



Bay District Schools Instructional Evaluation System



Bay District Schools
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Superintendent of Schools

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Directions:

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

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

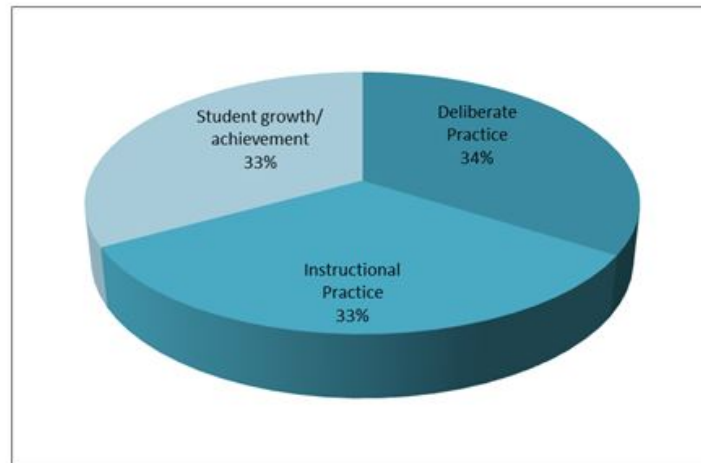
1. Performance of Students

The district shall provide:

For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].

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

The Bay District School Teacher Appraisal System consists of three components: the administrator observation/evaluation of effective instructional practices, the development and evaluation of the Deliberate Practice and student growth/achievement. The percentiles are as follows:



Bay District will employ a rating scale for each of the evaluation sections -- Instructional Practice (based on the Danielson Framework for Teaching), the Deliberate Practice, and Student Growth/Achievement. The section ratings will be combined according to the designated weightings for each section to determine the overall or final summative evaluation rating for the teacher.

Scoring method and how it is calculated and combined:

Formative and Summative Calculations

The rating labels and weighting scales/scoring system for the Final Summative Teacher Evaluation illustrated below.

1. Instructional Practice- 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Greater than or equal to 50% at Level 1 and/or Level 0	If not meeting HE, E or U, then Needs Improvement or Developing	At least 75% at Level 3 and/or Level 2 and 0% at Level 0	At least 80% at Level 3 and 0% at Level 1 and/or Level 0

2. Deliberate Practice- 34%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<ul style="list-style-type: none"> • Demonstrates no significant effort to work on the goals/gains/barriers / action steps. • Demonstrates an indifference/resistance to data, PLC/DP process. No verifiable change in practice compared to previous year. 	<ul style="list-style-type: none"> • Inconsistencies exist in fulfilling Action Steps. • Limited evidence of an effort to work on the goals/gains/barriers/ action steps. • Participation in PLC/DP process may be limited or inappropriate-resistant to step forward as leader or back as team member as appropriate. Made a limited change to practice. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps due dates. • Individual contributes to discussions, led if facilitator role was assigned. • Met outside the PLC; presented information to PLC. Made a change to personal practice, but may or may not be sustained. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual participates in discussions, problem solving with team members, contributing ideas, stepping in as a facilitator/leader or back as a team member regularly and as appropriate. • Individual regularly collaborates outside the PLC and brings back suggestions/ideas which also serve to strengthen the PLCs work. Has made a relevant change to personal practice with verifiable impact and/or has sustained implementation of the change.

3. Student Growth/Achievement- 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
See appropriate formative or summative Student Growth rubric			

4. Formative and Summative Evaluation Section Levels:

- Instructional Practice rating _____ X 33%= _____
- DP rating _____ X 34%= _____
- Student Growth/Achievement _____ X 33%= _____

Total Evaluation Level _____

Formative and Summative Evaluation Rubric

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Less than or equal to 1.0	Greater than 1.0	Greater than or equal to 1.5	Greater than or equal to 2.40

Teachers print their Summative Evaluation from AIMS and AIMS+. The teacher and evaluating administrator sign and maintain a copy at the school level. This information is reported to DOE.

Formative Student Growth Rubric (Category 1/2 teachers)

A Student Performance Objective will be used to establish the category 1/2 teachers' formative student growth/achievement measurement which is 33% of the formative evaluation.

On ***, administrators pull the D/F report for their school and review category 1/2 teacher's grade distributions. (Go to Focus, then to Reports. On left hand side, scroll down to see School D and F report.)

On or before ***:

- The administrator and teacher review standards-based grades in conjunction with any FSA, MAP or other standardized testing data that may be available. Attention is paid to situations where grades may be inconsistent with standards and/or standardized assessment information (FSA, MAP, etc). Examples: Students are receiving "A" grades, but MAP data indicates all students are below proficiency. (Consider scheduling this meeting during the pre/post conference in order to minimize the number of meetings.)
- Establish a student performance objective in which the number of students receiving a D or F decreases by ***. This should be a specific, measurable, achievable and timely objective. For *example*, "The number of students receiving a D or F for the 2nd 9 weeks grading period will decrease by 75%. There are currently 16 students receiving a D or F and that number will decrease so that no more than 4 students are receiving a D or F on the 2nd nine weeks grading period."
- Establish step(s) (in alignment with the Assessment Principles and Practices (APP)) that the teacher will take to ensure the Student Performance Objective is reached. The teacher must use a grading and reporting system that aligns to the course standards as well as the APP requirements. For example, "The teacher will implement common formative assessments along with the PLC prior to each common summative assessment. Students not achieving mastery of the standard will receive remediation/reteaching immediately prior to the summative assessment." The SPO should be impacted by implementation of the APP requirements and not by haphazard grade adjustments.
- The teacher inputs the goal and step(s) in to AIMS.

***:

- Administrator monitors category 1/2 teacher's implementation of the Student Performance Objective step(s) to ensure the Student Performance Objective is met.

***:

- Administrator pulls the D/F report and meets with teacher.
- Rate the Student Performance Objective (SPO).

U	NI	E	HE
SPO not attempted.	SPO not met.	SPO met.	SPO exceeded.

Summative Student Performance Rubrics

BDS VAM Rubric: (i.e. FSA VAM direct, Algebra I VAM)

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
0	1	2	3
-.25 and below	-.24 to -.01	0.0 to .10	.11 and above

Advanced Academic Rubric: (i.e. AICE, IB, AP, and High School Industry Certifications)

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
0	1	2	3
0% or greater students passed the exam	15% or greater students passed the exam	25% or greater students passed the exam	40% greater students passed the exam

K-3 MAP:

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
0	1	2	3
0% or greater students passed the exam	22% or greater students passed the exam	44% or greater students passed the exam	65% greater students passed the exam

Achievement Rubric: (i.e. MAP, FSA Indirect, TABE, IEP, state assessments, PERT, etc.)

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
0	1	2	3
0% or greater students passed the exam	15% or greater students passed the exam	30% or greater students passed the exam	50% greater students passed the exam

Achievement Rubric-New Horizons/Rosenwald (i.e. EOC, FSA Indirect, PERT, Applied Communications, Edgenuity, etc.)

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
0	1	2	3
0% or greater students passed the exam	15% or greater students passed the exam	20% or greater students passed the exam	50% greater students passed the exam

Dual Enrollment Rubric:

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
0	1	2	3
Students' Completion Rate 5% or More Below GCSC Rate	Students' Completion Rate Equal to the GCSC Rate Plus or Minus 4%	Students' Completion Rate 5% - 9% Above the GCSC Rate	Students' Completion Rate 10% or More Above the GCSC Rate

Considerations: Scores of 100% are considered Highly Effective; Scores of less than 100% with no comparable completion rate are Effective.

Occupational Therapists, Physical Therapists, Pre K ESE, SLPs, teachers at MKL

Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
0	1	2	3
0-40.9% of quarterly progress reports on student's curriculum related IEP goals show satisfactory progress.	41-64.9% of quarterly progress reports on student's curriculum related IEP goals show satisfactory progress.	65-93.9% of quarterly progress reports on student's curriculum related IEP goals show satisfactory progress.	94-100% of quarterly progress reports on student's curriculum related IEP goals show satisfactory progress.

Each assigned student's progress on the curricular IEP goal(s) or objectives will be pulled directly from Enrich four times yearly. At the end of the year, this data (each student X goal(s) X 4) will be examined. If the progress is marked mastered, satisfactory, minimal, or N/A, this will be considered "satisfactory progress" and compared to the rubric shown above.

- For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
- For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].
- The district is required to include direct student growth/achievement data when available for up to 3 years. A teacher's total student growth/achievement will be based on an aggregate score comprised of all available direct or indirect data for up to 3 years and will be proportional to class load and/or schedule.
- For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.].
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].

There are many different classifications of teachers, courses, and assessments that cannot be easily captured in one easy to read table. The table below represents the bulk of grades, assessments and rubrics. *It is not an all-inclusive list and it should be recognized that gaps may occur.* In the event that an issue or question arises about the evaluation system and specifically the student growth/achievement section, either the Oversight Committee charged with monitoring the system, the Coordinator of Appraisal Systems, the Director of HR, and/or the Superintendent of Schools will make modification decisions. Every effort will be made to comply with the law, and be as fair as possible given the situation.

Note: In order to comply with the law, every effort will be made to apply a student growth/achievement measurement based on the students that the teacher serves.

- Direct: An assessment is tied directly to a course. For example, a student is in a reading course and takes the FSA Reading assessment.
- Indirect: There is an assessment tied indirectly to a course. For example, a student is in a Social Studies course which does not have a direct assessment; however, the student takes the FSA. Therefore, the FSA Reading is tied indirectly to the Social Studies class.
- School: Instructional staff serves the school and are responsible for students at the school. As such, staff receives the growth/achievement of the students at the school.
- District: Instructional staff that serve the district are responsible for students in the district and as such receive the growth/achievement of students in the district.

Grade	Measurement	Explanation
K-3	MAP-Reading and/or Math (Direct)	Teachers receive a direct measurement based on the reading and/or math achievement of assigned students. The district will use the percent of students exceeding their projected RIT. The rating will be based upon the K-3 MAP Achievement Rubric.
4-5	FSA Combined (reading and/or math) (Direct)	Teachers receive a direct measurement based on courses taught matched to FSA and the students in those courses. The measurement is based on a reading VAM <u>or</u> math VAM <u>or</u> reading/math VAM aggregate. For example, if the teacher teaches a reading class- the VAM is based on just reading. If the teacher teaches reading and math classes, then the VAM is based on a reading/math aggregate. The 3-year aggregate score will be used. The BDS VAM rubric will be used.
5	FSA Science (Direct)	Teachers receive a direct measurement based on courses taught matched to FSA-Science and the students in those courses. The rating will be based upon the Achievement Rubric.
K-5 Elective (PE, Music, Art)	FSA-Reading VAM (Indirect) MAP Reading	Teachers receive an indirect measurement based on the measurements of students assigned to them. Examples include: VAM Reading (Predicted versus actual) and MAP. Measurements are combined and weighted based on the number of students. See appropriate rubric.
<p>Indirect Informational Note: The state will no longer submit an Indirect VAM score to districts for teachers not receiving a direct VAM. Bay District Schools will now use the following guidelines for this scoring:</p> <ul style="list-style-type: none"> • A comparison will be made of students' reading predicted score versus actual score. • This information will then use the Achievement Rubric to derive the teacher's Indirect Rating and will be based on students served. 		
6-8	FSA VAM (Direct)	Teachers receive a direct VAM based on courses matched to FSA reading or math or reading/math aggregate and the students assigned to them. The BDS VAM measurement will be used.

	FSA VAM-Reading (Indirect)	Teachers in grades 6-8 with no direct measurement will receive an indirect measurement based on the FSA predicted measurement-Reading of students assigned to them. See Achievement rubric and Indirect Informational Note above.
	Algebra I (Direct) (7 th grade)	Teachers receive a direct measurement based on Algebra 1 results of assigned students taking the Algebra 1 course. (Algebra 8 th grade pass rates from FLDOE will be used.) The BDS Achievement measurement will be used.
	Algebra I (Direct) (8 th grade)	Teachers receive a direct measurement based on Algebra 1 results of assigned students taking the Algebra 1 course. (Algebra 7 th grade test scores) The BDS Achievement measurement will be used.
	Other State Required Assessments (Direct)	For Civics AND FCAT (8 th grade) Science, the district will use the data as provided by DOE. The Achievement rubric will be used.
9-12	FSA VAM (Direct)	Teachers receive a direct measurement based on reading or math or reading/math aggregate of the students assigned to them. The BDS VAM measurement will be used.
	FSA VAM (Indirect)	Teachers in grades 9-12 with no direct measurement will receive an indirect measurement based on the FSA VAM-Reading of students assigned to them. See Achievement rubric and Indirect Informational Note above.
	Alg 1 VAM (Direct) (9 th grade)	Teachers receive a direct measurement based on Algebra 1 9 th grade standardized score adopted by FLDOE of assigned students taking the Algebra 1 course. For grade 9 the BDS VAM measurement will be used. For grade 8, the achievement rubric will be used.
	Alg 1A (Direct)	For Algebra 1A a district created semester exam will be administered at the conclusion of the 2 nd semester of Algebra 1A. The achievement rubric will be used.
	AICE, IB, AP and high school CTE industry certifications	Teachers receive a direct measurement based on students enrolled in the advanced academic course. Students are required to take the corresponding course examination. A minimum of 90% of the students enrolled at the beginning of the second semester in a course are tested. When threshold met: Total passed ÷ total tested When threshold not met: Total passed ÷ Total enrollment See Advanced Academic Achievement rubric. (Note: For AP, a student's score of a 2 or better will be defined as "passing" on the Advanced Academic rubric.)
	Dual Enrollment	Teachers receive a direct measurement based on Dual Enrolled (DE) students assessed using Gulf Coast State College (GCSC) approved exams for the course taken

		(Spring/Fall). The teacher level student growth proficiency level for this percentage group will be based on students' completion rate (final grade of A, B or C) as compared to GCSC students' completion rate for the same course. Scores are based on the final class score loaded in Focus. Students that are not scored are not counted. See DE Rubric.
	PERT Reading and Math (Direct)	The PERT will be included in a teacher's measurement as a direct measurement for the following courses (and the students assigned to them) using the Achievement Rubric: <ul style="list-style-type: none"> • Liberal Arts Math 1 and 2 (Concordant score =97) • Math for College Readiness and Algebra 2: (Math pass score= 114 and above) • English 3, English 3 honors, English 4, English 4 Honors, English 4: Florida College Prep (Reading 106 above, writing- 103 above. Both scores must be present to be included.)
	PERT Reading (Indirect)	If a 9-12 teacher does not have a direct measurement of any kind (PERT, IB, AICE, etc.), then the Reading pass score (106) of the student's assigned to them will be used applying the Achievement Rubric.
	Other State Required Assessments (Direct)	For Biology, US History, and Geometry the district will use the data as provided by DOE. The Achievement Rubric will be used.
	Applied Communications	Teachers receive a direct measurement based on the assigned students meeting the ELA graduation requirement. The graduation requirement is met through either a passing score on the FSA or meeting the ACT or SAT concordant score. The Achievement Rubric will be used. (The Graduation assessment requirement must be met in the current school year to be included.)
Adult Education/Haney	TABE (Direct)	The Achievement Rubric will be used.
ESE Pre-K, teachers at MKL, OT, PT, and SLP (For the 17/18 year only- Teachers of students who take the FSAA. Will revisit for 18/19)	IEP measurement	Based on data pulled from Enrich. Each assigned student's progress on all Curriculum and Learning Environment Domain IEP goal(s) (for speech- Speech goals) will be pulled directly from Enrich.
Instructional staff assigned to students (non-	Individual growth/achievement based on assigned	If an instructional staff member (i.e. guidance counselor) is not assigned to students in a course, but serves a particular grade or group of students, the student

classroom)	students	growth/achievement will be based on state or district approved assessment(s) of assigned students.
Instructional staff not assigned to students (non-classroom/school-based)	School Growth/Achievement	Staff members not assigned to a particular group of students and serve one school and the students at that school, then the student growth/achievement scores of those students will be used. Examples include- Media Specialists, Resource Teachers, Inclusion Teachers, etc.
Instructional staff not assigned to students (non-classroom)	Multi-school growth/achievement	Staff members not assigned students, serve multiple-schools and therefore, the students at those multiple schools, then the student growth/achievement scores of those students at those schools will be used. Examples include- Resource Teachers, etc.
Instructional staff not assigned to students (non-classroom/district based)	District Growth/Achievement	Staff members not assigned students, serves all district schools and the students in the district, then the student growth/achievement scores of students in the district will be used. Examples include- Resource Teachers, etc.
Blending of direct and indirect scores		In instances where a teacher's total direct measurement for 1 year has less than 10 students, has transferred into a new position, etc. then the district retains the right to blend direct and indirect scores as appropriate to the job and position.

Student Growth/Achievement Considerations

- The district will include direct student growth/achievement data when available for up to 3 years. A teacher's total student growth/achievement will be based on an aggregate score comprised of all available direct and/or indirect data for up to 3 years and will be proportional to class load and/or schedule.
- For those staff members serving students of a school, schools or district, the student growth/achievement measurement will be comprised of the assessments approved for use in the evaluation process.
- A teacher with multiple measurements will have a score based on the composite growth/achievement of each of the groups of students commensurate with the percentage of each group in the teacher's overall student enrollment.
- FSA and Algebra I retakes are not included in the value-added measurement.
- If a measurement's rating or application is adjusted for a school year, the prior year score remains "as is." The adjustment is not applied to prior years. It only applies to the current year.
- Individual Teacher Level and School Level Student Growth data is not available until Survey 5 (fall). Therefore, the District is not able to determine the Student Growth Ratings according to FLDOE and District adopted growth models.
- When available, the Student Growth Ratings are combined with the previously determined Instructional Practices and DP Ratings according to the designated weightings for each section and a Final Summative Evaluation rating is assigned based on the Final Summative Evaluation Rubric. If a teacher has transferred to another school site, the Final Summative Evaluation will be reviewed by the new school site's administrator. The Final Summative Evaluation will

become a part of the teacher's District personnel file and performance evaluation results and is reported to the Florida Department of Education (SB 736).

- When the BDS rubric is applied to FSA VAM results, if scores drop from HE to E, then the scores will be manually adjusted back to HE.

Value Added Information

The value-added process is a covariate adjustment model that uses student level prior test scores and other measured characteristics to predict student achievement. It compares a student's success to other students like them to create a predicted score. These comparisons are created based on certain characteristics. Some of these characteristics are as follows:

- Prior year achievement
- Prior two year's achievement
- Attendance (days present)
- Language impaired
- Specific Learning Disability
- ELL indicator
- Intellectual Disability
- Mobility
- Deaf or hard of hearing
- Autism
- Gifted
- Visually Impaired
- Retention

Essentially, the achievement of a student is compared to other students like them. It takes students with similar characteristics (see list above) and finds their average growth on FSA. Then, one student is removed from the group and their score is compared to the group. Was the score above? The same? Below? If it is the same, it meets the state average. If it is below, then it is below the state average. If it is above, then it above the state average.

Evaluation Process

- Teachers will print and provide to administrators for an End of the Year checklist item the AIMS page displaying a completed DP and Observation score. Administrators will provide these pages and a teacher roster showing completion of staff to the Coordinator of Appraisal Systems. Incomplete evaluations will be processed as is and teachers lose the right to appeal missing information.
- Due dates regarding the evaluation system are important. It is both the teacher and administrator's responsibility to comply with due dates stated in the Teacher Appraisal Manual and those submitted via email. Specifically, due dates surrounding final evaluations bear significant importance such as verifying evaluation information, printing and signing final evaluations and submitting issues/concerns about evaluation information. Teachers failing to comply with due dates lose their right to the appeal process; administrators failing to comply will have this evidence added to their evaluation from the Superintendent.

- It is the responsibility of the teacher and evaluating administrator to ensure all components of the evaluation are complete on their assigned dates. In the event that an evaluation should be complete but is not, salary increases are jeopardized.
- In the event the teacher is absent on the day of his/her scheduled observation, the administrator has the right to complete the observation on the day the teacher returns. This should be used in the instance there is a pattern of absenteeism preventing the completion of the observation.
- Teachers may request a specific observer/administrator, but it is the responsibility of the principal to assign which observer/administrator observes and evaluates which teacher. However, the principal must sign all Formative Evaluations and Final Summative Evaluations.
- If a teacher will work less than 99 days in the district in a given school year, he/she will not receive a summative evaluation score for that school year. Additionally, a teacher will not receive any applicable salary increase. This is in alignment with the Florida Retirement System (FRS) which states a teacher must work 99 days or more in order to receive credit for that year.
- All efforts will be made to complete a teacher's observation and DP. If complete evaluation cannot be completed (i.e. an unforeseen circumstance such as a teacher is injured just prior to an observation and will be out the remainder of the year), then no evaluation will be completed and the teacher will not be eligible to receive a salary increase. If the Category 1 and 2 teacher can complete the evaluation prior to the end of the 3rd nine weeks, then the teacher and administrator will set a timeline that will enable the evaluation to be completed prior to or by May 1st. If a Category 3 and 4 teacher, the evaluation must be completed prior to or by the end of the school year. Note: A teacher on extended leave cannot return for a few days in order to complete the evaluation and then return to extended leave.
- For those teachers hired just prior to 99 +1 days or beginning of the 3rd nine weeks, whichever comes first, all efforts will be made to complete a teacher's Observation(s) and DP; however, the 15, 30, 45 day timeline shall also be considered. The teacher and administrator should determine a timeline that will enable the administrator and teacher to complete the Observation(s) and DP. This timeline may extend beyond the due dates referenced above. If a teacher is a Category 1 or 2 and will not earn the FRS credit for that year, then only a full observation need be completed.
- For yearly Human Capital decisions (retention, rehiring, hiring for summer employment, etc.), a combination of the 14/15 evaluation and the partial 15/16 evaluation will be used. For Student Growth, Instructional Practice and DP components, each HE will receive 3 points, E-2 points, NI-1 point, and U-0 points. A composite score will be derived so that the 14/15 Student Growth is 1/3 of the calculation, 14/15 Instructional Practice and DP is 1/3, and 15/16 Instructional Practice and DP is 1/3. These scores will be provided to each school's principal for the purposes of Human Capital decisions. (Report will be based on data completed prior to May 1, 2016.)

Dissatisfaction with evaluation

- According to the teacher contract, a teacher who is not satisfied with an observation may request an additional summative observation and the teacher may request that it be completed by a different administrator. This request must be made within 10 days. The administrator will be selected by the Executive Director for Human Resources. Other additional observations may occur if agreed upon by the teacher and administrator. When an additional observation cycle is requested, the newly assigned administrator and teacher will complete the pre-conference, observation and post-conference within a 30-day window. The additional evidence gathered both from the pre- and post-conferences and the actual observation will be discussed at a meeting scheduled within five school

days of the post-observation conference. This meeting will be attended by the teacher, the principal and the first and second reviewing administrators. The teacher is invited to bring union representation (if applicable) or a non-union colleague from that school site; the administrative team may request the presence of a district administrator; both of these people will be observers only. Ultimately, assigning the rating level for each component will remain as the Principal's responsibility. The teacher is required to sign the evaluation indicating that the document was received. The signature does not necessarily indicate agreement. The evaluation cycle and paperwork will be considered final and complete on the last day of post planning for teachers.

- The administrator/evaluator may, however, amend an evaluation for any teacher based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. The teacher will receive a copy of the amended evaluation within 10 work days (SB 736).
- A teacher may attach a letter to his/her evaluation.

Evaluations and Corrective Action

- In the event that a teacher is found to have falsified testing documents or to have unfairly influenced the scores of his/her students in any way (as documented by Human Resources and the Superintendent) the assessment results in question will be invalidated and the total student growth/achievement will not be calculated. This means any prior year student growth/achievement as well as any other results including, but not limited to the falsified or unfairly influenced scores, will not be completed. The teacher will have an incomplete evaluation reported to the state and will be ineligible for a pay raise. Any results that were not invalidated will be calculated into the final evaluation the year following this decision. The invalidation and total student growth/achievement calculation decision will be based upon the evidence, after providing due process to the teacher as outlined in the Contract and Board Policy, rendered at the discretion of the Superintendent. These situations will also be reported, per the law, to DOE and Professional Practices. In the event that Professional Practices finds no fault on the part of the teacher the district agrees to revisit the final decision in terms of the raise and reserves the right to grant the raise retroactively.
- Bay District will refer to and follow the procedures outlined in SB 736, FS 1012.33, and FS 1012.34 with regard to employees not performing their duties in a satisfactory manner.
- If an administrator has completed a teacher's interim or summative evaluation and later notices a problem, the next steps depend upon the severity of the problem. If the problem is NOT a violation of Professional Practices, but warrants closer attention, then the administrator should begin a Corrective Action Plan. If the problem IS a violation of Professional Practices, then the district is not required to follow the Corrective Action Plan. The principal must report the incident/problem to the Superintendent or Executive Director of Human Resources for further investigation (SBE Rule 6B-1.006).
- The administrator/evaluator must discuss the written evaluation report with the teacher. The teacher shall have the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to the teacher's personnel file (SB 736).

Evaluation Request

- If a person is no longer active in the school district and wishes to request his/her final evaluation, he/she must fill out the "Summative Evaluation Request" form. Form is available at <http://www.bay.k12.fl.us/careers>

2. Instructional Practice

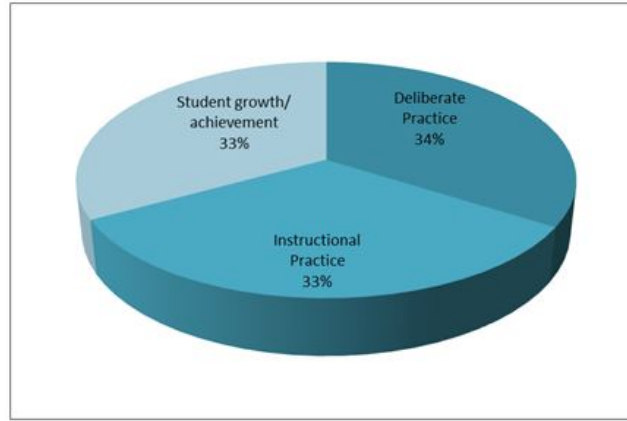
Directions:

The district shall provide:

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

For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].

The Bay District School Teacher Appraisal System consists of three components: the administrator observation/evaluation of effective instructional practices, the development and evaluation of the Deliberate Practice and student growth/achievement. The percentiles are as follows:



Bay District will employ a rating scale for each of the evaluation sections -- Instructional Practice (based on the Danielson Framework for Teaching), the Deliberate Practice, and Student Growth/Achievement. The section ratings will be combined according to the designated weightings for each section to determine the overall or final summative evaluation rating for the teacher.

Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].

The Bay District Teacher Appraisal System uses Charlotte Danielson's *Framework for Teaching* to establish a common language for effective teaching. Administrators incorporate the *Framework for Teaching* into teacher observations and conferences to define effective practices, encourage conversations about instruction, and identify areas for professional growth.

Bay District personalized the *Framework for Teaching* by adapting evaluation forms and procedures as well as the rubrics and developing weighting scales/scoring systems used to define and assign the teacher's final evaluation rating.

What is the *Framework for Teaching*?

The *Framework for Teaching* is organized into 4 Domains and 22 Components. Domains 1 and 4 are typically "behind the scenes" while Domains 2 and 3 are "on the stage." The *Framework for Teaching* with its respective Domains, Components, Elements and levels of Performance is identified as a research-based set of criteria for teaching practice. The *Framework for Teaching* defines a comprehensive set of responsibilities in the teaching profession connected to increased student learning.

Contemporary research basis:

Bay District Schools Teacher Appraisal Reference List

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- Richardson, J. (2004, February/March). Lesson study. *Tools for Schools*. Available: www.nsd.org/library/publications/tools/tools2-04rich.cfm
- Shulman, L.S. (2004). *The wisdom of practice: Essays on teaching, learning, and learning to teach*. San Francisco: Jossey-Bass.
- Tucker, P.D. & Stronge, J.H. (2005). *Linking teacher evaluation and student learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Whitaker, T. (2004). *What great teachers do differently: Fourteen things that matter most*. Larchmont, NY: Eye on Education.
- William, D. (2004, June). *Keeping learning on track: Integrating assessment with instruction*. Invited address to the 30th annual conference of the International Association of Educational Assessment (IAEA), Philadelphia.
- Wormeli, R. (2003). *Day one & beyond: Practical matters for new middle-level teachers*. Portland, ME: Stenhouse Publishers, and Westville, OH: National Middle School Association.

For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].

While the Frameworks for Teaching (Danielson) include 22 components, Bay District Schools will focus on 11 components in the evaluation along with the Deliberate Practice that align to the required FEAPS.

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

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	3d, 3a
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3d, 3e
4. Assessment	
The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	1c, 1e, 3d, 4a, 3b, 3c, 3e
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	DP/PLC, 1f
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3d, 1f
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	3d, 3e, 1f
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	3d
f. Applies technology to organize and integrate assessment information.	4b, 1f
5. Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	DP/PLC
b. Examines and uses data-informed research to improve instruction and student achievement;	DP/PLC
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;	DP/PLC
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	DP/PLC
e. Engages in targeted professional growth opportunities and reflective practices; and,	DP/PLC
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	DP/PLC
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	4b and included within teacher contract

For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].

For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].

The rubrics below contain the complete rubrics; Bay District Schools focuses its attention on 11 in each rubric. See FEAPS chart above for classroom teacher rubric alignment.

BAY DISTRICT FRAMEWORK FOR TEACHING RUBRIC (Classroom Teacher Rubric)				
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Domain 1: Planning and Preparation				
Component	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a: Demonstrating knowledge of content and pedagogy [FEAPs (a)1.a.b; (a)2.c.g.h.i; (a)3.e.g.]	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding
1b: Demonstrating knowledge of students [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	Teacher demonstrates little or no knowledge of or respect for students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding and respecting students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively shows respect for and 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.
1c: Setting instructional outcomes [FEAPs (a)1.a.,b.; 2.g.h.i.; (a)3.e.(a) 4.a.]	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 teacher makes no attempt at coordination or integration of curricula.	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 are capable of assessment. The outcomes reflect opportunities for coordination of curricula.	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 of curricula, and take into account of the needs of individual students.

**Domain 1: Planning and Preparation
Continued**

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Component	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>1d: Demonstrating knowledge of resources and technology [FEAPs (a)2.g.; (a)3.e.]</p>	<p>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. Teacher does not seek such knowledge.</p>	<p>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. Teacher does not seek to extend such knowledge</p>	<p>Teacher is 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.</p>	<p>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.</p>
<p>1e: Designing coherent instruction Use of appropriate data [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. It is suitable for only some students.</p>	<p>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.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>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's structure is clear and allows for different pathways according to student needs.</p>
<p>1f: Designing student assessment [FEAPs (a)1.d.; (a)3.e.; (a)2.g.h.i.; (a)4.b.c.d.f.]</p>	<p>Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction. Teacher does not use technology to organize and integrate assessment information</p>	<p>Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole. Teacher infrequently uses technology to organize and integrate assessment information</p>	<p>Teacher's plan for student assessment is aligned with the instructional goals, using clear criteria, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students. Teacher uses technology to organize and integrate assessment information.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students. Teacher consistently applies</p>

				technology to the organization and integration of assessment information.
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Domain 2: The Classroom Environment
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Component	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2a: Creating an environment of respect and rapport [FEAPs (a)2.d.f.h.; (a)3.e.]	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 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.
2b: Establishing a culture for learning [FEAPs (a)2.c.d.f.h.; (a)3.e.]	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, little respect for or knowledge of students' diverse cultures and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, some respect for or knowledge of students' diverse cultures and little student pride in work.	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, and respect for and knowledge of students' diverse cultures, with students demonstrating pride in their work.	High levels of student engagement 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. Teacher and students demonstrate high levels of respect for and knowledge of diverse student cultures.*
2c: Managing classroom procedures [FEAPs (a)2.a.h.; (a)3.e.]	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to 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.

**It should be noted that when speaking of "student culture," culture is not restricted to the ethnicity of students within the classroom.*

**Domain 2: The Classroom Environment
Continued**

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Component	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2d: Managing student behavior [FEAPs (a)2.b.h.; (a)3.e.]	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	The teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct are clear to students, and the teacher monitors student behavior against those standards. 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. Teacher's monitoring of student behavior is subtle and preventive, and 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 [FEAPs (a)2.a.h.; (a)3.e.]	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or and the lesson activities or a significant mismatch between the physical arrangement.	Teacher's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Teacher's use of physical resources, including computer technology, is moderately effective.	Teacher's classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources, including computer technology (when applicable).	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

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Component	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a: Communicating with students [FEAPs (a)2.c.d.e.f.g.h.i.; (a)3.a.b.c.d.e.i.; (a)4.a.]	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' diverse cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' diverse cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' diverse cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communications are clear and expressive, appropriate to students' diverse cultures and levels of development, and anticipate possible student misconceptions.
3b: Using questioning and discussion techniques [FEAPs (a)3.a.b.c.d.e.f.;	Teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the

(a)2.d.f.g.h.i.; (a)4.a.]	than discussion.	engage all students in the discussion are only partially successful.	students participate in the discussion, with the teacher stepping aside when appropriate.	high-level questions and ensure that all voices are heard.
Domain 3: Instruction				
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Component	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3c: Engaging students in learning . [FEAPs (a)3.a.b.c.d.e.f.g; (a)2.d.f.g.h.i.; (a)4.a.]	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. Activities, assignments, and materials are not appropriate for diverse cultures	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. Activities, assignments, and materials are partially appropriate for diverse cultures.	Activities and assignments, materials, and groupings of students are fully appropriate to 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. Activities, assignments, and materials are fully appropriate for diverse cultures.	Students are highly intellectually engaged throughout the lesson in higher order 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. Students assist in ensuring that activities, assignments and materials are fully appropriate for diverse cultures.
3d: Using Assessment in Instruction* [FEAPs (a)1.e; (a)2.f.g.h.i; (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.]	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students,* monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Multiple assessments are used in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: Demonstrating flexibility and responsiveness [FEAPs (a)2.c.d.f.g.h.i.; (a)3.a.b.c.d.e.j; (a)4.a.d.]	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students

Domain 4: Professional Responsibilities

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Component	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
<p>4a: Reflecting on Teaching [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]</p>	Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.	Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.
<p>4b: Maintaining Accurate Records [FEAPs (a)1.e.; (a) 4.f. (b)1.a.b.c.d.e.]</p>	Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray, resulting in errors and confusion.	Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective, and students contribute to its maintenance.
<p>4c: Communicating with Families* [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]</p>	Teacher provides little or no information to families, or such communication is culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. Communications are not always appropriate to the cultures of some families.	Teacher communicates frequently and successfully engages most families in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher communicates frequently and sensitively with individual families in a culturally sensitive manner, with students participating in the communication. Teacher successfully engages families in the instructional program, as appropriate.
<p>4d: Participating in a Professional Community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]</p>	Teacher avoids participating in the job embedded professional community or in school and district events and projects, relationships with colleagues are negative or self-serving and teacher is resistant to feedback from colleagues.	Teacher becomes involved in the job embedded professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. Teacher accepts, with some reluctance, feedback from colleagues.	Teacher participates actively in the job embedded professional community and maintains positive and productive relationships with colleagues. In addition, teacher welcomes feedback from colleagues.	Teacher makes a substantial contribution to the job-embedded professional community, and assumes a leadership role with colleagues. In addition, teacher seeks out feedback from colleagues.

Domain 4: Professional Responsibilities				
Used With Permission: <u>Electronic Forms and Rubrics for Enhancing Professional Practice A Framework for Teaching</u> by Charlotte Danielson © 2008 by ASCD				
Component	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4e: Growing and Developing Professionally [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher’s participation in job embedded professional development activities is limited to those that are convenient or are required.	Teacher engages in opportunities for job embedded professional development that is based on a self-assessment of need.	Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers.
4f: Demonstrating Professionalism [FEAPs (a)1.e.; (b)2]	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to child centered decisions in the school. Teacher complies minimally with school and district regulations, doing just enough to “get by.”	Teacher displays a high level of ethics and professionalism in interactions with both students and the school community, and complies fully with school and district regulations.	Teacher assumes a leadership role in ensuring that school practices, decisions and procedures address all the students’ interests. Teacher displays the highest standards of ethical conduct.
NOTE: The complete <i>Framework for Teaching</i> Rubric that includes Domains, Components, and Elements and Critical Attributes that further define Components can be found in the Appendix. The 2013 Framework for Teaching Evaluation Instrument will be used to further define component level language. The Instrument can be found at http://www.danielsongroup.org/userfiles/files/downloads/2013EvaluationInstrument.pdf				

Other Instructional Personnel rubrics:

Framework for Teaching Rubric	1. Classroom Teachers including Music, Art, PE, ESE Pre-K ESE, and ESE teachers
Non-Classroom Teacher Rubrics aligned to job expectations	2. TOSAs, Resource Teachers (21st Century Grant Personnel) Literacy Coaches, Staff Training Specialists, Title I Resource Teachers
	3. ESE Resource Teachers, DJJ Liaison
	4. Media Specialists
	5. Guidance Counselors
	6. Speech Teachers
	7. Social Workers, Behavioral/Counseling Resource Teacher/Crisis Intervention Teachers

8. School Psychologists
9. Teachers of Visually Impaired Students (not in AIMS)
10. Occupational Therapists, Speech/Language Pathologists and Physical Therapists

Domain 1: Planning and Preparation				
For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrating - knowledge of current trends in specialty area and professional development [FEAPs (a)1.a.b; (a) 2.c.g.h.i; (a)3.e.g.]	Teacher demonstrates little or no familiarity with specialty area or trends in professional development.	Teacher demonstrates basic familiarity with specialty area and trends in professional development.	Teacher demonstrates thorough knowledge of specialty area and trends in professional development.	Teacher's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating - knowledge of the school's program and levels of teacher skill in delivering that program [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	Teacher demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Teacher demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Teacher demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Teacher is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served [FEAPs (a)1.a.,b.; 2.g.h.i.; (a)3.e.(a) 4.a.]	Teacher has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Teacher's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Teacher's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Teacher's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

Domain 1: Planning and Preparation
For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers
(continued)

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1d: Demonstrating knowledge of resources, both within and beyond the school and district [FEAPs (a)2.g.; (a)3.e.]	Teacher demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Teacher demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Teacher is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Teacher actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e: Planning the instructional support program, integrated with the overall school program [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]	Teacher's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Teacher's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Teacher's plan is well designed to support teachers in the improvement of their instructional skills.	Teacher's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
1f: Developing a plan to evaluate the instructional support program [FEAPs (a)1.d.; (a)3.e.; (a)2.g.h.i.; (a)4.b.c.d.f.]	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 instructional support - 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 sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2a: Creating an - environment of trust and respect [FEAPs (a)2.d.f.h.; (a)3.e.]	Teachers are reluctant to request assistance from the Teacher, fearing that such a request will be treated as a sign of deficiency.	Relationships with the Teacher are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with Teacher are respectful, with some contacts initiated by teachers.	Relationships with Teacher are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for ongoing instructional improvement [FEAPs (a)2.c.d.f.h.; (a)3.e.]	Teacher conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the Teacher	Teacher promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teacher has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2c: Establishing clear procedures for teachers to gain access to instructional support [FEAPs (a)2.a.h.; (a)3.e.]	When teachers want to access assistance from the Teacher, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Teacher has established clear procedures for teachers to use in gaining access to support.	Procedures for access to Teacher's instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
2d: Establishing and maintaining norms of behavior for professional interactions [FEAPs (a)2.b.h.; (a)3.e.]	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Teacher's efforts to establish norms of professional conduct are partially successful.	Teacher has established clear norms of mutual respect for professional interaction.	Teacher has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: Organizing physical	Teacher makes poor use of the physical	The physical environment does not impede workshop activities.	Teacher makes good use of the	Teacher makes highly effective

space for workshops or training [FEAPs (a)2.a.h.; (a)3.e.]	environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.		physical environment, resulting in engagement of all participants in the workshop activities	use of the physical environment, with teachers contributing to the physical arrangement.
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Domain 3: Delivery of Service
For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Collaborating with teachers in the design of instructional units and lessons [FEAPs (a)2.c.d.e.f.g.h.i.; (a)3.a.b.c.d.e.i.; (a)4.a.]	Teacher declines to collaborate with classroom teachers in the design of instructional lessons and units.	Teacher collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units.	Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b: Engaging teachers in learning new instructional skills (a)3.a.b.c.d.e.f.; (a)2.d.f.g.h.i.; (a)4.a.]	Teachers decline opportunities to engage in professional learning.	Teacher's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff [FEAPs (a)3.a.b.c.d.e.f.g; (a)2.d.f.g.h.i.; (a)4.a.]	Teacher's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the Teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of Teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The Teacher conducts extensive follow-up work with teachers.

3d: Locating resources for teachers to support instructional improvement [FEAPs (a)1.e.; (a)2.f.g.h.i.; (a)3.a.b.c.d.e.h.i.j.; (a)4.a.c.de.]	Teacher fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Teacher's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Teacher locates resources for instructional improvement for teachers when asked to do so.	Teacher is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness [FEAPs (a)2.c.d.f.g.h.i.; (a)3.a.b.c.d.e.j.; (a)4.a.d.]	Teacher adheres to his plan, in spite of evidence of its inadequacy.	Teacher makes modest changes in the support program when confronted with evidence of the need for change.	Teacher makes revisions to the support program when it is needed.	Teacher is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities
For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	Teacher's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Teacher's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and submitting budgets and reports [FEAPs (a)1.e.; (a) 4.f. (b)1.a.b.c.d.e.]	Teacher does not follow established procedures for preparing budgets and submitting reports. Reports are	Teacher's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Teacher's budgets are complete, anticipating all expenditures and following	Teacher anticipates and responds to teacher needs when preparing budgets,

	routinely late.		established procedures. Reports are always submitted on time.	following established - procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating work with other instructional specialists [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	Teacher makes no effort to collaborate with other instructional specialists within the district.	Teacher responds positively to the efforts of other instructional specialists within the district to collaborate.	Teacher initiates efforts to collaborate with other instructional specialists within the district.	Teacher takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
Domain 4: Professional Responsibilities For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers <i>(continued)</i>				
	L E V E L O F P E R F O R M A N C E			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Teacher's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Teacher's relationships with colleagues are cordial, and the specialist 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 a leadership role with colleagues.
4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	Teacher does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Teacher's participation in professional development activities is limited to those that are convenient or are required.	Teacher seeks out opportunities for professional development based on an individual assessment of need.	Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for

				other specialists.
4f: Showing professionalism, including integrity and confidentiality [FEAPs (a)1.e.; (b)2]	Teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Teacher is honest in interactions with colleagues and respects norms of confidentiality.	Teacher displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Teacher can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Domain 1: Planning and Preparation For ESE Resource Teachers and DJJ Liaison				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrating - knowledge of current trends in specialty area and professional development [FEAPs (a)1.a.; (a)3.e.]	Teacher demonstrates little or no familiarity with specialty area or trends in professional development.	Teacher demonstrates basic familiarity with specialty area and trends in professional development.	Teacher demonstrates thorough knowledge of specialty area and trends in professional development.	Teacher's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating - knowledge of the school's program and levels of teacher skill in delivering that program [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	Teacher demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Teacher demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Teacher demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Teacher is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.

<p>1c: Establishing goals for the ESE support program appropriate to the setting and the teachers served [FEAPs (a)1.a.,b.; (a)3.e.]</p>	<p>Teacher has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.</p>	<p>Teacher’s goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.</p>	<p>Teacher’s goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.</p>	<p>Teacher’s goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.</p>
<p>Domain 1: Planning and Preparation For ESE Resource Teachers and DJJ Liaison (continued)</p>				
<p>COMPONENT</p>	<p>L E V E L O F P E R F O R M A N C E</p>			
	<p>UNSATISFACTORY</p>	<p>NEEDS IMPROVEMENT OR DEVELOPING</p>	<p>EFFECTIVE</p>	<p>HIGHLY EFFECTIVE</p>
<p>1d: Demonstrating knowledge of resources, both within the school and district [FEAPs (a)2.g.; (a)3.e.]</p>	<p>Teacher demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.</p>	<p>Teacher demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.</p>	<p>Teacher is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.</p>	<p>Teacher actively seeks out new resources from a wide range of sources to enrich teachers’ skills in implementing the school’s program.</p>
<p>1e: Planning the ESE support program, integrated with the overall school program to meet the needs of individual students including prevention [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]</p>	<p>Teacher’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.</p>	<p>Teacher’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.</p>	<p>Teacher’s plan is well designed to support teachers in the improvement of their instructional skills.</p>	<p>Teacher’s plan is highly coherent, taking into account the competing demands of consulting with teachers, administrators and families to meet the needs of individual students and has been developed following consultation with administrators</p>

				and teachers.
1f: Demonstrating knowledge of state and federal ESE regulations and of resources both within the school and district [FEAPs (a)1.d.; (a)3.e.; (a)2.g.h.i; (a)4.b.c.d.f.]	Teacher has knowledge of the program or resists suggestions that such an evaluation is important.	Teacher has a rudimentary knowledge of the instructional support program.	Teacher's knowledge of 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 knowledge is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Domain 2: The Environment For ESE Resource Teachers and DJJ Liaison				
	L E V E L O F P E R F O R M A N C E			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2a: Creating an - environment of trust and respect [FEAPs (a)2.d.f.h.; (a)3.e.]	Teachers are reluctant to request assistance from the Teacher, fearing that such a request will be treated as a sign of deficiency.	Relationships with the Teacher are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with Teacher are respectful, with some contacts initiated by teachers.	Relationships with Teacher are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing and maintaining clear procedures for ESE staffings [FEAPs (a)2.c.d.f.h.; (a)3.e.]	Teacher conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the Teacher.	Teacher promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teacher has established a culture of professional inquiry in which teachers initiate queries regarding procedures for ESE staffings with support of specialist.
2c: Establishing clear procedures for teachers to gain access to instructional	When teachers want to access assistance from the Teacher, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Teacher has established clear procedures for teachers to use in gaining access to support.	Procedures for access to Teacher's instructional support are clear to all teachers

support [FEAPs (a)2.a.h.; (a)3.e.]				and have been developed following consultation with administrators and teachers.
2d: Establishing and maintaining norms of behavior for professional interactions [FEAPs (a)2.b.h.; (a)3.e.]	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Teacher's efforts to establish norms of professional conduct are partially successful.	Teacher has established clear norms of mutual respect for professional interaction.	Teacher has established clear norms of mutual respect for professional interaction. Teachers model professional standards of conduct.
2e: Organizing physical space for training [FEAPs (a)2.a.h.; (a)3.e.]	Teacher makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the training activities.	The physical environment does not impede training activities.	Teacher makes good use of the physical environment, resulting in engagement of all participants in the training activities	Teacher makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.
Domain 3: Delivery of Service For ESE Resource Teachers and DJJ Liaison				
	L E V E L O F P E R F O R M A N C E			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Collaborates with IEP teams to determine effective placement and educational programs for ESE students. [FEAPs (a)2.c.d.e.f.g.h.i.; (a)3.a.b.c.d.e.i.; (a)4.a.]	Teacher is not familiar with the school's ESE programs or the placement options available to ESE students.	Teacher is aware of the program options available at the school but does not collaborate with the IEP team to determine effective placement for ESE students.	Teacher collaborates with IEP team to make them aware of the options available at the school and facilitates discussion of these options to determine the best placement and program for ESE	Teacher facilitates discussion for the IEP team to determine effective placement and programs for ESE students. Is aware of placement options available within the district.

			students.	
3b: Engaging teachers in learning new instructional skills [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.]	Teachers decline opportunities to engage in professional learning.	Teacher's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff [FEAPs (a)3.a.b.c.d.e.f.g; (a)2.d.f.g.h.i.; (a)4.a.]	Teacher's procedural training sessions are of poor quality or are not appropriate to the needs of the teachers being served.	The quality procedural training session is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the Teacher's procedural training session is uniformly high and appropriate to the needs of the teachers being served.	The quality of Teacher's procedural training session is uniformly high and appropriate to the needs of the teachers being served. The Teacher conducts extensive follow-up work with teachers.
3d: Locating resources for teachers to support instructional improvement [FEAPs (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.]	Teacher fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Teacher's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Teacher locates resources for instructional improvement for teachers when asked to do so.	Teacher is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness [FEAPs (a)2.c.d.f.g.h.i.; (a)3.a.b.c.d.e.j.; (a)4.a.d.]	Teacher adheres to his plan, in spite of evidence of its inadequacy.	Teacher makes modest changes in the support program when confronted with evidence of the need for change.	Teacher makes revisions to the support program when it is needed.	Teacher is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

**Domain 4: Professional Responsibilities
For ESE Resource Teachers and DJJ Liaison**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	Teacher's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Teacher's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Communicating with families [FEAPs (a)1.e.; (a) 4.f. (b)1.a.b.c.d.e.]	Teacher does not follow established procedures for communicating with families	Teacher's efforts to communicate with families are partially successful, and follow established procedures.	Teacher's communication with families follows established procedures.	Teacher anticipates and responds to teacher needs when communicating with families, following established - procedures and suggesting improvements to those procedures.
4c: Coordinating work with other instructional specialists [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	Teacher makes no effort to collaborate with other instructional specialists within the district.	Teacher responds positively to the efforts of other instructional specialists within the district to collaborate.	Teacher initiates efforts to collaborate with other instructional specialists within the district.	Teacher takes a leadership role in coordinating efforts with other instructional specialists within the district.

Domain 4: Professional Responsibilities
For ESE Resource Teachers and DJJ Liaison (CONTINUED)

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Teacher's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Teacher's relationships with colleagues are cordial, and the specialist 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 a leadership role with colleagues.
4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	Teacher does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Teacher's participation in professional development activities is limited to those that are convenient or are required.	Teacher seeks out opportunities for professional development based on an individual assessment of need.	Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f: Showing professionalism, including integrity and confidentiality [FEAPs (a)1.e.; (b)2]	Teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Teacher is honest in interactions with colleagues and respects norms of confidentiality.	Teacher displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Teacher can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Domain 1: Planning and Preparation For Media Specialists				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology [FEAPs (a)1.a.b; (a)2.c.g.h.i; (a)3.e.g.]	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1b: Demonstrating knowledge of the school's program and student information needs within that program [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
1c: Establishing goals for the library/media program appropriate to the setting and the students served [FEAPs (a)1.a.,b.; (a)3.e.]	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

**Domain 1: Planning And Preparation
For Media Specialists
(Continued)**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as - interlibrary loan [FEAPs (a)2.g.; (a)3.e.]	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e: Planning the library/ media program integrated with the overall school program [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
1f: Developing a plan to evaluate the library/media program [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.]	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist'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.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment For Media Specialists				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2a: Creating an - environment of respect and rapport [FEAPs (a)2.d.f.h.; (a)3.e.]	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist 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.	Interactions, both between the library/media specialist 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.	Interactions among the library/media specialist, individual students, and the classroom teachers 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 students in the library.
2b: Establishing a culture for investigation and love of literature [FEAPs (a)2.c.d.f.h.; (a)3.e.]	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
2c: Establishing and - maintaining library procedures [FEAPs (a)2.a.h.; (a)3.e.]	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the

				success of the media center.
Domain 2: The Environment For Media Specialists <i>(Continued)</i>				
	L E V E L O F P E R F O R M A N C E			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2d: Managing student behavior [FEAPs (a)2.b.h.; (a)3.e.]	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 that the library/media specialist 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 library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist'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 to enable smooth flow [FEAPs (a)2.a.h.; (a)3.e.]	Library/media specialist 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.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist 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, book displays are attractive and inviting.

Domain 3: Delivery of Service For Media Specialists				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations [FEAPs (a)2.c.d.e.f.g.h.i.; (a)3.a.b.c.d.e.i.; (a)4.a.]	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among - different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b: Collaborating with teachers in the design of instructional units and lessons [FEAPs (a)3.a.b.c.d.e.f.; (a)2.d.f.g.h.i.; (a)4.a.]	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: Engaging students in enjoying literature and in learning information skills [FEAPs (a)3.a.b.c.d.e.f.g.; (a)2.d.f.g.h.i.; (a)4.a.]	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
Domain 3: Delivery of Service For Media Specialists (Continued)				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE

3d: Assisting students and teachers in the use of technology in the library/media center [FEAPs (a)1.e.; (a)2.f.g.h.i.; (a)3.a.b.c.d.e.h.i.j.; (a)4.a.c.de.]	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
3e: Demonstrating flexibility and responsiveness [FEAPs (a)3.a.b.c.d.e.j.; (a)4.a.d.]	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist 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 For Media Specialists				
	L E V E L O F P E R F O R M A N C E			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Preparing and submitting reports and budgets [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows	Library/media specialist anticipates teacher needs when preparing requisitions and

	follow established procedures. Inventories and reports are routinely late.	reports are sometimes submitted on time.	established procedures. Inventories and reports are submitted on time.	budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: Communicating with the larger community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
Domain 4: Professional Responsibilities For Media Specialists (Continued)				
	L E V E L O F P E R F O R M A N C E			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4f: Showing professionalism [FEAPs (a)1.e.; (b)2]	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.
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Domain 1: Planning and Preparation For Guidance Counselors				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrating knowledge of counseling theory and techniques [FEAPs (a)1.a.b; (a)2.c.g.h.i; (a)3.e.g.]	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors [FEAPs (a)1.e.;(a)2.a.h.; (a)3.e.h.; (a)4.a.]	Counselor provides little or no information of child and adolescent development.	Counselor provides partial information of child and adolescent development.	Counselor provides information demonstrating accurate understanding of adolescent development, barriers to learning and student risk factors.	In addition to information demonstrating accurate understanding of adolescent development, barriers to learning and student risk factors, counselor displays knowledge of the extent to which individual student interventions are necessary.
1c: Plans and designs program goals, instruction and intervention based on school data and	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the

aligns efforts with both school and district improvement plans in adherence to state and federal mandates. [FEAPs (a)1.a.,b.; (a)3.e.]	or the age of the students.		of the students.	age of the students and have been developed following consultations with students, parents, and colleagues.
Domain 1: Planning And Preparation For Guidance Counselors (Continued)				
	L E V E L O F P E R F O R M A N C E			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district [FEAPs (a)2.g.; (a)3.e.]	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Uses data to monitor student progress (academic, social, emotional, behavioral) and to evaluate the effectiveness of counseling services on student achievement [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's evaluation plan includes clear and measurable goals, with sources of evidence based on school data and includes a clear plan toward improving the program.
1f: Developing a plan to evaluate the counseling program [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.]	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor'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	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an

			met.	ongoing basis.
Domain 2: The Environment For Guidance Counselors				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2a: Creating an environment of respect and rapport [FEAPs (a)2.d.f.h.; (a)3.e.]	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication [FEAPs (a)2.c.d.f.h.; (a)3.e.]	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: Managing routines and procedures [FEAPs (a)2.a.h.; (a)3.e.]	Counselor's routines for the counseling program or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling program or classroom.	Counselor's routines for the counseling program or classroom work effectively.	Counselor's routines for the counseling program or classroom are seamless, and students assist in maintaining them.
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school [FEAPs (a)2.b.h.; (a)3.e.]	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions and classroom presentations, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing	The physical environment is in	Counselor's attempts to create an inviting and well-organized	Counseling center or classroom	Counseling center or classroom

physical space [FEAPs (a)2.a.h.; (a)3.e.]	disarray or is inappropriate to the planned activities.	physical environment are partially successful.	arrangements are inviting and conducive to the planned activities.	arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
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**Domain 3: Delivery of Service
For Guidance Counselors**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Assessing student needs [FEAPs (a)2.c.d.e.f.g.h.i.; (a)3.a.b.c.d.e.i.; (a)4.a.]	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor’s assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs (a)3.a.b.c.d.e.f.; (a)2.d.f.g.h.i.; (a)4.a.]	Counselor’s program is independent of identified student needs.	Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: Using counseling techniques in individual and classroom programs [FEAPs (a)1.e; (a)2.f.g.h.i; (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.]	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d: Coordinates resources to meet needs	Counselor does not make connections with other programs in order to meet	Counselor’s efforts to coordinate services with other programs in the school are partially successful.	Counselor coordinates with other programs within the school or	Counselor coordinates with other programs and agencies both

[FEAPs (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.]	student needs.		district to meet student needs.	within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness FEAPs (a)2.c.d.f.g.h.i.; (a)3.a.b.c.d.e.j.; (a)4.a.d.]	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher needs.

**Domain 4: Professional Responsibilities
For Guidance Counselors**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records and submitting them in a timely fashion [FEAPs (a)1.e.; (a) 4.f. (b)1.a.b.c.d.e.]	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	Counselor provides no information to families, either about the counseling program as a whole or about	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program	Counselor is proactive in providing information to families about the counseling program

	individual students.		as a whole and about individual students.	and about individual students through a variety of means.
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**Domain 4: Professional Responsibilities
For Guidance Counselors
(Continued)**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism [FEAPs (a)1.e.; (b)2]	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in - interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Domain 1: Planning and Preparation for School Psychologists

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE

1a: Demonstrating - knowledge and skill in using psychological instruments to evaluate students [FEAPs (a)1.a.b; (a) 2.c.g.h.i; (a)3.e.g.]	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses adequate psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child and adolescent development and psychopathology [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: Establishing goals for the psychology program appropriate to the setting and the students served [FEAPs (a)1.a.,b.; 2.g.h.i.; (a)3.e.(a) 4.a.]	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
DOMAIN 1: PLANNING AND PREPARATION FOR SCHOOL PSYCHOLOGISTS (continued)				
	L E V E L O F P E R F O R M A N C E			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district [FEAPs (a)2.g.; (a)3.e.]	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the psychology	Psychologist's plan consists of a random collection of	Psychologist's plan has a guiding principle and includes a number of worthwhile	Psychologist has developed a plan that includes the	Psychologist's plan is highly coherent and preventive and

program, integrated with the regular school program, to meet the needs of students and including prevention [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]	unrelated activities, lacking coherence or an overall structure.	activities, but some of them don't fit with the broader goals.	important aspects of work in the setting.	serves to support students, within the broader educational program.
1f: Developing a plan to evaluate the psychology program [FEAPs (a)1.d.; (a)3.e.; (a)2.g.h.i.; (a)4.b.c.d.f.]	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist'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.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Domain 2: The Environment for School Psychologists (continued)				
	L E V E L O F P E R F O R M A N C E			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2a: Establishing rapport with students [FEAPs (a)2.d.f.h.; (a)3.e.]	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for positive mental health throughout the school [FEAPs (a)2.c.d.f.h.; (a)3.e.]	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
2c: Managing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and	Procedures for all aspects of referral and testing protocols are clear to everyone and have been

[FEAPs (a)2.a.h.; (a)3.e.]	special services, they are not sure how to go about it.		administrators are clear to everyone.	developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in the testing center [FEAPs (a)2.b.h.; (a)3.e.]	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and storage of materials [FEAPs (a)2.a.h.; (a)3.e.]	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Domain 3: Delivery of Service for School Psychologists *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Responding to referrals; consulting with teachers and administrators [FEAPs (a)2.c.d.e.f.g.h.i.; (a)3.a.b.c.d.e.i.; (a)4.a.]	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.

<p>3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines [FEAPs (a)3.a.b.c.d.e.f.; (a)2.d.f.g.h.i.; (a)4.a.]</p>	<p>Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.</p>	<p>Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.</p>	<p>Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.</p>	<p>Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.</p>
<p>3c: Collecting information; writing reports [FEAPs (a)3.a.b.c.d.e.f.g.; (a)2.d.f.g.h.i.; (a)4.a.]</p>	<p>Psychologist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.</p>	<p>Psychologist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.</p>	<p>Psychologist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.</p>	<p>Psychologist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.</p>
<p>3d: Planning interventions to maximize students' likelihood of success</p>	<p>Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.</p>	<p>Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.</p>	<p>Psychologist's plans for students are suitable for them and are aligned with identified needs.</p>	<p>Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.</p>
<p>3e: Demonstrating flexibility and responsiveness [FEAPs (a)2.c.d.f.g.h.i.; (a)3.a.b.c.d.e.j.; (a)4.a.d.]</p>	<p>Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.</p>	<p>Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.</p>	<p>Psychologist makes revisions in the treatment program when it is needed.</p>	<p>Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.</p>
<p>Domain 4: Professional Responsibilities for School Psychologists <i>(continued)</i></p>				
<p>COMPONENT</p>	<p>L E V E L O F P E R F O R M A N C E</p>			
	<p>UNSATISFACTORY</p>	<p>NEEDS IMPROVEMENT/DEVELOPING</p>	<p>EFFECTIVE</p>	<p>HIGHLY EFFECTIVE</p>

4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators [FEAPs (a)1.e.; (a) 4.f. (b)1.a.b.c.d.e.]	Psychologist is not available to staff for questions and planning and declines to provide background material when requested.	Psychologist is available to staff for questions and planning and provides background material when requested.	Psychologist initiates contact with teachers and administrators to confer regarding individual cases.	Psychologist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining accurate records [FEAPs (a)1.e.; (a) 4.f. (b)1.a.b.c.d.e.]	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL PSYCHOLOGISTS *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional	Psychologist does not participate in professional	Psychologist's participation in professional development activities is limited to those	Psychologist seeks out opportunities for professional	Psychologist actively pursues professional development

development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	development activities, even when such activities are clearly needed for the ongoing development of skills.	that are convenient or are required.	development based on an individual assessment of need.	opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism [FEAPs (a)1.e.; (b)2]	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

**Domain 1: Planning for
School Social Workers
Behavioral/Counseling Resource Teachers
Crisis Intervention Teachers**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrating - knowledge of current trends in specialty area [FEAPs (a)1.a.b; (a) 2.c.g.h.i; (a)3.e.g.]	Teacher demonstrates little or no familiarity with specialty area.	Teacher demonstrates basic familiarity with specialty area.	Teacher demonstrates thorough knowledge of specialty.	Teacher's knowledge of specialty area is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating - knowledge of the school's program and levels of skill in delivering that program [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	Teacher demonstrates little or no knowledge of the school's program or of teacher skill in implementing that program.	Teacher demonstrates basic knowledge of the school's program and of teacher skill in implementing that program.	Teacher demonstrates thorough knowledge of the school's program and of teacher skill in implementing that program.	Teacher is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to skill in that program.
1c: Establishing goals for the Service delivery program appropriate to the	Teacher has no clear goals for program, or they are inappropriate to either the situation	Teacher's goals for the program are rudimentary and are partially suitable to the situation and the needs of those served.	Teacher's goals for the program are clear and are suitable to the situation and the needs of those	Teacher's goals for the program are highly appropriate to the situation and the needs of those

setting and those served [FEAPs (a)1.a.,b.; 2.g.h.i.; (a)3.e.(a) 4.a.]	or the needs of those served.		served.	served. They have been developed following consultations with administrators and colleagues.
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**Domain 1 Planning
School Social Workers
Behavioral/Counseling Resource Teachers
Crisis Intervention Teachers
(Continued)**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1d: Demonstrating knowledge of resources, both within and beyond the school and district [FEAPs (a)2.g.; (a)3.e.]	Teacher demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Teacher demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Teacher is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Teacher actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e: Planning the service program, integrated with the overall school program [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]	Teacher's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Teacher's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Teacher's plan is well designed to support and implementing program services.	Teacher's plan is highly coherent, and serves to support student and staff within the overall school setting.
1f: Developing a plan to evaluate the program [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]	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 instructional support 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 sources of evidence and a clear path toward improving the program on an ongoing basis.

**Domain 2: The Environment for
School Social Workers
Behavioral/Counseling Resource Teachers
Crisis Intervention Teachers**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2a: Creating an - environment of trust and respect [FEAPs (a)2.d.f.h.; (a)3.e.]	Teachers are reluctant to request assistance from the Teacher, fearing that such a request will be treated as a sign of deficiency.	Relationships with the Teacher are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with Teacher are respectful, with some contacts initiated by teachers.	Relationships with Teacher are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for ongoing instructional improvement [FEAPs (a)2.c.d.f.h.; (a)3.e.]	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 students and teachers.	Teacher attempts to promote a culture throughout the school for productive and respectful communication between and among students, teachers and parents are partially successful.	Teacher promotes a culture throughout the district for productive and respectful communication between and among students, teachers, and parents.	The culture in the school district for productive and respectful communication between and among students, teachers and parents while guided by the teacher, is maintained by teachers (others), students and parents.
2c: Establishing clear procedures for teachers to gain access to instructional support [FEAPs (a)2.a.h.; (a)3.e.]	Teacher's routines for student support services are nonexistent or in disarray.	Teacher has rudimentary and partially successful routines for student support services.	Teacher's routines for student support services are clear and effective.	Teacher's routines for student support services are clear and provided in consultation with school personnel.
2d: Establishing and maintaining norms of behavior for professional interactions [FEAPs (a)2.b.h.; (a)3.e.]	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Teacher's efforts to establish norms of professional conduct are partially successful.	Teacher has established clear norms of mutual respect for professional interaction.	Teacher has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: Organizing physical space [FEAPs (a)2.a.h.; (a)3.e.]	Teacher makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use	The physical environment does not impede activities.	Teacher makes good use of the physical environment, resulting in engagement of all participants in the activities	Teacher makes highly effective use of the physical environment, with teachers contributing to the physical

	of equipment, or little alignment between the physical arrangement and the activities.			arrangement.
Domain 3: The Delivery of Service for School Social Workers Behavioral/Counseling Resource Teachers Crisis Intervention Teachers				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Assessing student needs	Teacher does not assess student needs, or the assessments result in inaccurate conclusions.	Teacher's assessments of student needs are perfunctory.	Teacher assesses student needs and provides appropriate services.	Teacher consults with colleagues and conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation and implantation of academic, personal/social plans, based on knowledge of student needs	Teacher program is independent of identified student needs.	Teacher attempts to help students and teachers formulate personal/social are partially successful.	Teacher helps students and teachers formulate personal/social plans for groups of students.	Teacher helps individual students and teachers formulate and implement personal social plans.
3c: Sharing expertise with staff	Teacher's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the Teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of Teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The Teacher conducts extensive follow-up work with teachers.
3d: Brokering resources to meet needs	Teacher does not make connections with other programs in order to meet student needs.	Teacher efforts to broker services with other programs in the school are partially successful.	Teacher brokers with other programs within the school or district to meet student needs.	Teacher brokers with other programs and agencies both within and beyond the school or district to meet individual

				student needs.
3e: Demonstrating flexibility and responsiveness [FEAPs (a)2.c.d.f.g.h.i.; (a)3.a.b.c.d.e.j.; (a)4.a.d.]	Teacher adheres to his plan, in spite of evidence of its inadequacy.	Teacher makes modest changes in the support program when confronted with evidence of the need for change.	Teacher makes revisions to the support program when it is needed.	Teacher is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

**Domain 4: Professional Responsibilities for
School Social Workers
Behavioral/Counseling Resource Teachers
Crisis intervention teachers**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	Teacher's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Teacher's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Communicating with families [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	Teacher fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Teacher communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Teacher communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Teacher secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.

**Domain 4: Professional Responsibilities for
School Social Workers
Behavioral/Counseling Resource Teachers
Crisis intervention teachers**

(continued)				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4c: Maintaining accurate records [FEAPs (a)1.e.; (a) 4.f. (b)1.a.b.c.d.e.]	Teacher records are in disarray; they may be missing, illegible, or stored in an insecure location.	Teacher records are accurate and legible and are stored in a secure location.	Teacher records are accurate and legible, well organized, and stored in a secure location.	Teacher records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d: Participating in a professional community	Teacher relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Teacher relationships with colleagues are cordial, and counselor 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: Engaging in professional development	Teacher does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Teacher participation in professional development activities is limited to those that are convenient or are required.	Teacher seeks out opportunities for professional development based on an individual assessment of need.	Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Teacher is honest in - interactions with colleagues, students, and the public; does not violate confidentiality.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Domain 1: Planning and Preparation For Teachers of the Visually Impaired				
COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrating knowledge and skill in the VI unique skills area; holding the relevant teaching certificate. [FEAPs (a)1.a.; (a)3.e.]	TVI demonstrates little or no knowledge and skill in the VI unique skills area; does not hold the necessary certificate or license.	TVI demonstrates basic knowledge and skill in the VI unique skills area; holds the necessary certificate or license.	TVI demonstrates thorough knowledge and skill in the VI unique skills area; holds the necessary certificate or license.	TVI demonstrates extensive knowledge and skill in the VI unique skills area; holds a relevant teaching certificate.
1b: Establishing goals for the VI unique skills program appropriate to the setting and the students served [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	TVI has no clear goals for the VI unique skills program, or they are inappropriate to either the situation or the age of the students.	TVI's goals for the VI unique skills program are rudimentary and are partially suitable to the situation and to the age of the students.	TVI's goals for the VI unique skills program are clear and appropriate to the situation in the school and to the age of the students.	TVI's goals for the VI unique skills program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines [FEAPs (a)1.a.,b.; (a)3.e.]	TVI demonstrates little or no knowledge of special education laws and procedures.	TVI demonstrates basic knowledge of special education laws and procedures.	TVI demonstrates - thorough knowledge of special education laws and procedures.	TVI's knowledge of special education laws and procedures is extensive; TVI takes a leadership role in reviewing and revising district policies.
1d: Demonstrating knowledge of resources, both within and beyond the school and district [FEAPs (a)2.g.; (a)3.e.]	TVI demonstrates little or no knowledge of resources for students available through the school or district.	TVI demonstrates basic knowledge of resources for students available through the school or district.	TVI demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	TVI demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Planning the VI unique skills program, integrated with the regular school program, to meet the needs of individual students [FEAPs (a)1.b.c.f.; (a)3.e.g.]	VI unique skills program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	TVI's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	TVI has developed a plan that includes the important aspects of work in the setting.	TVI's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the VI	TVI has no plan to evaluate the program or resists	TVI has a rudimentary plan to evaluate the VI unique skills program.	TVI's plan to evaluate the program is organized around	TVI's evaluation plan is highly sophisticated, with

unique skills program [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.]	suggestions that such an evaluation is important.		clear goals and the collection of evidence to indicate the degree to which the goals have been met.	imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
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**Domain 2: The Environment
For Teachers of the Visually Impaired
(CONTINUED)**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2a: Establishing rapport with students [FEAPs (a)2.d.f.h.; (a)3.e.]	TVI's interactions with students are negative or inappropriate; students appear uncomfortable in the educational environment.	TVI's interactions are a mix of positive and negative; the TVI's efforts at developing rapport are partially successful.	TVI's interactions with students are positive and respectful; students appear comfortable in the educational environment.	Students seek out the TVI, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively [FEAPs (a)2.c.d.f.h.; (a)3.e.]	TVI exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	TVI's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	TVI exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	TVI demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals [FEAPs (a)2.a.h.; (a)3.e.]	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	TVI has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in the educational setting [FEAPs (a)2.b.h.; (a)3.e.]	No standards of conduct have been established, and disregards or fails to address negative student behavior during evaluation or lessons.	Standards of conduct appear to have been established for the educational setting. TVI's attempts to monitor and correct negative student behavior during evaluation and lessons are partially successful.	Standards of conduct have been established for the educational setting. TVI monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the educational setting. TVI's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing services [FEAPs (a)2.a.h.; (a)3.e.]	The educational setting is disorganized and poorly suited to working with students. Materials are usually available.	The educational setting is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The educational setting is well organized; materials are available when needed.	The educational setting is highly organized and is inviting to students. Materials are convenient when needed.

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Domain 3: Delivery of Service For Teachers of the Visually Impaired (CONTINUED)

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Responding to referrals and evaluating student needs [FEAPs (a)2.e.; (a)3.a.b.c.d.e.i.; (a)4.a.]	TVI fails to respond to referrals or makes hasty assessments of student needs.	TVI responds to referrals when pressed and makes adequate assessments of student needs.	TVI responds to referrals and makes thorough assessments of student needs.	TVI is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing goals and/or objectives to maximize students' success [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.]	TVI fails to develop goals and/or objectives suitable for students, or plans are mismatched with the findings of assessments.	TVI's plans for students are partially suitable for them or sporadically aligned with identified needs.	TVI's plans for students are suitable for them and are aligned with identified needs.	TVI develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families [FEAPs (a)3.a.b.c.d.e.f.g.; (a)4.a.]	TVI fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	TVI's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	TVI communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	TVI secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. TVI reaches out to families of students to enhance trust.
3d: Collecting information; writing reports [FEAPs (a)3.a.b.c.d.e.h.i.j.; (a)4.a.c.de.]	TVI neglects to collect important information on which to base goals and/or objectives; reports are inaccurate or not appropriate to the audience.	TVI collects most of the important information on which to base goals and/or objectives; reports are accurate but lacking in clarity and not always appropriate to the audience.	TVI collects all the important information on which to base goals and/or objectives; reports are accurate and appropriate to the audience.	TVI is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness [FEAPs (a)3.a.b.c.d.e.j.; (a)4.a.d.]	TVI adheres to the plan or program, in spite of evidence of its inadequacy.	TVI makes modest changes in the program when confronted with evidence of the need for change.	TVI makes revisions in the program when they are needed.	TVI is continually seeking ways to improve the program and makes changes as needed in response to student, parent, or teacher input.

**Domain 4: Professional Responsibilities
For Teachers of the Visually Impaired
(CONTINUED)**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	TVI does not reflect on practice, or the reflections are inaccurate or self-serving.	TVI's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	TVI's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. TVI makes some specific suggestions as to how the program might be improved.	TVI's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. TVI draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	TVI is not available to staff for questions and planning and declines to provide background material when requested.	TVI is available to staff for questions and planning and provides background material when requested.	TVI initiates contact with teachers and administrators to confer regarding individual students.	TVI seeks out teachers and administrators to confer and solicit their perspectives on individual students.
4c: Maintaining an effective data-management system [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	TVI's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust lessons or program when needed.	TVI has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust lessons or program when needed.	TVI has developed an effective data-management system for monitoring student progress and uses it to adjust lessons or program when needed.	TVI has developed a highly effective data-management system for monitoring student progress and uses it to adjust lessons or program when needed. TVI uses the system to communicate with teachers and parents.
4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	TVI's relationships with colleagues are negative or self-serving, and TVI avoids being involved in school and district events and projects.	TVI's relationships with colleagues are cordial, and TVI participates in school and district events and projects when specifically asked to do so.	TVI participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	TVI makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	TVI does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	TVI's participation in professional development activities is limited to those that are convenient or are required.	TVI seeks out opportunities for professional development based on an individual assessment of need.	TVI actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f:	TVI displays	TVI is honest in interactions	TVI displays high	TVI can be counted

Showing professionalism, including integrity, advocacy, and maintaining confidentiality [FEAPs (a)1.e.; (b)2]	dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
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**Domain 1: Documentation and Accountability
For Occupational and Physical Therapists and Speech Language Pathologists**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a: (OT/PT Only) Developing an appropriate Plan Of Care for each individual student	Therapist does not consistently develop a Plan Of Care that meets the legal requirements for their profession	Therapist is able to develop a Plan Of Care that meets the legal requirements for their profession with peer mentoring	Therapist consistently develops a Plan Of Care that meets the legal requirements for their profession	Therapist consistently develops a Plan Of Care that meets the legal requirements for their profession and can be used as samples for the training of new therapists.
Evidence:	Plan Of Care			
1a: (SLP Only) Participating in Multi-Tier Support System (MTSS) process and providing Speech-Language support as needed	Therapist is not available to participate in MTSS meetings and does not provide support to the team when requested.	Therapist is available to attend some MTSS meetings and can answer some questions related to interventions.	Therapist is available to attend MTSS meetings, interpret data, and offers suggestions for interventions.	Therapist is an integral part of the MTSS team, including performing observations, modeling strategies, assisting with interventions, administering assessments, interpreting data, and problem solving.
Evidence:	MTSS Team Documentation			
1b: Demonstrating knowledge of resources, both within and beyond the school and district	Therapist demonstrates little or no knowledge of resources for students available through the school or district.	Therapist demonstrates basic knowledge of resources for students available through the school or district.	Therapist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Therapist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
Evidence:	Anecdotal input			

1c: Developing IEP goals and objectives to meet the needs of individual students	Therapist does not consistently write appropriate IEP goals and objectives.	Therapist writes appropriate IEP goals and objectives with peer guidance.	Therapist consistently writes appropriate IEP goals and at least two objectives which are measureable and attainable.	Therapist consistently writes appropriate IEP goals and at least two objectives which are measureable, attainable, and can be used as a model for new therapists.
Evidence:	IEP goals and objectives			
1d: Developing and maintaining effective scheduling policies and procedures	Therapy schedule is nonexistent.	Therapy schedule is poorly documented or is inconsistently followed.	Written therapy schedule is available upon request. The schedule is developed through collaboration with other professionals and is consistently followed.	Written therapy schedule is provided to administration or other professionals, is developed through collaboration, and accommodates changing circumstances.
Evidence:	Therapy schedule			
1e: Collecting information; writing reports with content that is useful to the audience	Therapist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Therapist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Therapist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Therapist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate, clearly written and are tailored for the audience.
Evidence:	Copy of an evaluation/re-evaluation report			
1f: Maintaining an effective documentation system	Therapist's documentation system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Therapist has developed a documentation system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Therapist uses an established documentation system in an efficient manner, monitors student progress, and uses it to adjust treatment when needed.	Therapist uses the established electronic billing and documentation system to monitor student progress and to adjust treatment when needed. Other professionals can use this documentation as a source of relevant information about student progress.
Evidence:	Electronic documentation system			

Domain 2: Therapy Environment For Occupational and Physical Therapists and Speech Language Pathologists (continued)				
	L E V E L O F P E R F O R M A N C E			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE

2a: Organizing time effectively for workload management and delivery of services	Therapy/evaluation session does not begin and end on time. There are no established rules and routines for the therapy session.	Therapy/evaluation session may or may not begin or end on time. There are some established rules or routines for the therapy session.	Therapy/evaluation session begins and ends on time. There are clearly established rules and routines for the therapy session.	Therapy/evaluation session begins and ends on time. There are clearly established rules and routines for the therapy session. Children understand the rules for entering and participation in therapy activities.
Evidence:	Observation			
2b: Locating and organizing physical space for testing of students and providing therapy	The testing and therapy location is unsafe or poorly suited to the treatment goals.	The testing and therapy location is safe and adequately suited. Materials are difficult to find or poorly suited to the environment.	The testing and therapy location is safe and adequately suited. Materials are well organized or readily available when needed.	The testing and/or therapy location is safe and adequately suited. Materials are well organized, appropriately selected, and readily available when needed.
Evidence:	Observation			
2c: Maintaining clear expectations for learning and achievement outcomes related to IEP goals and objectives	Therapy/evaluation interactions do not convey specific expectations. Instructional outcomes and activities are unrelated.	Therapy/evaluation interactions convey low expectations. Instructional outcomes and activities are unclear.	Therapy/evaluation interactions convey only modest expectations. Instructional outcomes and activities are vaguely explained.	Therapy/evaluation interactions convey high expectations. Instructional outcomes are clearly stated. Activities support IEP objectives.
Evidence:	Observation (student interactions are dependent on student's cognitive level)			
2d: Collaborating with teachers and other professionals regarding student performance	Therapist does not communicate with other professionals.	Therapist has limited communication regarding discipline specific issues (e.g. strategies, equipment, positioning, progress, etc.) to other professionals.	Therapist communicates regarding discipline specific issues (e.g. strategies, equipment, positioning, progress, etc.) to other professionals upon request.	Therapist readily communicates regarding discipline specific issues (e.g. strategies, equipment, positioning, progress, etc.) to other professionals.
Evidence:	Observation			
2e: Showing professionalism, engagement and appropriate communication	Therapist appearance is not appropriate. Therapist is unengaged and makes little attempt to communicate with the audience.	Therapist appearance is not appropriate for their professional discipline. Therapist is distracted and lacks communication appropriate to the audience.	Therapist presents a professional appearance (as defined by their professional discipline). Therapist is engaged in the session and communication is appropriate to the audience.	Therapist presents a professional appearance (as defined by their professional discipline). Therapist is directly engaged in the session and communication is effective and sensitive to student needs.
Evidence:	Observation			

Domain 3: Engaging with client
For Occupational and Physical Therapists and Speech Language Pathologists (continued)

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Establishing rapport with students	Therapist's interactions with students are negative or inappropriate; students appear uncomfortable.	Therapist's interactions with students are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful.	Therapist's interactions with students are positive and respectful; students appear comfortable.	Therapist's interactions with students are positive and respectful; students appear comfortable, reflecting a high degree of comfort and trust in the relationship.
Evidence:	Observation			
3b: Demonstrating flexibility and responsiveness to location and/or student needs	Therapist lacks flexibility to provide treatment in a variety of locations. Therapist is unaware of individual student needs.	Therapist demonstrates little flexibility to provide treatment in a variety of locations. Therapist has little awareness to individual needs and adjustments to therapy techniques (scaffolding, prompt-cue hierarchy).	Therapist demonstrates some flexibility to provide treatment in a variety of locations. Therapist is sensitive to individual needs and adjusts therapy techniques (scaffolding, prompt-cue hierarchy) sometimes.	Therapist demonstrates flexibility to provide treatment in a variety of locations. Therapist is consistently sensitive to individual needs and adjusts therapy techniques (scaffolding, prompt-cue hierarchy) as needed.
Evidence:	Observation			
3c: Demonstrating knowledge and skill in the specialist therapy area	Therapist demonstrates little or no knowledge and skill in the therapy area.	Therapist demonstrates basic knowledge and skill in the therapy area.	Therapist demonstrates adequate knowledge and skill in the therapy area.	Therapist demonstrates extensive knowledge and skill in the therapy area.
Evidence:	Observation			
3d: Integrating the therapy/evaluation program with the regular school program to meet the needs of individual students	Therapy/evaluation session consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Therapy/evaluation session has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Therapy/evaluation session uses activities with a general focus to address the intervention plan using broader goals.	Therapy/evaluation session uses specific activities with a clear focus to address the Individualized Education Plan goals and objectives or student needs.
Evidence:	Observation			
3e: Providing appropriate reinforcement and behavior management during therapy/evaluation	Therapist does not provide positive or corrective reinforcement related to student learning objectives. Student behavior is not monitored.	Therapist attempts positive or corrective reinforcement related to student learning objectives and attempts to manage misbehavior as needed.	Therapist provides positive or corrective reinforcement related to student learning objectives and attempts to manage misbehavior as needed.	Therapist consistently provides positive or corrective reinforcement related to student learning objectives and responds to misbehavior as needed

				to maintain a safe and positive learning environment.
Evidence:	Observation			
Domain 4: Professional Responsibilities For Occupational and Physical Therapists and Speech Language Pathologists (continued)				
	L E V E L O F P E R F O R M A N C E			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Demonstrating knowledge of district, state, and federal regulations and guidelines	Therapist demonstrates little or no knowledge of special education laws and procedures.	Therapist demonstrates basic knowledge of special education laws and procedures.	Therapist demonstrates - thorough knowledge of special education laws and procedures.	Therapist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
Evidence:	Anecdotal			
4b: Completing student evaluations/reevaluations in a timely and efficient manner	Therapist does not complete evaluation requests in a timely and efficient manner, missing legal deadlines or causing other team members to delay completing eligibility meetings	Therapist completes evaluation requests before the legal deadline, but poor time management causes unnecessary delays in completing the evaluation	Therapist completes evaluation in timely and efficient manner; evaluation reports are clearly written to be understood by parents, teacher, and non-therapists	Therapist completes evaluation in timely and efficient manner; evaluation reports are clearly written to be understood by parents, teacher, and non-therapists; reports impart useful information that can be applied in the school setting
Evidence:	Referral log			
4c: Engaging in professional development in order to maintain the relevant certificate or license	Therapist does not participate in professional development activities, even when such activities are clearly needed for the development of skills. Therapist does not maintain the relevant certificate or license	Therapist's participation in professional development activities is limited to those that are convenient or are required. Therapist does not renew the relevant certificate or license in a timely manner.	Therapist seeks out opportunities for professional development based on an individual assessment of need. Therapist maintains the relevant certificate or license.	Therapist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues or other professionals. (or) SLP Only: Maintains ASHA-CCC's
Evidence:	License or certification, inservice log			

4d: Attends meetings (IEPs, in-services, school specific meetings, etc)	Therapist does not attend meetings, or arrives late to meetings; fails to prepare for meetings	Therapist attends meetings, but is not consistently prepared for the meeting or is habitually late for meetings.	Therapist consistently attends meetings and is prepared in advance for the purpose of the meeting.	Therapist consistently attends meetings and is prepared in advance for the purpose of the meeting; Therapist helps facilitate a positive meeting outcome.
Evidence:	Calendar			
4e: Developing and maintaining effective working relationships among other peers and professionals	Therapist rejects changes required to implement evolving departmental policies and procedures; Therapist's interactions with others are negative or inappropriate; others appear uncomfortable; therapist's interactions with others are characterized as unhelpful.	Therapist is resistant to implement evolving departmental policies and procedures; interactions with others are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful.	Therapist implements evolving departmental policies and procedures. Therapist's interactions with others are positive and respectful; others appear comfortable; therapist's interactions with others are characterized as helpful.	Therapist supports other's efforts to implement evolving departmental policies and procedures; therapist's interactions with others are positive and respectful; others appear comfortable, reflecting a high degree of comfort and trust in the relationship. Therapist is considered a helpful and valuable member of the team.
Evidence:	Anecdotal			
4f: Therapy services are provided consistently	Therapist service delivery is not provided or documented as prescribed by the IEP.	Therapist service delivery is not provided or documented consistently as prescribed by the IEP.	Therapist service delivery is consistently provided and documented as prescribed by the IEP.	Therapist service delivery is consistently provided and documented using the established electronic billing and documentation system as prescribed by the IEP.
Evidence:	Electronic documentation system			

For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].

Evaluation of Instructional Practices Step by Step

1. Teacher Conducts Self-Assessment

Teachers conduct a self-assessment against the four Domains of the *Framework for Teaching* using the rubric for their particular area. Teachers are not required to present artifacts to support their self-assessment rubric scores; however, a teacher may want to add comments to the self-assessment in order to provide support for a particular rating. This self-assessment is designed to assist the teacher in identifying areas of strength and areas that should be targeted for enhancement or growth.

2. Pre-observation Conference

The pre-observation conference is a brief (15-20 minutes) meeting between the teacher and the observing administrator a few days (no more than three days is recommended) before the scheduled observation. Administrators are reminded that the Formal Observation must be scheduled a minimum of 24 hours in advance. *Although the teacher may request that the administrator observe a particular class or subject, it is the administrator's decision as to what class or subject will be observed.*

It is recommended that the pre-observation conference be held in the teacher's classroom. The Bay District Schools Pre-Observation Conference Interview questions should be completed in AIMS by the teacher prior to this conference. The teacher could also present available artifacts relating to the lesson at this meeting.

There are 5 questions the classroom teacher answers prior to the Pre-observation Conference

1. What do you expect your students to learn?
2. How will you know they have learned it?
3. What strategies will you use to ensure the success of all students?
4. What will you do for those who do not reach proficiency? What will you do for those who do?
5. Is there anything that you would like me to specifically observe during the lesson?

There are 8 questions the non-classroom teacher answers prior to the Pre-observation Conference

1. To which of your job responsibilities does this activity relate? (1A)
2. How does this activity support the teaching/learning process at your school? (1C)
3. If you will be working with students during this activity, briefly describe the students with whom you will have contact, including those with special needs. (1B)
4. What are your goals for this activity and how will you know if they are achieved? (1C)

5. How will you engage students and/or peers in this activity? What will you do? What will the students/peers do? Provide any specific materials that you will use. (1D, 1E)
6. How will you differentiate instruction for different individuals or groups of students in the class if the activity is conducted with students? (1B, 1C, 1E)
7. How will this activity support the overall school improvement goals of our school? (1F)
8. Is there anything that you would like me to specifically observe during the activity?

3. Administrator Observes the Lesson (Domains 2 and 3)

The administrator should arrive in the classroom or designated place at the agreed upon time that was scheduled with the teacher a minimum of 24 hours in advance. It is recommended that the observation occur no more than 3 days after the Pre-Observation Conference. The formal observation of Domains 2 and 3 consists of an observation for a class period (**minimum of 30 minutes**). During the observation, the administrator takes notes throughout the lesson or activity, scripting what the teacher and students say, and recording what goes on (e.g. number of students writing, amount of wait time teacher uses, and the landscape of the classroom). This concrete evidence (what the administrator **sees** and **hears**) gives specificity to the administrator's feedback during the post-conference.

TIP: During the pre-observation when the lesson is being discussed, the administrator and teacher specify **which** components will be observed and **how** they will be observed. This way the administrator walks into the observation knowing exactly what to look for.

If the administrator, due to illness or emergency, is unable to observe the teacher's lesson that was discussed in the pre-conference, another pre-conference and observation must be scheduled. If the observation is cancelled due to teacher illness or emergency, the administrator can establish a new observation time with the teacher to observe the lesson that was discussed at the original pre-conference or set a new pre-conference date and observation time to observe a different lesson.

What Will Administrators Record? -- *Evidence of Teaching*

Charlotte Danielson refers to the collection of the evidence of a teacher's instructional practices as the "**harvest of the work of teaching.**"

The *Framework for Teaching* guides the collection of evidence of practice...

- that is grounded in events, actions, statements, and artifacts of teaching and learning.
- that serves as a basis for decision-making.
- that promotes reliability and consistency in teacher supervision and evaluation.

Evidence is a **factual** reporting of events. It may include:

- ❖ **verbal comments** from teacher or student
- ❖ teacher and student **actions and behaviors**
- ❖ **artifacts** prepared by the teacher, students or others

When an administrator is conducting a formal observation of a teacher, the objective will be to collect quality evidence relating to the Components in Domains 2 and 3. Types of observation evidence include:

1. Verbatim scripting of teacher or student comments

Example: "In today's science lesson, we are going to learn how to measure the hardness of a rock using Moh's Scale."

2. Non-evaluative statements of observed teacher or student behavior

Example: The teacher stands by the door, greeting students as they enter.

3. Numeric information about time, student participation, resources use, etc.

Example: Three of the twenty-five students participated in the discussion.

4. An observed aspect of the environment

Example: Desks are arranged in groups of four.

Opinion versus Evidence

The *Framework for Teaching* requires administrators to quantify what they see and hear in the classroom rather than generalize their thoughts, which can easily be misconstrued as opinion.

On the next page are a few examples of the difference between opinion and evidence.

Component	Opinion	Evidence
2a	The classroom was welcoming.	T stood by the door and welcomed each student by name as he/she came into the classroom.
2b	Teacher has low expectations for students.	T "This is easy stuff...If you don't understand, it's okay, you won't have to know it for the test."
2c	Very little instructional time was lost.	Transition to pre-set groups took less than one minute.
2d	The classroom was out of control.	4 students played cards during silent reading time; 2 students sharpened pencils while other students were addressing class; 1 student drummed loudly on desk
2e	The teacher did the best she could with limited space and materials.	Desks were arranged so all students could see and hear the teacher. Pathways were clear.
3a	Teacher repeated the directions over and over.	Teacher repeated the directions three times
3b	Teacher asked higher order thinking questions.	T "Does the earth move around the sun?" S answered. "How do we know that the earth moves around the sun?"
3c	Students were engaged in the lesson.	All students had their eyes on the teacher as she modeled their next activity.
3d	Teacher assessed students informally.	T "Give me a 'thumbs up' if you're ready to move on." T quickly walked around classroom to monitor progress of science project.
3e	Teacher used a question as a teachable moment.	"Interesting thought, what does everyone else think? How do YOU think those two animals get along in the wild?"

4. Post-Observation Conference

After the observation, the administrator will reflect on what was observed in the classroom or during the activity. The administrator will utilize the applicable *Framework for Teaching* Rubric housed in AIMS and will begin to align the evidence to the Framework Components. Once the administrator's evidence is posted and aligned, it can be made available for the teacher's review prior to the Post-Observation Conference. The teacher will complete the Post-Observation questions and submit to their administrator via AIMS. The Post-Observation Conference should occur as soon as possible after the observation and it is required that it be held within ten (10) workdays.

At the Post-Observation Conference, the administrator will share and review with the teacher the evidence collected. The teacher is invited to supply additional artifacts or evidences from the lesson.

It should be remembered that the levels of performance for the Framework for Teaching are a rubric, not a checklist. The rubric evaluates the consistency, frequency and quality of work. Evidence and artifacts demonstrate how the practice is done **over time**. While the pre-conference, observation and post-conference cycle capture one piece of information, artifacts and other evidence gathered over time represent different pieces of information. A good explanation of the Levels of Performance can be found in [Enhancing Professional Practice](#) by Charlotte Danielson (pages 38-42).

There are 6 post-conference questions the classroom teacher will answer in AIMS prior to the meeting.

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you have samples of student work, what do they reveal about the students' levels of engagement and understanding? Do they suggest modifications in how you might teach this lesson in the future?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

There are 6 post-conference questions the non-classroom teacher will answer in AIMS prior to the meeting.

1. In general, how successful was the activity? Did you accomplish what you intended to do? How do you know?
2. In reflecting on the success of the activity, how would you modify it in the future?
3. Comment on your procedures and your use of physical space. To what extent did these contribute to the success of the activity?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your performance during the activity (e.g., activities, grouping of students/peers, materials, and resources). To what extent were they effective?
6. If you had an opportunity to conduct this activity again with the same group, what would you do differently?

Tips:

- ❖ During the post observation, the administrator and teacher may discover that 1-2 components were not evidenced during the observation. The administrator and teacher may schedule a pop-in during which the administrator can collect the remaining evidence.
- ❖ During the post-observation, the administrator and teacher may discover that an additional piece of evidence in the teacher’s possession helps the teacher prove a more effective rating. The teacher may then share that information.

Feedback, Guidance and Coaching

Administrators must consider a continuum of support when conversing with teachers based on the teacher’s developmental level of instructional practice. In some instances, the administrator must be more direct with the teacher. However, most teachers are reflective of their instructional practices and will collaborate with the administrator to generate ideas for growth. In some cases administrators can assume a non-directive support role allowing the teacher to develop their own ideas, alternatives and solutions. Definitions and examples of feedback, guidance and coaching follow.

- **Feedback:** Specific comments regarding observed behaviors
Three students responded during the discussion.
- **Guidance:** Suggestion(s) on how to better meet expectations or improve performance
You might consider allowing more wait time in order to engage more students in the discussion.
- **Coaching:** Questions and/or paraphrased responses to clarify, reinforce, and cause reflection
How might you vary your questioning strategy to increase student participation during discussions?

5. Consider other Evidence Collection Points

1A-Demonstrating knowledge of content and pedagogy 1C-Setting instructional outcomes 1E-Designing coherent instruction 1F-Designing student assessments	PLC Minutes Individual (regularly submitted) lesson plans Other lesson planning evidence (for example- Reading Framework planning documents) Pre-conference
2D- Managing student behavior	Observation
3A-Communicating with students 3B-Using questioning and discussion techniques 3C-Engaging students in learning 3D-Using assessments in instruction 3E-Demonstrating flexibility and responsiveness	PLC Minutes Observation Post-conference
4B Maintaining accurate records	Regularly submitted evidence (for example, grades, FOCUS gradebook)

6. Determine Level of Teacher’s Performance

During the formative and/or summative review, administrator and teacher examine the evidence and artifacts **together** and use the collection of evidence from the lesson and that provided by the teacher to identify which rubric language best characterizes the evidence. Based on the evidence, they will determine what level of performance would be indicated for each component evaluated.

Rubric Weighting Scale for Formative and Summative Instructional Practices Evaluation

Each *Framework for Teaching Component* is rated separately and Components are weighted equally.

Levels	0	1	2	3
Ratings Used for Each Domain Component	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
All categories	Greater than or equal to 50% at Level 1 and/or Level 0	If not meeting He, E or NI/U, then Developing	At least 75% at Level 3 and/or Level 2 and 0% at Level 0	At least 80% at Level 3 and 0% at Level 1 and/or Level 0

Alternate Evaluation

- Teachers MUST indicate if they will participate in the Alt. Eval. Process by accepting or rejecting the option. Teachers who want the Alt. Eval. must select it by the TBA date. After the TBA date, anyone who did not select the Alt. Eval. will receive a full evaluation.
- The Alt. Eval. is for those category 3-4 teachers who have a prior year BDS evaluation of overall effective or highly effective.
- Principals decide if a teacher will be extended the Alt. Eval. The Principal may choose to not extend the Alt. Eval. if, for example, the teacher is new to the school, grade level or content area.
- The 11 component ratings from the BDS Instructional Practice scores are the basis for the current year Instructional Practice scores.
- The ratings can increase or decrease based on walkthrough or other appropriate data; however, this is limited in its scope. 3-4 ratings may increase or decrease. It should not be expected that all components could go up or down. If a teacher would like to have component ratings reconsidered, then the full evaluation is the more appropriate course of action.
- There is no pre or post conference as in the full observation.
- 2 walkthroughs (1 announced/1 unannounced) are required by law and must be completed; 2 additional are as needed. If 2 additional are needed, both an announced and unannounced are completed.
- Walkthroughs for the instructional practice can occur in the teachers brick and mortar and virtual classroom. Only the “live” look in can be used for evaluation purposes. Recording of the live instruction may not be used in evaluations. Recorded lessons may not be included or considered for classroom walkthroughs.
- Contract rules still apply, 24-hour notice for an announced virtual “walkthrough.”
- By ABCE contract, written feedback must be provided by the administrator to the teacher. A face to face is not required.
- The Alternate Evaluation can be withdrawn by the principal or the teacher can request be moved to a full evaluation if it appears student growth/achievement is at risk or if the teacher needs additional assistance; an appropriate amount of time must be provided for the full evaluation process and evidence collection be completed.

3. Other Indicators of Performance

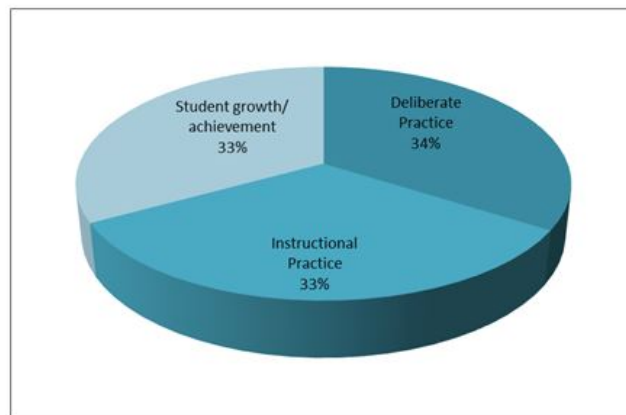
Directions:

The district shall provide:

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

The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;

The Bay District School Teacher Appraisal System consists of three components: the administrator observation/evaluation of effective instructional practices, the development and evaluation of the Deliberate Practice and student growth/achievement. The percentiles are as follows:



Bay District will employ a rating scale for each of the evaluation sections -- Instructional Practice (based on the Danielson Framework for Teaching), the Deliberate Practice, and Student Growth/Achievement. The section ratings will be combined according to the designated weightings for each section to determine the overall or final summative evaluation rating for the teacher.

Deliberate Practice- 34% of Teacher Evaluation – *Processes and Guidelines*

1

Step One: Identify the Primary PLC

All staff participate in a primary PLC. A person may communicate with several PLCs, but there must be a *primary PLC*.

Primary PLCs *may be*—

- **For school level instructional staff--**
 - grade level at an elementary school
 - content area at a high school
 - all the special area at an elementary school (PE, chorus, band, art)
- **Other types of instructional staff --**
 - MTSSs
 - Literacy Coaches
 - Math Coaches
 - TOSAs
 - STSs
 - Resource Teachers
- **For a school level administrator-**
 - The administrative team (Smaller elementary admin teams ***may*** decide to include personnel such as guidance counselors into the primary PLC. This is at the principal's discretion.)
- **The primary PLC for the Division of Teaching and Learning** may be-
 - Departments or small groups within a department (Student Services, ESE and Pre-K services, Assessment and Accountability, etc.)

What about singletons?

- A “singleton” occurs when there may only be one PE, music, art, Advanced Placement, anatomy, geometry or professional development provider at a school or within the district.
- While it is acknowledged that singletons across the district will want to meet as collaborative groups to share information, the singleton’s PLC will be **school-based**. It is imperative that “Singletons” be connected to the mission of the school and that they provide meaningful contributions to student achievement. It is in each teacher’s best interest to stay connected to the school because 33% of the teacher’s evaluation is based on how the students at his/her school perform.
- Therefore, when **the academic area is similar** (not identical, i.e. the science department, the math department), the PLC may still focus on the same PLC vision as all other PLCs– common assessments, data analysis, answering the 4 driving questions of the PLC. The team may decide to focus first on content areas in critical need where achievement is low or where EOCs occur. These teams may also choose to focus on a “common problem” instead of a common assessment due to differing standards. Possible issues to address include: higher order

thinking questions and tasks, content frameworks. Teams then work together to find and implement solutions to these common problems.

- When the academic area is **dissimilar** (PE, Art, Music, for example), then the group may focus on a different kind of “common problem” rather than a common assessment. For instance, a group of elementary elective teachers may decide to focus on socialization and communication using positive behavior implementation in order to impact behavior and discipline. This can then have an impact on student growth/achievement because of the high level of collaboration and student ownership required in the new standards. When students know how to socialize and communicate, this helps the content area teacher as well.
- All teams gather data, analyze that data and are systematic and recursive in using the data to adjust instruction, adjust actions, adjust resources of time, people, or funds, etc. If a PLC resolves the common problem easily or prior to the ratings are due, then they should consider if the common problem identified has an extension or identify a new common problem to address next. Much like a common assessment team, common problem teams, will be recursive and systematic in their common assessments.

Suggestions:

- It is suggested that multi-prep teachers be allowed to focus on a primary PLC instead of multiple PLCs. Recommended focus area for the teacher should consider courses with an EOC, critical need areas, or an area of in need of growth for the teacher. The teacher and administrator should confer to determine which will be in the best interest of student and teacher achievement.
- Large departments may choose to divide into smaller course specific PLCs, but should come together at least once quarterly as a larger department to share information, collaborate and problem solve.

2

Step Two: Establish Anticipated Goals, Gains and Barriers

- **Due: On or before September 25th**

Background:

- Principal and leadership team share vision and mission for PLC work for the upcoming school year along with any data pertinent to school improvement.
- PLC teams establish norms. (Learning by Doing, pgs 133-139)
 - It is suggested that in addition to establishing norms, teams discuss important what if scenarios: What if someone is not adhering to the norms? What will team members do? What if someone is not adhering to the due dates? What will team members do? What if someone is being less than professional? What will team members do?
- PLC teams review work completed during the previous year. What was successful? What needs improvement? What needs to be repeated? What needs to be removed?
- PLC teams decide upon the current years’ anticipated Goals/Gains/Barriers and Action Steps

TEAMS:

- Teams establish a **goal** (or goals) for the school year. Goals are to be numeric and are to align to the school improvement plan. Avoid data that is available AFTER the DP final score is due (MAP, FSA, IB, AICE, AP, etc). Goals need to take into consideration where the PLC team is on their journey to being a fully operational PLC. Teams just beginning to engage in PLC work may have very different goals than a PLC who has been established and fully functional for years.
- Next, teams discuss **gains** they hope to make in the school year. Beyond the numeric goal that the team just set, what does the PLC hope to *learn* throughout the PLC process? What professional development, including individual professional development, will need to be completed to meet the goal? Again, this will depend on where the PLC team is on their continuum of PLC implementation. A beginning team may not know clearly what they want to gain beyond the first common formative assessment and sharing that data! More established teams may have already begun and ready to continue the complicated conversations around grading and reporting.
- Finally, teams want to think about the **barriers** to the goal(s) and gains. Lack of information can be a barrier and as such the team needs to acknowledge the barrier and start thinking about HOW they will address that barrier. Acknowledging the barrier also helps an administrator determine resources the team needs to accomplish the necessary work. Gains and barriers may correspond. For example, a team may know that the inclusion model will help them differentiate instruction for their students (gain)—but may not know anything about what an inclusion model looks like (barrier). Acknowledging the barrier can assist the team in targeting the professional development needed.
- Note: There is no set number for how many goals, gains or barriers. The identification of the goals, gains and barriers are to help teams establish the work that must be done next in the Action Steps.
- *PLC teams collaboratively write the goals, gains and barriers. **Each person** must input into AIMS.*

Examples of Goals, Gains and Barriers (Examples do not indicate a required number; they are for illustrative purposes only.)

Goals:

- *Have a 10% total class average increase of the combined three rubric components (purpose, focus, organization, elaboration and conventions) as measured by Bay Writes.*
- *Complete no less than 6 common assessments (with the corresponding recursive PLC process to include data analysis review and adjustment to instruction). (This goal most appropriate for beginning PLC teams).*
- *Rate ourselves at a 3 on the Learning Goal and Scale for PLC Implementation; current rating is at a 1.*

Gains:

- *We hope to learn more about the gradual release model in order to arrive at a student-centered classroom.*
- *We hope to gain a fully implemented inclusion model in order to differentiate appropriately for all our students.*
- *We hope to gain more engaged students so that our student discipline issues decrease as student engagement increases.*
- *We hope to collaboratively problem solve and find strategies for differentiating our instruction.*

Barriers:

- *Time will be a barrier. In order to overcome this barrier, we have established and pledge to follow our norms which will encourage us to stay on topic, allow all to have a voice- but not allow one voice to dominate. We will have roles and responsibilities that will help ensure we stay on track (norm person, timekeeper, etc.) We also agree to abide by due dates and areas of responsibility in order to ensure we come to meetings prepared and ready to work.*
- *Our knowledge of the inclusion model and how to support our ESE students is a barrier. One of our team members, Ms. Golden, had verifiable growth of all of her ESE students last year. We plan on having her share strategies with us, complete professional development in the inclusion model and then do learning walks to observe those strategies in action with her ESE students. We want to implement those strategies, but we need more information and PD to make this happen.*
- *We aren't really sure how to differentiate instruction for our students. We plan on engaging in job embedded professional development with our **school's coach** in order to increase our knowledge of how to do differentiate instruction. We need to get with our coach as soon as possible to have her help us with our plan to increase our knowledge in this area through job embedded PD.*
- *We are just learning the PLC process. How to do this work is still perplexing to us; we just aren't sure how it will work in a high school. We plan on using the Learning By Doing book in order to guide our work and answer some of our questions.*
- *This DP is new, so there may be some barriers in understanding what exactly we need to complete and do. We plan on engaging in the PLC process with as much fidelity as we can. The intent of the DP is to tap into our PLC work, so if we do that, then the DP should be fine. If all else fails, we will reach out to Dawn Capes for assistance. 😊*

3

Step Three: Create Action Steps

- **On or before September 25th**
- PLC Teams consider the actions that must be completed in order to address the stated goals, gains and barriers by the DP due date (March 13th). It should be noted that these action steps are fluid and will need to be monitored and updated as needed. (Team creates; Individuals input into AIMS by **On or before September 25th**)
- Some of the action steps will have hard due dates, while some may merely be statements of the PLC processes the team agrees to abide by, how they will be completed, and by when they will be completed. These may not be dates, but may give ranges. For instance, following a common formative assessment, the team will meet the day after the common assessment is given in order to quickly understand and initiate changes to instruction.
 - Information that **must** be included:
 - Submission of PLC team minutes to evaluating administrator
 - Data analysis completion, procedures, responsibilities (all must complete a data chart)
 - Adjustment to instruction (for those students exceeding expectations or those who need remediation)
 - Due Dates
 - Collaboration with others outside the PLC
 - Common assessment completion, procedures, responsibilities
 - Progress monitoring procedures, responsibilities

- **Individual** team members will then establish his/her own action steps in order to assist the team with meeting the team's Action Steps-especially if those steps are critical to the team's success. Individuals add in AIMS and/or in the Action Steps in order to capture what must be completed. This will include individual professional development that may need to be completed by individual PLC team members. This may be based on individual student achievement data, VAM scores, etc.

4 Step Four: Engage in the PLC work

Step four is where teams roll up their sleeves and get down to business examining standards, planning and preparing instruction, building common assessments, planning and then implementing instructional strategies, implementing common assessments, analyzing common assessment data, and refining instruction based on the data. Teams submit PLC meetings following each PLC meeting. **This is the ongoing, recursive cycle of PLCs.** PLC minutes are expected, but their format can be adjusted to meet the needs of a school or team. This is at the principal's discretion.

During PLC work dates, teams review Action Steps. Teams attend to regular agenda items in the PLC process, such as an evaluation of common assessment data to determine if strategies and interventions identified are working or need modification(s).

5 Step Five: Complete Reflections

- Step five is to reflect both mid-year and at the end of the year. Prior to reflections being due, PLC teams examine the goal or goals and gains they initially set and review the action steps. Have any been met? Do any need to be adjusted? Does anything need to be added? Individuals then respond to reflection questions mid and end of year. These responses are uploaded to AIMS and are an important piece of evidence for Step 6: Administrator Assigns Rating.

Individual mid-year reflection questions uploaded to AIMS (on or before January 20th):

- As you have compared your student's growth/achievement on all **common assessments** to others in the PLC, what impact is this having on **your** students' growth/ achievement? **OR** As you and your team examined the **common problem** data, what has the data indicated needs to be your **team's** next steps? What has the data indicated needs to be **your** next steps?
- What changes are you making to your instruction/practice based on the ongoing common assessment data analysis/common problem data analysis? What evidence do you have that would show your progress?
- Collaboration is an important part of the PLC process. It involves doing your part; being able to lead and follow; sharing ideas and stepping back to listen. Describe your participation in the PLC process, paying close attention to your personal responsibility in the Action Steps and how you work as a team member (stepping forward to share other ideas and stepping back to listen to others). When and how are you collaborating outside the PLC and what you are bringing back to share?
- What questions, concerns or barriers do **you** still have regarding the goal(s), gains and/or barriers? *(An opportunity that does not have to be answered.)*

Modified mid-year reflection questions ONLY FOR LATE HIRES (hired Dec 18-Jan 7)



- As you have compared your student’s growth/achievement on **common assessments** to others in the PLC, what impact is this having on **your** knowledge of students’ strengths and weaknesses? **OR** As you and your team examined the **common problem** data, what has the data indicated needs to be your **team’s** next steps? What has the data indicated needs to be **your** next steps?
- What changes have you attempted in your instruction based on the data analysis? What evidence do you have that would show your progress?
- Collaboration is an important part of the PLC process. It involves doing your part; being able to lead and follow; sharing ideas and stepping back to listen. Describe your participation in the PLC process, paying close attention to your personal responsibility in the Action Steps and how you work as a team member.
- What questions, concerns or barriers do **you** still have regarding the goal(s), gains and/or barriers? (An opportunity that does not have to be answered.)

Individual end of year reflection questions (uploaded to AIMS on or before March 12th):

- How have you **and** your team met and/or sustained work on the PLC goal since the mid-year reflection?
- How did you **and** your team use the formative feedback provided by your administrator during the mid-year reflection?

6

Step Six: Administrator Assigns Formative and then Summative Rating

U	NI	E	HE
The rating is based on reflection information, PLC work and administrator’s review of both PLC minutes and his/her observations during PLC meetings.			
Individual: • Demonstrates no significant effort to participate in data analysis nor adjusts instruction/practice based on data; resistant to remediation/ reteaching based on data. • Demonstrates an indifference/ resistance to data, PLC process. • Demonstrates no change in practice; evidence lacking. • Resistant and/or indifferent to collaborating with others in or out of PLC.	Individual: • Resistant and may not consistently participate in data analysis; is not adjusting instruction/practice based on data. • Makes limited changes to instruction/practice; evidence is lacking. • Inconsistencies in fulfilling Action Steps, participation in PLC process is limited or inappropriate- resistant to step forward as leader or back as team member as appropriate. • Opportunities to meet with others exist, but is inconsistent in attending and then presenting information back to PLC.	Individual: • Participates in data analysis; however, adjustment to instruction/practice and/or remediation/ reteaching/ enrichment may be inconsistent. • Works toward a change to instruction/practice (it may be inconsistent); may or may not have clear evidence of this progress. • Fulfills responsibilities by Action Steps due dates, contributes to discussions, led if facilitator role was assigned. • Collaborates with others outside the PLC; presents information back to PLC.	Individual: • Participates in data analysis process and makes a subsequent adjustment to instruction/practice, provides remediation/ reteaching/ enrichment in a continual/regular basis. • Works toward a relevant change to instruction/practice based on data analysis; change is evident in lesson plans and/or other instructional documents. • Fulfills responsibilities by Action Steps due dates, participates in discussions, problem solving, contributes ideas, steps in as a facilitator/leader or back as a team member regularly and as appropriate; evidenced in meeting minutes or other PLC related information. • Collaborates regularly outside the PLC and brings back suggestions/ideas which also serve to strengthen the PLCs work.

Modified DP RUBRIC ONLY FOR LATE HIRES (hired December 18-January 7).



U	NI	E	HE
The rating is based on reflection information, PLC work and administrator's review of both PLC minutes and his/her observations during PLC meetings.			
Individual: <ul style="list-style-type: none"> • Demonstrates no effort to participate in data analysis. • Demonstrates an indifference/resistance to data, PLC process. • Demonstrates no change in practice; evidence lacking. • Resistant and/or indifferent to collaborating with others in or out of PLC. 	Individual: <ul style="list-style-type: none"> • Resistant and may not consistently participate in data analysis; knowledge of students is minimal. • Makes limited change to instruction/practice; evidence is lacking. • Inconsistencies in fulfilling Action Steps; participation is limited or inappropriate. • Opportunities to collaborate with others exist, but inconsistent in attending and then presenting information back to PLC. 	Individual: <ul style="list-style-type: none"> • Participates in data analysis; however, understanding student strengths/weaknesses may be inconsistent. • Attempts a change to instruction/practice (it may be inconsistent); may or may not have clear evidence of this progress. • Fulfills responsibilities by Action Steps due dates; contribution and participation may be inconsistent; evidence may be unclear. • Collaborates with others within the PLC. 	Individual: <ul style="list-style-type: none"> • Participates in data analysis process and discovers strengths/weaknesses about students. • Attempts a change to instruction/practice based on data analysis; change is evident in lesson plans and/or other instructional documents. • Fulfills responsibilities by Action Steps due dates; participates in discussions and problem solving; evidenced in meeting minutes or other PLC related information. • Collaborates regularly within the PLC in order to strengthen the PLCs work.

Additional DP Information

Rating information:

- The rating is not a group score. It is based on an individual's contribution to the work of the PLC. It is possible that group members will have different scores based on that individual contribution.
- Administrator provides formative score in AIMS for each staff member.
- In situations where an individual may **not** be an active contributor, is not fulfilling individual responsibilities or there are general concerns, the administrator must meet with the teacher face-to-face and address these concerns.
- A face to face is not required unless there is a question about the score.

Administration

- It is highly suggested that administrators at the school have PLC teams assigned to them and these PLC team members are also staff members that the administrator evaluates.
- Administrators are to attend assigned PLCs at least once monthly. The purpose of this visit is to observe, provide written and verbal feedback and offer guidance or suggestions as appropriate. Administrators may or may not need to attend PLC meetings on the PLC work date. If a PLC team is struggling, then a visit would be appropriate.

- The administrator’s attendance serves multiple purposes-
 - Provide assistance/guidance and feedback to the PLC team.
 - Observe the PLC team group as well as individuals.
 - Gather evidence for the DP rating.
 - Gather evidence for Domain 1 (planning).
- Administrators review all PLC minutes.
- It may occur that the admins rating for the DP may be different than what the teacher feels he/she should have been scored. In instances such as this, the administrator and teacher meet specifically to discuss why this discrepancy is occurring and any additional evidence that needs to be brought to light. This meeting may or may not change the final rating, but will allow for additional discussion to take place if necessary. If there is no question about the rating, then a DP meeting is not required.
- On the four PLC work dates, administrators are allowed 1 hour to set the tone for the PLC meeting date. The rest of the day should be spent within the school-based PLCs on their respective school sites. For October 26th select singletons (PE, Music, Art, CTE) will have the option to come together to share information. Other meetings should not be taking place on this date.

PLC Teams

- PLCs are to complete the district’s PLC Minutes form for each PLC meeting, not just the PLC work dates, and submit to administrator. PLC Teams addressing the common problem rather than a common assessment, can still use the same format. There will still be the same guiding questions and many of the topics are either applicable or include a modification for the common problem.
- Teams must complete a data analysis sheet. Principals may require a systemic format for a school or allow PLC teams to choose.

Lesson Plans

- As teams complete the PLC minutes, they are in fact planning together. Since teams are to turn in the minutes to the evaluating administrator, there should be no need to duplicate planning information into separate lesson plans for each teacher. Each teacher will still need to plan for individual classrooms and students, but there is no need to copy/paste all the details already present in the PLC Minutes.
- Lesson planning can be found in individual lesson plans, classroom walkthroughs/observations, or PLC Minutes. As long as it is clearly in one place, it need not be in all places copied and pasted. Principals may have staff members be systematic in WHERE the documentation is placed so that it is easily found for monitoring purposes.
- A task force, comprised of ABCE members, principals and district staff established seven elements of good lesson planning. They are as follows:
 1. Instructional outcomes stated as goals aligned to standards.
 2. Evidence of DOK (Levels of Thinking in Tasks and Questions).
 3. Direct Instruction leading to guided practice, leading to independent practice over time. Not necessary for each one to occur every day.
 4. Evidence of formative and/or summative assessments.
 5. Alignment of Resources to standards and activities/tasks.
 6. Differentiation embedded in #3.
 7. Reflection/Analysis of data.

Other

- For those whose primary work is done with teachers rather than Prk-12 students, then the reflection questions and work should center on the teacher as the “student.”

Learning Goal and Scale for PLC Implementation

<p>Learning while doing provides guidance to Principals as they lead teachers in the shift to new Florida Standards and the new Florida Standard Assessment. In order to increase student achievement on the assessment, teachers will demonstrate an understanding of new Florida standards, know what mastery of the standards looks like, and implement aligned instruction and assessments to increase student levels of proficiency.</p>	
<p><i>As the instructional leader on my campus, I ensure processes and procedures for monitoring PLCs are systematic. My staff actively and regularly participates in PLCs and collaborates to unpack standards and know what mastery looks like. Through PLCs, teachers demonstrate an understanding of new Florida standards, know what mastery of the standards looks like, and implement aligned instruction and assessments to increase student levels of proficiency as evidenced by my participation/monitoring of the PLC system.</i></p>	
<p>4 Full Implementation <i>Lift off has occurred</i></p>	<p>Deep understanding and evidence of all teachers using the PLC process to impact student achievement via strong alignment between standards, assessment and instruction (as appropriate) while all singletons implement with fidelity meaningful recursive common problem solving in alignment with the PLC intent, roles and responsibilities. Regular and systemic collaboration is the norm and expectation for all, by all. All PLC processes and procedures** are clearly systematic (includes new teacher mentorship and education in PLCs) and followed by all teachers and administrators. Student growth and achievement is the primary focus of all PLCs and is consistently on an upward trend.</p>
<p>3 Progressing <i>All systems go</i></p>	<p>The greater majority actively and regularly participates in PLCs and works as a team to unpack standards. They collaborate to implement aligned instruction and assessments including how to remediate and enrich instruction. The majority of singleton PLCs implement meaningful common problems and engage regularly in common problem recursive cycles. Attempts to adjust instruction are a part of regular discussion and implemented often. Processes and procedures for PLC are systematic. Student growth and achievement is the most common focus of PLCs.</p>
<p>2 Compliance <i>Checklist complete</i></p>	<p>Teachers participate in PLCs. The PLC process has been completed by the greater majority of teachers (common assessments, data analysis, <u>and</u> adjustments to instruction). Singletons also participate in the PLC process and engage regularly in common problem recursive cycles. Attempts to change instruction have occurred, but may or may not be sustained. Processes and procedures for monitoring PLCs are basic.</p>
<p>1 Beginning <i>On the launch pad</i></p>	<p>Teachers have created common assessments (or common problems) and examined the data but adjustments to instruction are minimal. Conversations regarding standards, standards-based assessments and instruction are occurring, but still in the early stages. Singletons meet and have devised common problems. Monitoring may only occur as teachers report issues.</p>
<p>0 <i>Still in the car on the way to the rocket. 😊</i></p>	<p>A group structure in place, but remain as meetings operating under old norms and rules.</p>
<p>**Processes and procedures for PLCs related to:</p> <ul style="list-style-type: none"> • Instruction of students: Remediation, enrichment, change of instruction to meet student needs • Monitoring of PLC work: Submission of PLC minutes; attendance of admin to PLC; review of minutes by admin • PLC: Intent and purpose, rating rubric, etc. 	

PLC Meeting Minutes

Each PLC is to complete and submit PLC Meeting Minutes to their administrator for each PLC meeting. Other options include PLC Reflection Template from the TNTP PLC Training. See the BDS Intranet for samples.

Option 1 would be suited to new or those wanting additional guidance and support.

PLC Meeting Minutes
PLCs are to complete PLC Minutes for each PLC meeting and submit to administrator.

Meeting Date: _____ Grade Level/Department _____

Members in Attendance:	Members not in Attendance:
Facilitator:	
Norms:	
Today's PLC Meeting Focus	
Action Steps/Collaboration completed	

Only complete items from curriculum, assessment, instruction, and Data Driven Dialogue that apply to today's meeting. Not all will apply to every meeting.

Curriculum		
Topics	PLC Guiding Question	Resources
<input type="checkbox"/> Standards addressed <input type="checkbox"/> Learning objective/goal <input type="checkbox"/> Essential Question <input type="checkbox"/> Focus issue (dissimilar teams)	What do we want our students to learn?	<input type="checkbox"/> Learning by Doing: Ch 3, 5 <input type="checkbox"/> PLUS2 Look For #1 <input type="checkbox"/> Danielson: 1C: Setting Instructional Outcomes & 3A: Communicating with Students
Team Notes:		

Assessment		
Topics	PLC Guiding Questions	Resources
<input type="checkbox"/> Common Assessments aligned to instructional focus (created or refined) <input type="checkbox"/> Common Assessment procedures <input type="checkbox"/> Common problem tools, documents, etc.	How will we know when they have learned it? What will mastery look like?	<input type="checkbox"/> Learning by Doing: Ch 3 <input type="checkbox"/> PLUS2 Look For #6 <input type="checkbox"/> Danielson: 1E: Designing Student Assessments & 3D: Using assessment in Instruction
Team Notes:		

Instruction	
PLC Guiding Question	Resources
What strategies can we use to ensure the success of all students?	<input type="checkbox"/> Learning by Doing: Ch 7 <input type="checkbox"/> PLUS2 Look For #2, 3, 4, 5, 6 <input type="checkbox"/> Danielson: 3B: Using questioning and discussion techniques; 3C: Engaging students in learning; 3d: Using assessment in instruction

Data Driven Dialogue	
PLC Guiding Questions	Resources
What will we do for those who DID NOT achieve proficiency?	<input type="checkbox"/> Learning by Doing: Ch 4 <input type="checkbox"/> PLUS2 Look For #2, 3, 4, 5, 6 <input type="checkbox"/> Danielson: 3E: Demonstrating flexibility and responsiveness
What will we do for those who DID?	

Questions, concerns, professional development needs:

Next PLC date:

Specific next steps before next PLC

most PLCs

Option 2 would be best suited to established familiar with the PLC process.

PLC Meeting Minutes
PLCs are to complete PLC Minutes for each PLC meeting and submit to administrator.

Meeting Date: _____ Grade Level/Department _____

Members in Attendance:	Members not in Attendance:
Facilitator:	
Norms:	
Goal:	
Gains:	

Today's PLC Meeting Focus
 ___ Curriculum ___ Assessment ___ Instruction ___ Data Driven Dialogue

Notes:

What do we want our students to learn? How will we know when they have learned it? What will mastery look like? What strategies can we use to ensure the success of all students? What will we do for those who DID NOT achieve proficiency? What will we do for those who DID?

Additional Meeting Notes (other school business, topics outside of the PLC work)	
Questions, concerns, professional development needs:	
Next PLC date:	
Specific next steps before next PLC meeting:	
(Review Action Steps- Are we on the road to meeting our goal?)	

PLCs

Data Charts

It is suggested that the school principal and/or PLC Leadership Team decide upon a school-wide data collection chart that is most conducive to the school. At this time, a district-wide data chart will not be selected.

Two sample data collection Excel sheets are shown below. These two charts are used in conjunction. The first is useful for individuals to use as an item analysis data sheet. The second would be used by the team to analyze that data. See the BDS Intranet for samples.

Includes student score analysis graph and item analysis graph

The screenshot shows an Excel spreadsheet titled "Common Assessment - Item Analysis Data Sheet". It contains fields for Assessment Name (Reading Unit 1 Week 4), Teacher (Hicks), Grade(s) (3), and Date of Assessment (3-Oct-14). It also displays "# Of Questions: 28" and "# Of Student: 20". The main grid is for entering student scores for 20 students across 28 questions. At the bottom, there are summary rows for "# of Items Answered/Incorrectly" and "% of Students Who Answered The Question/Item incorrectly". A sidebar on the right provides options for generating graphs: "Student Score Do NOT Type Here Scores will populate based on what you type in this. It is automatically populated." and buttons for "Test Item Analysis Calculator", "Student Score Analysis Graph", and "Item Analysis Graph".

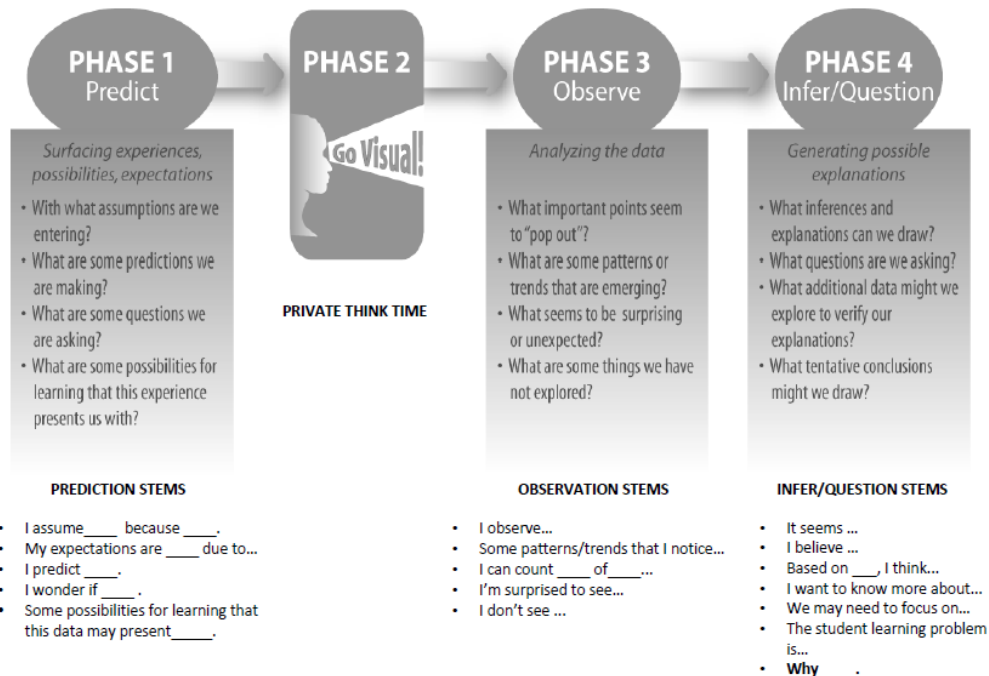
The screenshot shows an Excel spreadsheet titled "Team Data Analysis". It includes directions for entering assessment names, dates, teacher names, and student scores. Below these fields are buttons for "Group Graph" and "Teacher Graph". A table lists "Teacher Names" (Teacher 1-4) and "Student #". The main grid is for recording "Scores" for each student across multiple teachers. At the bottom, there are buttons for "Team Data Chart", "Group Graph", "Teacher 1", "Teacher 2", "Teacher 3", and "Teacher 4".

Includes Group graph and by Teacher Graph as well.

Data Driven Dialogue

A four-phase protocol to assist data teams with analyzing data, examine patterns and trends of performance indicators, move from identifying symptoms to possible causes of student performance and engage in generating solutions.

DATA-DRIVEN DIALOGUE



A Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry © 2008 by Corwin Press. All rights reserved.

Data Questions for common assessments

- Do we see specific strands that need to be re-taught? How will we adjust our instructional calendar?
- Do we see classrooms where students are excelling in mastery? What is happening in the classroom? How can members of the team learn and implement successful strategies?
- Do we see any patterns of incorrect answers? Were these incorrect answers based on misconceptions?
- Who made great gains? What is different about this student(s) instructional experience? How can we change this for other students?

Definitions

Change to personal practice: The teacher has implemented a change to instruction or assessment based on lessons learned in the PLC process. Highly effective change is more than a single event. The work has become a pattern of practice- more likely to be than not.

Collaborative teams: A group of people working together interdependently to achieve a common goal for which members are held mutually accountable. Members engage in a systematic process in which they work together, interdependently, to analyze and impact their professional practice in order to improve individual and collective results. Those who develop systematic practice do not hope things happen in a certain way; they create specific structures to ensure certain steps are taken.

“Collaborates with others outside of the PLC”- The intent of this term in the rubric is to encourage individuals to eliminate the “silo” approach and encourage collaboration with others and individuals within the PLC and outside the PLC. Team members wishing to receive an HE for the PLC work, regularly work with others and individuals in a commitment to continuous improvement. This does not necessarily mean that a team member must meet regularly with any one group to receive HE because that may not be possible; however, a team member must work regularly with individuals or groups outside the PLC bringing back ideas and suggestions that will enhance and improve the teams goal-oriented work.

Data Driven Dialogue- A four phase protocol to assist data teams with analyzing data, examine patterns and trends of performance indicators, move from identifying symptoms to possible causes of student performance and engage in generating solutions.

PLC: A PLC is a group committed to an ongoing process in which “educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (*Learning By Doing, page 11*). This is not a book study or a social committee. “Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous *job-embedded learning* for educators.” There is a commitment to continuous improvement wherein members collectively:

- gather evidence of current levels of student understanding
- develop strategies and ideas to build on strengths and weaknesses in that learning
- implement those strategies and ideas
- analyze the impact of the changes to discover what was effective and what was not
- apply new knowledge in the next cycle of continuous improvement

Regular: The action, process, procedure or work being described is more than a single event. The work has become a pattern of practice- more likely to be than not.

“Shared balance of team work”- This is included to encourage collaborative group work where there is no one person assuming the majority of responsibility within the group while others do not.

The bottom line is that everyone has a part to play in the success of our students and everyone assumes a role equal to other team members.

- This may mean that the team establishes roles and team members stick with that role; it can mean that the roles rotate. Sample roles include:
 - Recorder: Takes and distributes minutes.
 - Focus monitor: Reminders of tasks and purpose. Refocuses dialogue on processes and agenda items.
 - Timekeeper: Follows time frame allocated on agenda (and District Timeline). Reminds group of timeframe during dialogue.
 - Data Facilitator: Assists team members with data charts (but does not complete the work for team members). Asks data driven dialogue guiding questions and facilitates data analysis conversation.
 - Mentor: Works with new team members ensuring understanding of the PLC process. While the PLC is an excellent place for new team members to learn, it is always helpful to have an assigned mentor. A mentor is available for 1-1 guidance should the new team member have questions, concerns, etc. that they may not yet have the comfort level to share in front of the group. This is just a good way to ensure that a new team member is up to speed and has a specified person looking after them and helping them along.
- The role of facilitator should rotate amongst all team members.

Sustained: The action, process, procedure or work being described is more than a single event. The work has become a pattern of practice- more likely to be than not.

Verifiable: There is confirmed and substantiated evidence. Teacher responds in the reflection and the administrator is able to confirm via regularly submitted evidence such as observation, walkthrough, lesson planning, reflection, etc.

Scoring method and how it is calculated and combined:

Final Summative Teacher Evaluation

1. Instructional Practice- 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Greater than or equal to 50% at Level 1 and/or Level 0	If not meeting HE, E or U, then Needs Improvement or Developing	At least 75% at Level 3 and/or Level 2 and 0% at Level 0	At least 80% at Level 3 and 0% at Level 1 and/or Level 0

2. Deliberate Practice- 34%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<ul style="list-style-type: none"> • Demonstrates no significant effort to work on the goals/gains/barriers / action steps. • Demonstrates an indifference/ resistance to data, PLC/DP process. No verifiable change in practice compared to previous year. 	<ul style="list-style-type: none"> • Inconsistencies exist in fulfilling Action Steps. • Limited evidence of an effort to work on the goals/gains/barriers/ action steps. • Participation in PLC/DP process may be limited or inappropriate- resistant to step forward as leader or back as team member as appropriate. Made a limited change to practice. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps due dates. • Individual contributes to discussions, led if facilitator role was assigned. • Met outside the PLC; presented information to PLC. Made a change to personal practice, but may or may not be sustained. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual participates in discussions, problem solving with team members, contributing ideas, stepping in as a facilitator/leader or back as a team member regularly and as appropriate. • Individual regularly collaborates outside the PLC and brings back suggestions/ideas which also serve to strengthen the PLCs work. Has made a relevant change to personal practice with verifiable impact and/or has sustained implementation of the change.

3. Student Growth/Achievement- 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
See Student Performance Section			

4. Final Summative Evaluation Section Levels:

- Instructional Practice rating _____ X 33%= _____
- DP rating _____ X 34%= _____
- Student Growth/Achievement _____ X 33%= _____

Total Evaluation Level _____

Final Summative Evaluation Rubric

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Less than or equal to 1.0	Greater than 1.0	Greater than or equal to 1.5	Greater than or equal to 2.40

4. Summative Evaluation Score

Directions:

The district shall provide:

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

The summative evaluation form(s); and

Teachers print their Summative Evaluation from AIMS and AIMS+. The teacher and evaluating administrator sign and maintain a copy at the school level. This information is reported to DOE for monitoring purposes.

Sample included below:

2013 - 2014 Evaluation Data

If there is a question or concern, first, talk to your administrator. If you still have a question or concern, submit your question using the linked form on this page. Provide your **full name, employee id, and a brief description of your question or concern.**

[Print Document](#)

Name: 2013 - 2014

Employee Id: User Name: [Request Information/Correction](#)

Job Code:

item	score	notes	local
IPDPScore	Highly Effective		☑
Observation	Highly Effective		☑
Final Student Growth	Effective		☑
Final Rating	Highly Effective		☑

Principal: _____

Principal Signature: _____ Date: _____

District Evaluator (If Applicable): _____

District Evaluator Signature (If Applicable): _____ Date: _____

Teacher Signature: _____ Date: _____

**Teacher signature merely indicates receipt of information

Document Date: 10/28/2015 10:30 AM

Scoring method and how it is calculated and combined:

Final Summative Teacher Evaluation

1. Instructional Practice- 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Greater than or equal to 50% at Level 1 and/or Level 0	If not meeting HE, E or U, then Needs Improvement or Developing	At least 75% at Level 3 and/or Level 2 and 0% at Level 0	At least 80% at Level 3 and 0% at Level 1 and/or Level 0

2. Deliberate Practice- 34%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<ul style="list-style-type: none"> • Demonstrates no significant effort to work on the goals/gains/barriers / action steps. • Demonstrates an indifference/resistance to data, PLC/DP process. No verifiable change in practice compared to previous year. 	<ul style="list-style-type: none"> • Inconsistencies exist in fulfilling Action Steps. • Limited evidence of an effort to work on the goals/gains/barriers/ action steps. • Participation in PLC/DP process may be limited or inappropriate- resistant to step forward as leader or back as team member as appropriate. Made a limited change to practice. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps due dates. • Individual contributes to discussions, led if facilitator role was assigned. • Met outside the PLC; presented information to PLC. Made a change to personal practice, but may or may not be sustained. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual participates in discussions, problem solving with team members, contributing ideas, stepping in as a facilitator/leader or back as a team member regularly and as appropriate. • Individual regularly collaborates outside the PLC and brings back suggestions/ideas which also serve to strengthen the PLCs work. Has made a relevant change to personal practice with verifiable impact and/or has sustained implementation of the change.

3. Student Growth/Achievement- 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
See Student Performance Section			

4. Final Summative Evaluation Section Levels:

- Instructional Practice rating _____ X 33%= _____
- DP rating _____ X 34%= _____
- Student Growth/Achievement _____ X 33%= _____

Total Evaluation Level _____

Final Summative Evaluation Rubric

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Less than or equal to 1.0	Greater than 1.0	Greater than or equal to 1.5	Greater than or equal to 2.40

Bay District scoring is based on 0, 1, 2, 3 so the scale will be adjusted by one digit and will merge directly into the existing scoring structure.

5. Additional Requirements

Directions:

The district shall provide:

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

While Bay District Schools provides parents the opportunity to complete Climate Surveys, this information is not included in evaluations. Bay District Schools' Teacher Evaluation System applies to all instructional staff and the procedures and criteria are used systematically for all. Bay District Schools does not employ a standardized peer assistance process to provide help to teachers placed on performance probation, etc.

Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]

Roster Verification process

Twice yearly teachers are asked to complete a roster verification process. During the survey periods in October and February (generally), the district provides to the state the names of students assigned to teachers. The state then creates a roster for the teacher. The teacher can then go online and verify the names of students assigned to them. This process is important because the names of students assigned to teachers during these survey times are the students that will construct a teacher's value-added score.

- If a student is not on the teacher's roster because they enrolled in March, for example, but the student takes FSA, that student is not in the teacher's value-added score.
- If a student is on the October roster, but not the February roster, the student will be on the roster along with the roster of the teacher to whom they are assigned in February (assuming this person is in Florida.) It is important for all students taught by the teacher to be included in the value added. If there are scoring outliers, these will cancel each other out.
- It is imperative that ALL teachers check their roster using the Roster Verification tool and considers carefully the criteria for adding or removing students. Teachers without a roster and/or students assigned to them may be subject to an incomplete evaluation thus ineligible for a pay increase (if one is given.)
- Media specialists will be offered the opportunity to complete a roster to be used in the teacher evaluation process. These are not required, but once offered must be completed in the timeframe given.
- Rosters cannot be changed once the data has been submitted and returned from the state.
- It is the teachers' responsibility to check and then sign the fall and spring roster during the Roster Verification time period. Teachers failing to do so lose their right to the appeal process.

Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].

Administrators (principals, assistant principals, assistant administrators) evaluate school-based instructional staff. All are supervisors of staff members. The principal ultimately bears responsibility for all evaluation results.

Evaluators of Non-Classroom Teachers

The observer/evaluators of non-classroom teachers are summarized in the chart below:

Media Specialists, Guidance Counselors, Speech Teachers	The principal (AP or AA if designated by the principal) for the site where these positions are housed.
Literacy Coaches	The Instructional Specialist for Reading or a designee of the Superintendent will be the evaluator; however, the Principal of the school where the teacher is assigned will also provide input into the evaluation.
TOSAs	Supervisor of Technology, Media Services and eLearning or a designee of the Superintendent will be the evaluator.
ESE Resource Teachers	Director of ESE or a designee of the Superintendent will be the evaluator; however, the Principal of the school where the teacher is assigned will also provide input into the evaluation.
Staff Training Specialists	Coordinator for Staff Development or a designee of the Superintendent will be the evaluator; however, the Principal of the school where the teacher is assigned will also provide input into

	the evaluation.
RtI Staff Training Specialists, School Psychologists, Social Workers	Director of Student Services or a designee of the Superintendent will be the evaluator; however, the Principal of the school where the teacher is assigned will also provide input into the evaluation.
Title I Resource Teachers	Supervisor of Title I or a designee of the Superintendent will be the evaluator; however, the Principal of the school where the teacher is assigned will also provide input into the evaluation.
ESE Pre-K	The Coordinator of ESE Pre-K services or a designee of the Superintendent will be the evaluator; however, the Principal of the school where the teacher is assigned will also provide input into the evaluation.

Note: Not all positions and evaluators are specified. The chart demonstrates that a variety of evaluators will be used to evaluate non-classroom positions. The Principal of the school should be provided the opportunity to provide evidence to be considered with the evaluator’s evidence, but this is not mandatory. Assigning the rating level for each component will remain as the Evaluator/District Program Director’s responsibility.

Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].

Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].

Please see example timeline.

Example At a Glance (To be used in conjunction with Timeline)		
Pre-School Inservice	Overview	Teacher Appraisal System Updates (Note- New hires attend webinar for training at a later date.)
August	Self-assessment	All complete; “accepted” by evaluator within 5 days
Sept	Cat 1/2	SPO data pulled (i.e. D/F report, MAP, Achieve 3K, SRA, etc. See SPO guidelines)
Sept	Cat 1/2	Student Performance Objective (SPO) established. See SPO guidelines.
Sept	DPs	Instructional DP submitted
Oct	DPs	Instructional DP reviewed and <i>written</i> feedback provided; accepted if appropriate
Oct	DPs	Administrative DP submitted
Oct	<i>DPs</i>	<i>(As needed)</i> Instructional DP resubmitted to evaluator
Oct	DPs	Administrative DP reviewed and <i>written</i> feedback provided; accepted if appropriate
Oct	<i>DPs</i>	<i>(As needed)</i> Instructional DP “late” accept due date
Oct	<i>DPs</i>	<i>(As needed)</i> Administrative DP resubmitted to evaluator
Oct	<i>DPs</i>	<i>(As needed)</i> Administrative DP “late” accept due date
Nov	Cat 1/2	Formative observations completed (domains 2, 3)
Dec	Alt. Eval.	Accept or Reject Alternative Evaluation
Dec	Cat 1/2	Formative evaluations completed, then shared, finalized and marked complete (domains 1, 4)

Dec	Alt. Eval.	Walkthrough #1 (due on or before)
Jan	Cat 1/2	SPO rating due. Meet with cat 1/2; SPO rated in AIMS
Jan	DP	Instructional DP mid-year reflections submitted
Jan	Alt. Eval.	Walkthrough #2 (due on or before)
Jan	DP	Instructional DP formative rating in AIMS and written feedback
Jan	Cat 1/2	Print and sign formative scoring report; maintained at school level
Feb	Alt. Eval.	11 component ratings input in AIMS (if walkthroughs 3/4 will not be necessary)
Feb	DP	Administrative DP mid-year reflections submitted
Feb	Alt. Eval.	<i>(As needed) Walkthrough #3. If 3 done, then 4 must also be done.)</i>
Feb	DP	Administrative DP formative rating in AIMS and feedback
Feb	Alt. Eval.	<i>(As needed) Walkthrough #4 (if #3 is done)</i>
Mar	DP/Obs	Instructional DP final reflections due for non-Alt. Eval. staff
		Instructional observations, pre/post conferences completed by this date for non-Alt. Eval. staff
Mar	DP/Eval	Instructional DP (Summative) rating due for ALL
		Instructional Practice (Summative) rating due for ALL
Apr	Evaluation	<i>(As needed) Teacher resubmits additional evidence.</i>
Apr	Evaluation	<i>(As needed) Admin rescues DP and/or components in AIMS.</i>
May	DP/Eval	Administrative DP final reflection due
		Administrative observations and evidence collection completed
May	DP/Eval	Administrative DP final rating due; <i>written</i> feedback provided.
		Administrative component scoring due in AIMS
May	Printing	Prior to end of school, Instructional and Administrative print the Rating Display. Ensure TWO ratings are listed: Admin evidence and Scoring and DP Summative.
Evaluation Requirement Dates		
<i>Start of School- Dec X</i>	<i>Formative, summative and complete DP; full evaluation reported; eligible for pay increase. Show New Hire video.</i>	
<i>Dec X - Jan X</i>	<i>Formative, summative and modified DP. Full evaluation reported; eligible for pay increase. Show New Hire video.</i>	
<i>Jan X - Mar X</i>	<i>ONLY full observation (pre, observation, post) NO DP. Incomplete evaluation, no pay increase.</i>	
<i>April X - End of School</i>	<i>Temp instructor, no evaluation, no pay increase.</i>	
Example		
<u>Teacher & Administrator Appraisal System Timeline</u>		
<i>This timeline subject to addendums/additions. Instructional and administrative staff will be notified via email of due dates by the Coordinator of Appraisal Systems.</i>		
Appraisal System Item	Dates	All steps <u>must</u> be completed by dates listed. <u>This is a responsibility shared by the teacher and evaluating administrator. Complete evaluations are required for pay increases should they be available.</u> Note: School administrators <u>may</u> need to set internal dates to meet dates listed (within reason).
Instructional staff (teacher and therapists) hired or transferred after the start of the year will have from date of employment or transfer: 15 school days to complete self-assessment, 30 days to submit DP to administrator and 45 days to begin the observation cycle (Formative for Cat 1 and 2)		

Appraisal System Training¹	School-based in-service Prior to student arrival	<ul style="list-style-type: none"> Admin reviews the Teacher Appraisal System.
Self-Assessment (All)	August	<ul style="list-style-type: none"> ALL staff completes self -assessment in AIMS.
	Within 5 days of submission of self- assessment	<ul style="list-style-type: none"> Evaluator accepts the self-assessment in AIMS (“Accept” indicates receipt).
Category 1/2	September	<ul style="list-style-type: none"> Administrator pulls SPO data (see SPO guidelines).
	September	<ul style="list-style-type: none"> Admin meets with Cat 1/2 teacher to establish SPO (See SPO Guidelines).
Deliberate Practice	Completed on or before October	<ul style="list-style-type: none"> Instructional submit Anticipated Goals/Gains/Barriers and Action Steps in AIMS.
	On or before October	<ul style="list-style-type: none"> Evaluator reviews and accepts (if guidelines and intent met). Evaluator provides <i>written</i> feedback to PLC and/or individual team members, meets face to face with PLC or individuals, as needed.
	(If necessary) On or before October	<ul style="list-style-type: none"> If Evaluator does not approve, PLC uses feedback to improve Goals/Gains/Barriers. Individuals resubmit to evaluator via AIMS.
	(If necessary) On or before October	<ul style="list-style-type: none"> If meeting all guidelines, evaluator accepts gains/goals/barriers.
PLC Minutes	Ongoing	<ul style="list-style-type: none"> PLCs submit meeting minutes (preparation/planning documents) to administrator following each PLC meeting.
Formative Evaluation	On or Before December²	<ul style="list-style-type: none"> Formative Evaluation Completed. See Formative Evaluation process.
Walkthrough #1	On or Before December	<ul style="list-style-type: none"> Administrator completes walkthrough #1 of Alternate Evaluation personnel. Written rubric-based feedback provided.
Cat 1/2	January	<ul style="list-style-type: none"> Admin pulls SPO data. Meets with cat 1/2 teacher to examine SPO and discuss strategies used to impact data.
Deliberate Practice	Completed on or before January	<ul style="list-style-type: none"> Instructional complete DP mid-year reflections and submit via AIMS.
	Completed on or before January	<ul style="list-style-type: none"> Admins formatively score ALL mid-year DPs in AIMS and provide written feedback.
Walkthrough #2	On or Before January	<ul style="list-style-type: none"> Admin completes #2 walkthroughs of Alternate Evaluation personnel. Written feedback provided.
Alternate Evaluation Component Scoring	On or before February	<ul style="list-style-type: none"> Based on at least 2 walkthroughs completed thus far and observation of teacher work (PLCs, lesson planning, etc.), administrator inputs 11 component scores for Alt. Eval. personnel. Scores are baseline from prior year, but 1-2 components can go up or down based on evidence collected. (Note: See Walkthroughs #3 and #4 if questions about scoring occur. One announced/one unannounced). Scores shared via AIMS. Face to face meeting not required unless necessary.
Walkthrough #3 (As needed)	On or Before February	<ul style="list-style-type: none"> If additional information needed or teacher requests, complete walkthrough #3 for Alt. Eval. people on or before this date. #4 must

¹ Required by 2017-2020 Teacher Contract (11.1.B)

² Required by 2017-2020 Teacher Contract (11.3)

		also be done.
Walkthrough #4 (As needed)	On or before February	<ul style="list-style-type: none"> • Walkthrough #4 due on or before. (#3 and #4/one announced-one unannounced).
Non Alt-Eval Component scoring and All DP Scoring	Completed on or before March (Two days following end of 3 rd nine weeks)	<ul style="list-style-type: none"> • All DP Reflection Questions due. All observations, pre/post conferences completed.
	On or before March	<ul style="list-style-type: none"> • Admin scores DP (all) and 11 components (non Alt. Eval.) in AIMS • Shared via AIMS.
	(As needed) On or before April	<ul style="list-style-type: none"> • Teacher may resubmit to admin additional reflection or evidence related to DP or components.
	(As needed) On or before April	<ul style="list-style-type: none"> • Admin rescores DP and/or components in AIMS, as needed.
Evaluation	On or before May	<ul style="list-style-type: none"> • All print the two completed portions of the evaluation and submit to the Coordinator of Appraisal Systems.
Summative Evaluation	Upon Receipt of Student Growth Date (TBA)	<ul style="list-style-type: none"> • Student Growth scores applied to Summative Evaluation. • All check final evaluations including student growth for accuracy and submits questions according to timeline provided at that time. • All print complete Summative Evaluation. • Admin and teacher/therapist sign. • Copy submitted to HR.

Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].

In the Deliberate Practice (the additional indicator), PLCs first determine the SMART goal for their team based on available and appropriate data. In order to reach the established goal, Action Steps focusing on professional development are determined for both the group and individuals. Additionally, Math and ELA coaches are deployed to schools and are assisting in timely and personalized PD to PLCs and individuals based on identified need. Finally, the Appraisal System office is working on electronic mechanisms to alert principals to teachers with unsatisfactory/ needs improvement VAM with a requirement for coaching.

Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].

Remediation Process

- If a teacher receives an instructional practice score or DP score of Needs Improvement or Unsatisfactory, the principal will give the employee a written copy of the evaluation describing specific areas of deficiency (article 11.5a) and will offer whatever assistance is necessary. This clarification does not preclude the principal, based on his/her professional judgment, from placing the employee in corrective action as outlined in article 11.5.b.
- If a teacher's complete evaluation (DP, Instructional Practice and Student Growth) returns a score of Needs Improvement or Unsatisfactory, then the principal, with the assistance of the HR Director if needed, will prepare a Professional Improvement Plan for the employee. This plan, as outlined in the

evaluation manual, and referenced in the contract, will give the employee specific assistance and a 90-day timeframe to remedy the deficiencies. Failure to complete the PIP will lead to additional disciplinary action up to and including termination.

Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].

Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].

Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].

Categories for Bay District Teacher Appraisal System

All Bay District School teachers are observed and evaluated at least once yearly, with teachers newly hired by the district being observed and evaluated at least twice. Please see the categories listed below for a complete description.

Bay District teachers will be placed in one of four categories based on the number of years of teaching experience, teaching experience in Bay District and previous performance ratings.

Category 1	Beginning teachers with 0-1 years of teaching experience. Category 1 teachers receive two observations and evaluations per year-a formative and summative evaluation.
Category 2	Teachers with 2 or more years of experience, and who are newly hired to Bay District. Newly hired includes those teachers with a “break in service.” Category 2 teachers receive two observations and evaluations per year-a formative and summative evaluation. A category 2 teacher moves from this category when there is no break in service.
Category 3	Teachers with 2-9 years of teaching experience. Category 3 teachers receive one evaluation.
Category 4	Teachers with 10 or more years of teaching experience. Category 4 teachers receive one evaluation.

6. District Evaluation Procedures

Directions:

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

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

A written report is provided to the employee within 10 days after the evaluation takes place and that the written evaluation is discussed with the employee. The employee has a right to initiate a written response to the evaluation results and the response becomes a permanent attachment to his/her personnel file. (See previous provided timeline).

Final Evaluation results are provided to the Superintendent of schools for the purposes of renewing contracts.

The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].

- A teacher may attach a letter to his/her evaluation.

The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].

- If a teacher receives an instructional practice score or DP score of Needs Improvement or Unsatisfactory, the principal will give the employee a written copy of the evaluation describing specific areas of deficiency (article 11.5a) and will offer whatever assistance is necessary. This clarification does not preclude the principal, based on his/her professional judgment, from placing the employee in corrective action as outlined in article 11.5.b.

Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

Bay District Schools complies with required notification via evaluation results submission into the Surveys which are then supplied to DOE.

Bay District will refer to and follow the procedures outlined in SB 736, FS 1012.33, and FS 1012.34 with regard to employees not performing their duties in a satisfactory manner.

7. District Self-Monitoring

Directions:

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

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

The Appraisal Systems Oversight Committee and Principal Assessment Leaders meet annually to review Appraisal System and/or evaluator-specific data.

During these reviews the team determines if:

- The evaluator understands the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- The evaluator provides necessary and timely feedback to the employees being evaluated.
 - Upon completion of the student growth/achievement portions of the yearly teacher evaluations, a data examination will be conducted. Principals with teachers with +2 off will be reported to the Superintendent. If necessary, additional walkthrough training will be supplied to continue ensuring accuracy and inter-rater reliability.

Other monitoring processes include:

- In the DP process, individuals identify professional development needs required to meet stated DP goal. Additionally, as previously stated, teachers receiving NI and U student growth/achievement and final evaluation ratings are required to work with a coach.
- Evaluation data is provided to the offices of school improvement as well as professional development. These offices use the evaluation data (including VAM data) to make professional development and school improvement decisions.

Additionally, evaluation data as well as other pertinent data are used to inform district improvement plans.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:

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

For classroom teachers newly hired by the district:

- ✓ The student performance measure(s).
- ✓ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

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

For classroom teachers of students for courses assessed by statewide, standardized assessments:

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

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- ✓ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- ✓ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:

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

For all instructional personnel:

- ✓ A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

- ✓ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

- ✓ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- ✓ Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

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

Additional Requirements

The district has provided and meets the following criteria:

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

Description of training programs:

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

Documented:

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

For instructional personnel:

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

District Evaluation Procedures

The district has provided and meets the following criteria:

- ✓ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
 - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
 - That the evaluator must discuss the written evaluation report with the employee.
 - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ✓ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- ✓ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

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

- ✓ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- ✓ Evaluators provide necessary and timely feedback to employees being evaluated.
- ✓ Evaluators follow district policies and procedures in the implementation of evaluation system(s).
- ✓ The use of evaluation data to identify individual professional development.
- ✓ The use of evaluation data to inform school and district improvement plans.