific feedback. Students assess</p>

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	School counselor does not use assessment to determine services that will address students' needs.	Feedback to students is general. Few students assess their own work. School counselor sometimes uses assessments to determine services that will address students' needs.	students are frequently engaged in self-assessment. School counselor uses assessment to determine appropriate school-wide services to address the needs of the student population.	and monitor their own progress and use the data to identify appropriate improvement strategies. School counselor successfully assesses individual students' needs and differentiates services to address them.
Critical Attributes	<p>School counselor makes no effort to determine students' understanding of assessment results.</p> <p>School counselor has no plan to engage students in self-assessment.</p> <p>School counselor provides feedback that is inaccurate, non-specific and/or lacks timeliness.</p> <p>School counselor ignores or does not know how to interpret student assessment data.</p>	<p>School counselor attempts to determine student understanding of assessment results.</p> <p>School counselor makes only minimal attempts to engage students in self-assessment.</p> <p>School counselor attempts to use appropriate assessment techniques for the general student population.</p> <p>School counselor provides feedback that is timely, but not specific or consistent.</p> <p>School counselor displays limited ability to interpret student assessment data.</p>	<p>School counselor elicits clear evidence of student understanding of assessment results.</p> <p>School counselor frequently invites students to engage in self-assessment, and provides appropriate strategies for doing so.</p> <p>School counselor uses assessment techniques that are differentiated for specific population groups.</p> <p>School counselor provides feedback that is specific, timely, and consistent.</p> <p>School counselor accurately interprets</p>	<p>Students demonstrate solid understanding of assessment results and the ability to self-identify needs based on the data.</p> <p>Students assess their own needs/progress using assessment criteria they have helped establish.</p> <p>School counselor skillfully determines and uses differentiated assessment techniques for individual students.</p> <p>School counselor and students discuss high quality feedback that is proactive, pertinent & focused on improvement.</p> <p>School counselor and individual students meet to interpret assessment data and discuss program direction/individual action plans.</p>

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			student assessment data and makes program decisions or recommends courses of action based on data.	
Possible Examples	<p>School counselor takes assessment results and files them without reviewing them or sharing them with students.</p> <p>Student says, "How do I know if I am doing well?"</p>	<p>School counselor gives the student his/her assessments scores, but does not interpret results or make improvement plan.</p> <p>School counselor tells a student that she should try harder, but does not analyze areas in need of additional support and study.</p>	<p>School counselor meets with a group of students who are struggling with English II and analyzes test errors with them.</p> <p>School counselor shows benchmarking data to a student with special needs. Based on data, counselor set up assistance plan to target his/her weakness.</p>	<p>School counselor assists students in establishing a home work self-study group that meets weekly in conference room.</p> <p>School counselor analyzes available course of study data compared to college admissions rates to recommend successful strategies to students who want to enter a pre-med program.</p> <p>Students access their own personal reports. They sign up for online help with their teacher.</p>

Domain 4 for School Counselors: Professional Responsibilities

Component	Level of Performance			
	Unsatisfactory	Needs Improvement	Effective	Highly Effective
4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice	<p>School counselor reports, records, and documentation are missing, late or inaccurate, resulting in confusion.</p> <p>School counselor does not understand the importance</p>	<p>School counselor's reports, records, and documentation are uneven and occasionally late.</p> <p>School counselor has a basic understanding of the safekeeping and</p>	<p>School counselor's reports, records, and documentation are submitted in a timely manner.</p> <p>School counselor's practices related to</p>	<p>School counselor's practices related to record keeping are highly systematic and efficient.</p> <p>Maintenance and safe keeping practices serve as a</p>

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	<p>of safekeeping and maintenance of student records.</p> <p>School counselor does not use student data to guide decision-making.</p>	<p>maintenance of student records.</p> <p>School counselor makes scant use of student data to guide decision-making.</p>	<p>safekeeping and maintenance of student records are consistent with district standards.</p> <p>School counselor uses student data to guide decision-making.</p>	<p>model for colleagues in other schools.</p> <p>School counselor engages parents and students in using student data to guide decision-making.</p> <p>Students contribute information to their portfolios.</p>
Critical Attributes	<p>School counselor has no system for record keeping. Records are in disarray and provide incorrect and confusing information.</p> <p>School counselor does not maintain and submit records/reports in a timely manner when requested.</p> <p>School counselor does not know how to use the data to guide students.</p>	<p>School counselor has a process for recording information; however, it is out of date, incomplete or inaccurate.</p> <p>School counselor inconsistently maintains and submits records/reports.</p> <p>School counselor has limited knowledge of how to use data to guide students.</p>	<p>School counselor's process for record keeping is efficient and effective.</p> <p>School counselor consistently maintains and submits records/reports in a timely manner.</p> <p>School counselor has a clear understanding of how to use data to guide students.</p>	<p>School counselor collaborates with colleagues regarding best practice for record-keeping and shares systems and processes.</p> <p>School counselor consistently makes records/reports available to stakeholders to support self-advocacy and future planning.</p> <p>School counselor engages and educates appropriate stakeholders on how to best use data to guide students.</p>
Possible Examples	<p>School counselor does not keep a daily journal.</p> <p>School counselor says, "I didn't keep a record of the</p>	<p>School counselor says, "I have met with several students, but was able to take notes on only half of those meetings."</p>	<p>School counselor keeps a confidential daily journal that contains a record of meetings.</p>	<p>School counselor consults her confidential daily journal to aid in making decisions with students.</p>

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	<p>students' classes, but I can remember."</p> <p>School counselor says, "Several students were scheduled to stop by, but I didn't write down the times or what they needed."</p> <p>School counselor says, "I don't have time to look at student data and I don't know why I should; I'm a counselor!"</p>	<p>The student says, "I don't know what classes to register for because my requirements are not in my file."</p> <p>School counselor inconsistently reviews student data prior to counseling session.</p>	<p>The student says, "I used the guidelines you provided, logged on to the website, and found the courses that are required."</p> <p>School counselor reviews data with a student prior to guiding the student in setting goals.</p>	<p>When a student is asked about how she will register for courses, she quickly demonstrates and explains the updated website for her parents.</p> <p>School counselor analyzes data from a confidential student survey about bullying to support the proposal for a new program addressing the issue.</p> <p>School counselor refers to testing, conduct, and report card data on each of her students when designing intervention strategies.</p>
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Component	Level of Performance			
	Unsatisfactory	Needs Improvement	Effective	Highly Effective
4c: Communicating with Families, Staff, and Community	School Counselor provides little, if any, information to families, staff or community about the counseling program as a whole or with individual students. School Counselor does not attempt to engage families in the programs offered by the counseling department.	School Counselor provides limited though accurate information to families, staff or community about the counseling program as a whole or with individual students. School Counselor attempts to engage families in the programs offered by the counseling department.	School Counselor provides thorough and accurate information to families, staff or community about the counseling program as a whole or with individual students. School Counselor frequently engages families in the programs offered by the counseling department.	School Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. School Counselor engages families in using and contributing to the

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	Communications with staff and families violate confidentiality guidelines. Some communications contain socially or culturally inappropriate or offensive references.	School Counselor is somewhat familiar with confidentiality guidelines. Communication may not be socially or culturally sensitive.	School Counselor consistently follows confidentiality guidelines. Communications are conveyed in a culturally and sensitive manner.	resources of the counseling department. School Counselor consistently maintains and model's confidentiality for all while appropriately communicating student needs with family, staff and community. School Counselor responds to concerns with social and cultural sensitivity.
Critical Attributes	<ul style="list-style-type: none"> • School Counselor provides limited or inaccurate information regarding the counseling program to stakeholders. • School Counselor does not comply with school/district procedures for communicating with families. • School Counselor doesn't know who should have access to information or what can be disseminated. 	<ul style="list-style-type: none"> • School Counselor infrequently provides information about the counseling program to stakeholders; parents are randomly informed. • School Counselor complies with school/district procedures for communicating with families but efforts are inconsistent. • School Counselor has limited knowledge of who should have access to information, or does not communicate helpful confidential information to 	<ul style="list-style-type: none"> • School Counselor regularly makes information about the counseling program available and uses more than one means to disseminate information. • School Counselor complies with all school/district procedures for communicating with families and successfully engages them at the appropriate times. • School Counselor is aware of what information is confidential; timing, content, and audience for 	<ul style="list-style-type: none"> • School Counselor is innovative in finding multiple means to provide information to stakeholders. • School Counselor complies with all school/district procedures and initiates additional interactions, encouraging collaboration with all stakeholders. School Counselor provides appropriate information at appropriate times. • School Counselor serves as the district consultant

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		those with whom it would be appropriate.	sharing information is always appropriate.	for the appropriate dissemination of records and educates all stakeholders about confidentiality policies.
Possible Examples	<ul style="list-style-type: none"> • School Counselor does not respond to requests to provide information to the school/district newsletters. • Registration booklets are not up to date for parents and the School Counselor refuses to post information online. • The School Counselor does not know that financial information is confidential and posts a list of student financial waivers. • School Counselor says she only sends information to parents via email and if families don't have email at home they can go to the library. • A parent says, "I had no idea students were doing 	<ul style="list-style-type: none"> • School Counselor periodically shares a schedule of office hours in a newsletter. Changes to hours or procedures are not updated. • Parent says, "I wish I could find out more about the counseling program and registration online, but there is little information posted." • School Counselor says, "I am not always sure what information can be shared and don't have time to research it." 	<ul style="list-style-type: none"> • School Counselor regularly submits articles to the school/district website and community newspapers about the local counseling program. • Student says, "I was struggling with some friends and found information about how to contact our school counselor on the district website." • School Counselor says, "This information is confidential and only available to the custodial parents." • School Counselor ensures that a sign language interpreter is present at meetings with parents who are deaf or hard of hearing. 	<ul style="list-style-type: none"> • Parent says, "I do not have access to the internet, but my child brings home hard copies of newsletters so I know what is going on with the counseling services at her school." • School Counselor meets with translators to inform them of confidentiality guidelines. • School Counselor schedules a time at the staff meeting and provides detailed information about the rules of confidentiality.

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	course selections this week."			
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Component	Level of Performance			
	Unsatisfactory	Needs Improvement	Effective	Highly Effective
4f: Showing Professionalism	School Counselor displays dishonesty or unprofessional behavior in interactions with colleagues, students, families and the community. School counselor does not comply with school district and professional regulations even when directed.	School Counselor is honest in interactions and appropriate in professional actions with colleagues, students, families and the community. School Counselor inconsistently advocates for families' or students' social, behavioral or academics needs.	School Counselor displays high standards of honesty, integrity, and professional behaviors in interactions with colleagues, students, families and the community. School Counselor consistently advocates for families' or students' social, behavioral or academic needs. School Counselor fully complies with school, district, and professional regulations.	School Counselor models the highest standards of honesty, integrity, and professional behavior in interactions with other colleagues, students, families and community members. School Counselor provides leadership to colleagues in advocating for families' or students' social, behavioral or academic needs. School Counselor takes on a leadership role regarding implementation of school, district, and professional regulations.
Critical Attributes	<ul style="list-style-type: none"> School Counselor demonstrates lack of honesty and integrity. School Counselor does not exhibit willingness or ability to work 	<ul style="list-style-type: none"> School Counselor demonstrates honesty and general compliance. School Counselor is willing to collaborate 	<ul style="list-style-type: none"> School Counselor is honest and is known for having high standards of integrity. School Counselor seeks opportunities to participate in ongoing 	<ul style="list-style-type: none"> School Counselor provides opportunities for other counselors and staff to engage in professional conversation to ensure shared

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	<p>collaboratively with other professionals.</p> <ul style="list-style-type: none"> • School Counselor does not notice or advocate for the needs of students and families. • School Counselor does not provide opportunities for student success. • School Counselor willfully rejects district regulations. 	<p>occasionally with other professionals.</p> <ul style="list-style-type: none"> • School Counselor notices needs of students and families but is inconsistent in advocating for their needs. • School Counselor is inconsistent in providing opportunities for student success. • School Counselor complies with district regulations only when prompted. 	<p>collaboration with professionals.</p> <ul style="list-style-type: none"> • School Counselor actively and consistently advocates for student and family needs. • School Counselor consistently provides opportunities for student success. • School Counselor continually assesses planned actions to insure compliance with district regulations. 	<p>understanding of honesty and integrity.</p> <ul style="list-style-type: none"> • School Counselor exhibits skill and leadership in professional collaboration. • School Counselor takes a leadership role in the school, district and community, proactively advocating for the needs of students and families. • School Counselor makes differentiated efforts to ensure opportunities are available for individual students to be successful.
Possible Examples	<ul style="list-style-type: none"> • School Counselor manipulated a student transcript to show an inflated grade. • School Counselor knowingly shares confidential information. 	<ul style="list-style-type: none"> • School Counselor was asked by a student to check her transcript for errors, but the School Counselor only makes the check after two 	<ul style="list-style-type: none"> • The principal states, "The School Counselor is a trusted individual. She always does what she says she is going to do." • School Counselor says, "That 	<ul style="list-style-type: none"> • Parents, staff and students seek out School Counselor because she is known to be trustworthy. • School Counselor explains to staff, students and parents what information is

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	<ul style="list-style-type: none"> • School Counselor says, "I only do group counseling because that's all I have time for. Individual students and families' needs have to wait." • School Counselor does not respond to the classroom teacher who wants help advocating for a student who needs special assistance. • School Counselor says, "I am too busy to attend case conferences. These regulations weren't meant for me." 	<p>reminders from the student.</p> <ul style="list-style-type: none"> • School Counselor says, "I only have time to work with groups this week; next week I'll try to work with some individuals and their families." • School Counselor sends a pamphlet to a classroom teacher outlining the steps to use to advocate for her student. • School Counselor attended two out of eleven required meetings. 	<p>Information is confidential and I am not able to share it."</p> <ul style="list-style-type: none"> • School Counselor knows the students' individual needs and works collaboratively with administration and staff to find time to work with more individuals and their families. • School Counselor initiates a conversation with the classroom teacher and offers help in advocating for a student with special needs. • School Counselor attends all meetings that involve students in need unless crisis counseling takes precedence. 	<p>confidential and what types of information has to be shared with authorities.</p> <ul style="list-style-type: none"> • School Counselor brings stakeholders together to address students' needs. • School Counselor guides the classroom teacher, student, and parents through the necessary process to determine if a student needs special assistance.
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Liberty County Media Teacher Rubric

Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing/Needs Improvement	Effective	High Effective
1a: Demonstrating Knowledge of Content	Media Teacher is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.	Media Teacher is familiar with the curriculum but cannot articulate connections with literacies and the research process.	Media Teacher displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.	Media Teacher displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and develops meaningful connections.
1b: Demonstrating Knowledge of Students	Media Teacher makes little or no attempt to acquire knowledge of the students' information literacy needs. Media Teacher does not understand the need for this information in planning and developing the	Media Teacher demonstrates some knowledge of the students' information literacy needs. Media Teacher shows some understanding of this need in planning and developing the collection.	Media Teacher demonstrates adequate knowledge of the students' information literacy needs. Media Teacher uses this knowledge in planning and developing the collection.	Media Teacher has a thorough knowledge of the students' information literacy needs and uses this knowledge expertly in planning instruction, developing and promoting the resources in the collection.
1c: Setting Service Delivery Outcomes	Media Teacher has no clear goals for the media program and does not display a real understanding of the school's instructional goals for a diverse student population.	Media Teacher's goals for the media program are rudimentary, and indicate a partial understanding of the school's instructional goals for a diverse student population.	Media Teacher's goals for the media program are clear and indicate an understanding of the school's instructional goals for a diverse student population.	Media Teacher's goals for the media program are highly appropriate, support the school's instructional goals for a diverse student population, and have been developed following consultations with students and colleagues.
1d: Demonstrating Knowledge of Resources	Media Teacher has little awareness of the resources with the school's media collection or resources available electronically, and does not seek resources outside the library media center.	Media Teacher is aware of the resources within the school's media collection, as well as resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.	Media Teacher has commendable knowledge of the resources within the school's media collection; has knowledge of and the skills to access electronic and/or online resources; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	Media Teacher has an extensive knowledge of the resources within the school's media collection; has knowledge of a variety of electronic and online resources, accompanied with advanced skills for accessing these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.

Commented [MJ12]: If a non-classroom teacher, please place this document under Appendix C. If considered a classroom teacher, please place under Appendix B.

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Component	Unsatisfactory	Developing/Needs Improvement	Effective	High Effective
1e: Designing Coherent Service Delivery	Media Teacher has little knowledge of the three literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor.	Media Teacher has partial knowledge of the three literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor.	Media Teacher has commendable knowledge of the three literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor.	Media Teacher has an extensive knowledge of the three literacies (information, digital, technology) required to design and deliver comprehensive instruction aligned with standards at the appropriate level of rigor. Media Teacher demonstrates ability to differentiate instruction where appropriate.
1f: Assessing Goal Achievement	Media Teacher does not collaborate with teachers in planning, implementing, and assessing learning activities.	Media Teacher collaborates with some teachers to coordinate the use of the media center and its resources and may provide learning experiences that support instruction.	Media Teacher collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies (information, digital, technology).	Media Teacher collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies (information, digital, technology).
Domain 2: The Classroom Environment				
2a: Creating an Environment of Respect and Rapport	Media Teacher's interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the Media Teacher. Some student interactions are characterized by conflict, sarcasm, or put-downs.	Media Teacher's interactions with students and staff are generally polite and respectful but may reflect inconsistencies. Respect toward the Media Teacher is not always evident.	Media Teacher demonstrates genuine caring and respect for students and staff. Most students and staff exhibit a mutual respect for the Media Teacher.	Media Teacher demonstrates genuine caring and respect for students and staff, and uses praise and positive reinforcement. Students and staff exhibit a high regard for the Media Teacher.
2b: Establishing a Culture for Goal Achievement	Media Teacher maintains a controlled and stifling environment not conducive to learning.	Media Teacher maintains an environment that is attractive, with expectations that students use the library appropriately.	Media Teacher maintains an environment that is inviting, flexible and attractive, with expectations that students be productively engaged.	Media Teacher maintains an environment that is inviting, flexible and attractive, with expectations that students are curious, on task and value the media center.
2c: Managing Procedures	Media Center policies and procedures are minimal and do not effectively provide access to the resources, the media center, and the expertise of the Media Teacher.	Media Center policies and procedures have been established in the areas of circulation and scheduling use of the media center, but sometimes function inconsistently resulting in unreliable access to resources, the	Media Center policies and procedures have been established in the areas of circulation and scheduling use of the media center to provide adequate access to resources, the facility, and the expertise of the Media Teacher.	Media Center policies and procedures have been established in the areas of circulation and scheduling use of the media center to provide optimal, flexible access to resources, the facility, and the expertise of the Media Teacher.

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		facility, and the expertise of the Media Teacher.		
2d: Managing Compliance/Client Behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears the Media Teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the Media Teacher monitors student behavior against those standards. Media Teacher's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Media Teacher's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing Physical Space	Media Teacher makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Media Teacher's efforts to make use of the physical environment are uneven, resulting in occasional confusion. Signage is inconsistent.	Media Teacher makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Media Teacher makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, displays are attractive and inviting.
Domain 3: Instruction				
Component	Unsatisfactory	Developing/Needs Improvement	Effective	High Effective
3a: Communicating Clearly and Accurately	Library media program policies, procedures, and services are unclear or confusing to students and teachers. There is no evidence of collaboration in the design and support of instruction.	Some of the library media program policies, procedures, and services are unclear or confusing to students and teachers. Media Teacher collaborates in the design and support of instruction when specifically asked to do so.	Library media program policies, procedures, and services are clear to students and teachers. Media Teacher initiates collaboration in the design and support of instruction.	Library media program policies, procedures, and services are clear to students and teachers. Media Teacher initiates collaboration in the effective design and support of instruction, locating additional resources from sources outside the school.
3b: Information Gathering	Media Teacher's questions are of poor quality and low level, and there is minimal or no discussion or interaction between Media Teacher and students/teachers.	Media Teacher's questions are a combination of low and high quality, and there is some attempt at discussion and interaction between Media Teacher and students/teachers.	Media Teacher's questions are of high quality, and there is genuine discussion and interaction between Media Teacher and students/teachers.	Media Teacher's questions are uniformly high quality, with adequate for students/teachers to respond. Students/Teachers assume considerable responsibility for the success of the discussion, initiating topics, and making unsolicited contributions.
3c: Engaging Students in Goal Achievement	Teachers/Students are not engaged in learning/goal achievement due to poor design of instruction, poor grouping strategies, or inappropriate materials.	Teachers/Students are somewhat engaged in learning/goal achievement due to uneven design of instruction, grouping strategies, or partially appropriate materials.	Teachers/Students are engaged in learning/goal achievement due to effective design of instruction, grouping strategies, and appropriate materials.	Teachers/Students are highly engaged in learning/goal achievement, and as a result, take initiative in ensuring the engagement of their peers.

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Component	Unsatisfactory	Developing/Needs Improvement	Effective	High Effective
3d: Using Assessment in Service Delivery	Students are not aware of the criteria by which their learning will be evaluated, and Media Teacher does not monitor student learning. Media Teacher does not assess the library media program.	Students are somewhat aware of the criteria by which their learning will be evaluated and monitoring of student learning is uneven. Media Teacher's assessment of the library media program is infrequent.	Students are fully aware of the criteria by which their learning will be evaluated and there is frequent monitoring of student learning. Media Teacher routinely assesses the library media program.	Students are fully aware of the criteria by which their learning will be evaluated and have contributed to the development of the criteria. Monitoring of student learning is data driven and ongoing. Assessment of the library media program is ongoing.
3e: Demonstrating Flexibility and Responsiveness	Media Teacher adheres to his or her plan, in spite of evidence of its inadequacy.	Media Teacher makes modest changes in the library media program when confronted with evidence of the need for change.	Media Teacher makes revisions to the library media program when they are needed.	Media Teacher is continually seeking ways to improve the library media program, and makes changes as needed in response to student, parent, or teacher input.
Domain 4: Professional Responsibilities				
Component	Unsatisfactory	Developing/Needs Improvement	Effective	High Effective
4a: Reflecting on Practice/Service Delivery	Media Teacher rarely reflects on the effectiveness of services, resources and instructional strategies, or the reflections are inaccurate or self-serving.	Media Teacher's reflection on effectiveness of services, resources, and instructional strategies is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Media Teacher's reflection provides an accurate and objective description of effectiveness of services, resources, and instructional strategies, citing specific positive and negative characteristics. Media Teacher makes some specific suggestions as to how the media program might be improved.	Media Teacher's reflection is highly accurate and perceptive, citing specific examples of effectiveness of services, resources, and instructional strategies. Media Teacher draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Maintaining Accurate Records	Media Teacher does not maintain accurate or current records that adequately reflect the needs of the library media program	Media Teacher maintains records, including circulation and inventory of resources, statistics of library use, and utilization of media budget. Current records reflect needs to maintain the media program.	Media Teacher maintains accurate, fairly current, and accessible records including: circulation and inventory of resources, statistics of library use, and utilization of media budget. These records are reported and reflect needs for a comprehensive media program.	Media Teacher maintains accurate, current, and easily accessible records including: circulation and inventory of resources, statistics of library use, and utilization of media budget. These records are assembled, carefully reviewed, and reported in a timely manner. Media Teacher uses data effectively to accurately reflect needs for a progressive and comprehensive media program.
4c: Communicating with Stakeholders	Media Teacher makes no effort to communicate with the school community about the library media center program and	Media Teacher is inconsistent in communicating with the school community about the library media program, new resources,	Media Teacher regularly communicates with the school community to keep them informed and to promote the use of the	Media Teacher effectively and consistently communicates with the school community to keep them informed, to promote the

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	services.	and services.	library media program, new resources, and services.	development of the library media program, new resources and services. The Media Teacher actively solicits feedback and input from the school community to improve instruction, program, and services.
4d: Participating in a Professional Community	Media Teacher's relationships with colleagues are negative or self-serving, and the Media Teacher avoids being involved in school and district events and projects.	Media Teacher's relationships with colleagues are cordial, and the Media Teacher participates in school and district events and projects when specifically requested.	Media Teacher participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Media Teacher makes a substantial contribution to school and district by actively participating in school events and projects, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.
4e: Growing and Developing Professionally	Media Teacher makes no attempt to participate in professional development activities, to share knowledge with others, or to assume professional responsibilities.	Media Teacher participates in professional activities when convenient, and contributions to the profession are limited.	Media Teacher seeks out opportunities for professional development to enhance professional practice. Media Teacher welcomes feedback from colleagues and administrators and participates actively in assisting other educators.	Media Teacher actively pursues professional development opportunities through professional reading, memberships, conferences and action research. Media Teacher actively seeks out feedback from colleagues and administrators. Media Teacher makes a substantial contribution to the profession through teaching workshops, writing articles, and making presentations to contribute to the profession on a school, district, state, and national level.
4f: Demonstrating Professionalism	Media Teacher does not adhere to professional ethics, displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Media Teacher displays knowledge of professional ethics, is honest in interactions with colleagues, students, and the public; adherence to copyright laws is inconsistent.	Media Teacher displays good knowledge of professional ethics, shows high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Media Teacher demonstrates a commitment to professional ethics and can be counted on to hold the highest standards of honesty and integrity; takes a leadership role with colleagues in helping to ensure there is no plagiarism or violation of copyright laws.

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Liberty County Teacher on Special Assignment Rubric

Domain 1: Planning & Preparation

Criteria	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
1a: Demonstrating Knowledge of Content	The teacher rarely practices professional competence in the delivery of student services delivery in the contexts of diverse individual, family, school, and community characteristics.	The teacher regularly practices professional competence in the delivery of student service in the contexts of diverse individual, family, school, and community characteristics.	The teacher consistently applies their knowledge of teaching and learning and factors that impact personal, social and educational decision making for all stakeholders.	In addition to meeting proficiency in this component, the teacher is a resource for student, parents, teacher and administrator regarding factors that impact personal, social and educational decision making for all stakeholders.
1b: Demonstrating Knowledge of Students	Teacher displays little or no knowledge of child and adolescent development and or student needs, interests and academic programs.	Teacher displays partial knowledge of child and adolescent development and or student needs, interests and academic programs.	Teacher displays accurate understanding of student needs, interests and academic programs and or the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. teacher is also aware and proactive in identifying and meeting student needs, interests and ensuring appropriate placement of students in academic programs.
1c: Setting Service Delivery Outcomes	Teacher adheres to the plan or program, in spite of evidence of its inadequacy.	Teacher makes modest changes in the counseling program when confronted with evidence of the need for change	Teacher makes revisions in the counseling program when they are needed.	Teacher is continually seeking ways to improve the Counseling program and makes changes as needed in response to student, parent, or teacher input.
1d: Demonstrating Knowledge of Resources	Teacher demonstrates little or no knowledge of district, state or federal policies and regulations and of resources available for students.	Teacher displays awareness of district, state and federal policies and regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Teacher displays awareness of district, state and federal policies and regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Teachers knowledge of district, state and federal policies and regulations and of resources is extensive, including those available through the school or district and in the community.

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Criteria	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
1e: Designing Coherent Service Delivery	The teacher has no clear goals for the instructional program, or they are inappropriate for the age of the students or the needs of the school.	The teacher's plans for the instructional program are rudimentary and are partially suitable to the situation, the needs of the school and the age of the students.	The teacher's goals for the instructional program are clear and appropriate to the situation, the needs of the school and to the age of the students.	The teacher's goals for the instructional program are highly appropriate to the situation, the needs of the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1f: Assessing Goal Achievement	Teacher has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Teacher has a rudimentary plan to evaluate the program.	Teacher's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Teacher's evaluation plan is highly sophisticated, with imaginative source of evidence and a clear path toward improving the program on an ongoing basis.
Domain 2: The Classroom Environment				
Criteria	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
2a: Creating an Environment of Respect and Rapport	The teacher's relationship(s) with parents and students are inappropriate and do not promote positive interactions. The teacher makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between student and teachers.	The teacher's interactions with others are a combination of both positive and negative. Teacher's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	The teacher's interactions are positive and promote healthy interactions. teacher promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The teacher's interactions are positive and promote healthy interactions. Students seek out the teacher, reflecting a high degree of comfort and trust. The culture in the school for productive and respectful communication between and among students and teachers, while guided by the teacher, is productive and respectful. The teacher often takes a leadership role in promoting positive interpersonal relationships.
2b: Establishing a Culture for Goal Achievement	The teacher rarely integrates behavioral supports and mental health services with academic and learning goals for students.	The teacher regularly integrates behavioral supports and mental health services with academic and learning goals for students.	The teacher consistently synthesizes school wide behavioral data in order to promote positive academic and learning outcomes for students.	In addition to meeting proficiency, the teacher applies their expertise of behavior and mental health to positively impact school-wide academic and behavioral trends.
2c: Managing Procedures	The teacher rarely promotes the use of evidence-based instructional, behavioral and mental health interventions targeted to the area(s) of concern based on multiple sources of assessment data.	The teacher regularly promotes the use of evidence-based instructional, behavioral and mental health interventions targeted to the area(s) of concern based on multiple sources of assessment data.	The teacher consistently promotes the use of evidence-based instructional, behavioral and mental health interventions targeted to the area(s) of concern and analyzes the effectiveness of the interventions.	In addition to meeting proficiency in this component, the teacher provides continuous feedback regarding the effectiveness of the intervention(s) and supports the intervention provider accordingly.

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Criteria	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
2d: Managing Compliance/Client Behavior	Teachers relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district events and projects. teacher does not assess student needs, or the assessment results are not accurate.	Teachers relationships with colleagues are cordial and teacher participates in school and district events and projects when specifically requested. Teachers assessments of student needs are perfunctory.	Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. teacher assesses student needs and knows the range of student needs in the school.	Teacher makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. teacher conducts detailed and individualized assessments of student needs to contribute to program planning.
2e: Organizing Physical Space	The teacher does not incorporate various techniques for data collection, measurement, analysis, accountability and use of technology resources in evaluation of services at the individual, group, and /or systems levels.	The teacher regularly incorporates various techniques for data collection, measurement, analysis, accountability and use of technology resources in evaluation of services at the individual, group, and /or systems levels.	The teacher consistently incorporates various techniques for data collection, measurement, analysis, accountability, and use of technology resources in evaluation of services at the individual, group, and/or systems levels.	In addition to meeting proficiency in this component, the teacher impacts systems change as a result of the evaluation of services at the individual, group, and/or systems level.
Domain 3: Instruction				
3a: Communicating Clearly and Accurately	Teacher provides no information or inaccurate information to families, either about the educational program as a whole or about individual students.	Teacher provides limited though accurate information to families about the program as a whole and about individual students.	Teacher provides thorough and accurate information to families about the program as a whole and about individual students.	Teacher provides thorough and accurate information to families. teacher is proactive in providing information to families about the program and about individual students through a variety of means.
3b: Information Gathering	The teacher does not collect data from multiple sources as a foundation for decision-making and considers ecological factors (e.g., classroom, family, community characteristics) as a context for assessment and intervention.	The teacher regularly collects data from multiple sources as a foundation for decision-making.	The teacher consistently collects data from multiple sources and uses on-going progress monitoring data to determine the effectiveness of the interventions.	In addition to meeting proficiency in this component, the teacher assumes a leadership position in data analysis and technology resources in order to improve education and behavioral outcomes.
3c: Engaging Students in Goal Achievement	Teachers program is independent of student needs and does not help students and teachers formulate academic, personal/social, and career plans.	Teacher attempts to help students and teachers formulate academic, personal/social and teachers formulate academic, personal/social, and career plans are partially successful.	Teacher attempts to help students and teachers formulate academic, personal/social and teachers formulate academic, personal/social, and career plans are successful.	Teacher helps individual students and teachers formulate academic, personal/social and career plans effectively and efficiently. teacher conducts detailed and individualized assessments of student needs to contribute to individual planning.

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Criteria	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
3d: Using Assessment in Service Delivery	The teacher rarely evaluates services, programs, academic or behavioral achievement at the individual group and/or systems level.	The teacher regularly incorporates data in evaluation of services, programs, academic or behavioral achievement at the individual group and/or systems level.	The teacher consistently incorporates various techniques for data collection, measurement, analysis, accountability, and use of technology resources in evaluation of services, programs, academic or behavioral achievement at the individual group and/or systems level.	In addition to meeting proficiency in this component, the teacher impacts system change as a result of the evaluation of services, programs, academic or behavioral achievement at the individual group and/or systems level.
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the plan or program, in spite of evidence of its inadequacy.	Teacher makes modest changes in the educational program when confronted with evidence of the need for change.	Teacher makes revisions in the educational program when they are needed.	Teacher is continually seeking ways to improve the educational program and makes changes as needed in response to student, parent, or teacher input.
Domain 4: Professional Responsibilities				
4a: Reflecting on Practice/Service Delivery	Teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	Teachers reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Teachers reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. teacher makes some specific suggestions as to how the educational program might be improved.	Teachers reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. teacher draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining Accurate Records	Teachers reports, records, and documentation are missing, late, or inaccurate, resulting in confusion and misinformation or miss-advisement.	Teachers reports, records, and documentation are generally accurate but are occasionally late.	Teachers reports, records, and documentation are accurate and are submitted in a timely manner.	Teachers approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with Stakeholders	Teacher provides no information to families, either about the educational program as a whole or about individual students.	Teacher provides limited though accurate information to families about the educational program as a whole and about individual students.	Teacher provides thorough and accurate information to families about the educational program as a whole and about individual students.	Teacher is proactive in providing information to families about the educational program and about individual students through a variety of means.
4d: Participating in the Professional Community	Teachers relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district events and projects.	Teachers relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Growing and Developing Professionally	The teacher rarely engages in professional development	The teacher regularly engages in professional development	The teacher actively engages in lifelong learning and strategically	In addition to meeting proficiency in this component, the teacher

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	activities and does not stay abreast of developments in the field.	activities and stays abreast of developments in the field.	aligns their professional development activities to enhance their ongoing professional growth.	applies the knowledge learned from the professional development activities to trainings and workshops for school staff, students, parents, and/or other professional groups.
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Appendix D – Student Performance Measures

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

Teaching Assignment	Assessment(s)
Pre-Kindergarten (3 year olds)	Dial 3 or District Assessment
Pre-Kindergarten (4 year olds)	VPK Test
Kindergarten – Second Grade teachers	STAR Reading and Math Proficiency and growth
Kindergarten – Second Grade ESE Self Contained Teachers	STAR Reading and Math – Proficiency and growth Brigance if other measures are not appropriate
Third Grade Teachers	Average of proficiency on FSA ELA and Math, combined with growth on STAR Reading and Math
Third Grade ESE Self Contained	Average of proficiency on FSAA ELA and Math, combined with growth on STAR Reading and Math
Fourth Grade (4) <ul style="list-style-type: none"> Self-contained Math Language Arts Science	<ul style="list-style-type: none"> ELA/Math VAM Math VAM ELA VAM Performance Matters
Fifth Grade (5) <ul style="list-style-type: none"> Self-contained Math Language Arts Science	<ul style="list-style-type: none"> FSA ELA/Math VAM Math VAM ELA VAM Average proficiency on FCAT 2.0Science

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Teaching Assignment	Assessment(s)
4 th – 5 th ESE Self Contained	FSAA VAM
4 th – 5 th ESE Inclusion	FSA ELA and/or Math average proficiency, combined with STAR Reading and/or Math growth for their assigned students
PE	District EOC Assessment
Music	Rubric
Guidance	Average student performance of all teachers
Media	Rubric
Math	FSA Math VAM
Algebra I	Algebra I EOC VAM
ELA	FSA ELA VAM
Reading	FSA ELA VAM
Science (6 th /7 th)	District EOC Assessment – Performance Matters
Science (8 th)	Average proficiency on FCAT 2.0 Science
Social Studies (6 th /8 th)	District EOC
Civics (7 th)	Average proficiency on Civics State EOC
Music	Rubric
PE	District EOC
Technology	Average student performance of all teachers
Guidance	Average student performance of all teachers
Media	Rubric
6 th – 8 th ESE Self Contained	FSAA VAM
6 th – 8 th ESE Inclusion	FSA performance for their assigned students and STAR Reading and Math Growth combined
Other (6-8), including non-classroom instructional personnel	District EOC Assessment

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Teaching Assignment	Assessment(s)
English 1, Reading 1	FSA ELA VAM
English 2, Reading 2	FSA ELA VAM
English 3, Reading 3	FSA Retakes proficiency/STAR Reading growth measure averaged
English 4, Reading 4	FSA Retakes proficiency/STAR Reading growth measure averaged
AP English Comp	N/A
Algebra 1; Algebra 1 Honors; Algebra 1B	Algebra I EOC VAM and retake proficiency combined
Pre-AICE Mathematics 1	N/A
IB Middle Years Program – Algebra 1 Honors	N/A
Geometry; Geometry Honors	Geometry EOC proficiency
IB Middle Years Geometry Honors	N/A
Pre-AICE Mathematics 2	N/A
Liberal Arts Math	District EOC
Algebra II	District EOC
Biology 1; Biology 1 Honors; Biology Technology; Biology 1 Pre-IB; Integrated Science 3; Integrated Science 3 Honors	Biology EOC proficiency
Pre-AICE Biology	N/A
IB Middle Years Program Biology Honors	N/A
United States History	US History EOC proficiency
ROTC	District EOC Assessment
World History	District EOC
Physical Science	District EOC
Earth Space Science	District EOC
HOPE	District EOC
PE	District EOC
ESE Self Contained	FSAA VAM
ESE Inclusion	FSA ELA and/or Math average proficiency for their assigned students
Reading Intervention	FSA ELA VAM

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Teaching Assignment		Assessment(s)	
Math Intervention		Algebra I EOC retake proficiency and learning gains for assigned students combined	
CTE Courses (Welding, CMAA, Ag, ServSafe, Adobe, MOS)		Certification Assessments, percent passing	
District Non-Classroom Instructional Personnel		Average student performance of all teachers	
Guidance Counselors		Average student performance of all teachers	
Technology		Average student performance of all teachers	
Music		Rubric	
Credit Recovery		Rubric	
Performance Standards			
Statewide Standardized Assessment			
1 state VAM score	2 state VAM score	3 state VAM score	4 state VAM score
25 points	50 points	75 points	100 points
Non-Statewide Standardized Assessment			
Unsatisfactory 0 – 25% growth/proficiency depending on the assessment	Developing/Needs Imp. 25 – 50 % growth/proficiency depending on the assessment	Effective 51 – 75% growth/proficiency depending on the assessment	Highly Effective 76 – 100% growth/proficiency depending on the assessment
25 points	50 points	75 points	100 points

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Pre-Kindergarten, Kindergarten and Elementary School

Commented [MJ13]: Please insert this under Appendix D.

Teaching Assignment	Performance Measure(s) for Evaluation Purposes
Pre-Kindergarten (3 year olds)	Dial 3 or District Assessment
Pre-Kindergarten (4 year olds)	VPK Test
Kindergarten – Second Grade teachers	STAR Reading and Math Proficiency and growth
Kindergarten – Second Grade ESE Self Contained Teachers	STAR Reading and Math – Proficiency and growth Brigance if other measures are not appropriate
Third Grade Teachers	Average of proficiency on FSA ELA and Math, combined with growth on STAR Reading and Math
Third Grade ESE Self Contained	Average of proficiency on FSAA ELA and Math, combined with growth on STAR Reading and Math
Fourth Grade (4) <ul style="list-style-type: none"> Self-contained Math Language Arts Science 	<ul style="list-style-type: none"> ELA/Math VAM Math VAM ELA VAM Performance Matters
Fifth Grade (5) <ul style="list-style-type: none"> Self-contained Math Language Arts Science 	<ul style="list-style-type: none"> FSA ELA/Math VAM Math VAM ELA VAM Average proficiency on FCAT 2.0Science
4 th – 5 th ESE Self Contained	<ul style="list-style-type: none"> FSAA VAM

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Teaching Assignment	Performance Measure(s) for Evaluation Purposes
4 th – 5 th ESE Inclusion	FSA ELA and/or Math average proficiency, combined with STAR Reading and/or Math growth for their assigned students
PE	District EOC Assessment
Music	Rubric
Guidance	Average student performance of all teachers
Media	Rubric
Middle School	
Math	FSA Math VAM
Algebra I	Algebra I EOC VAM
ELA	FSA ELA VAM
Reading	FSA ELA VAM
Science (6 th /7 th)	District EOC Assessment – Performance Matters
Science (8 th)	Average proficiency on FCAT 2.0 Science
Social Studies (6 th /8 th)	District EOC
Civics (7 th)	Average proficiency on Civics State EOC
Music	Rubric
PE	District EOC
Technology	Average student performance of all teachers
Guidance	Average student performance of all teachers
Media	Rubric
6 th – 8 th ESE Self Contained	FSAA VAM
6 th – 8 th ESE Inclusion	FSA performance for their assigned students and STAR Reading and Math Growth combined
Other (6-8), including non-classroom instructional personnel	District EOC Assessment

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High School	
Teaching Assignment	Performance Measure(s) for Evaluation Purposes
English 1, Reading 1	FSA ELA VAM
English 2, Reading 2	FSA ELA VAM
English 3, Reading 3	FSA Retakes proficiency/STAR Reading growth measure averaged
English 4, Reading 4	FSA Retakes proficiency/STAR Reading growth measure averaged
AP English Comp	N/A
Algebra 1; Algebra 1 Honors; Algebra 1B	Algebra I EOC VAM and retake proficiency combined
Pre-AICE Mathematics 1	N/A
IB Middle Years Program – Algebra 1 Honors	N/A
Geometry; Geometry Honors	Geometry EOC proficiency
IB Middle Years Geometry Honors	N/A
Pre-AICE Mathematics 2	N/A
Liberal Arts Math	District EOC
Algebra II	District EOC
Biology 1; Biology 1 Honors; Biology Technology; Biology 1 Pre-IB; Integrated Science 3; Integrated Science 3 Honors	Biology EOC proficiency
Pre-AICE Biology	N/A
IB Middle Years Program Biology Honors	N/A
United States History	US History EOC proficiency
ROTC	District EOC Assessment
World History	District EOC
Physical Science	District EOC
Earth Space Science	District EOC
HOPE	District EOC
PE	District EOC
ESE Self Contained	FSA VAM
ESE Inclusion	FSA ELA and/or Math average proficiency for their assigned students

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High School	
Teaching Assignment	Performance Measure(s) for Evaluation Purposes
Reading Intervention	FSA ELA VAM
Math Intervention	Algebra I EOC retake proficiency and learning gains for assigned students combined
CTE Courses (Welding, CMAA, Ag, ServSafe, Adobe, MOS)	Certification Assessments, percent passing
District Non-Classroom Instructional Personnel	Average student performance of all teachers
Guidance Counselors	Average student performance of all teachers
Technology	Average student performance of all teachers
Music	Rubric
Credit Recovery	Rubric

Liberty County will accept the state scores of 1-4 on VAM. This will be a rating of 1= Unsatisfactory, 2 = Needs Improvement/Developing, 3 = Effective, and 4 = Highly Effective as outlined in the table below.

Statewide Standardized Assessment			
1 state VAM score	2 state VAM score	3 state VAM score	4 state VAM score
25 points	50 points	75 points	100 points

Liberty County will allow site-based principals to determine student performance measures for the newly hired for the first evaluation and use non-VAM calculations for scoring.

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Appendix E – Summative Evaluation Forms

The process of assigning the final rating for all instructional staff members is calculated using fifty percent (50%) instructional practices and 50% instructional performance/student growth. The final evaluation score is determined by adding these components for a final score assigned by the supervisor.

Summative Evaluation
Formal/Informal/Walkthrough = Instructional Practice Score 50% of Summative Evaluation
Formal Observation Average Score
Formal Average = (total formal observations averaged)/3 (possible rubric point) = total formal averaged score x 100 = total formal points x 50% = Formal Observation Average Score
Informal Observation Average Score
Informal Average = (total informal observations averaged)/3 (possible rubric points) = (total informal averaged score x 100 = (total informal points) x 25% = Informal Observation Average Score. Total Points Possible = 25
Walkthrough Score
Walkthrough Average = (total walkthroughs averaged)/3 (possible rubric point) = (total walkthrough averaged score) x 100 = (total walkthrough points) x 25% = Walkthrough Score
Instructional Performance Score = 50% of Summative Evaluation Score
Score earned from State VAM or Local Measure = 50%
Total Summative Evaluation
50% Instructional Practice/50% Performance = Total Summative Evaluation Score

Commented [MJ14]: This appears to be the same chart from the calculation subsection; however, is this the form that is used that teachers see to earn their scores?

Commented [GL15R14]: The form contains all of the information that you see here.