

FCPCS

Charter SChool

evaluation

SyStemS For

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PerSonnel

2015/2016 verSion

aPProved auguSt 18, 2015

#### FLORID A CONSORTlU}VI

*of* PUBLIC CHARTER SCHOOLS

*"Florida:r Charter Support Organiwtion Since 1999"*

**FCPCS Charter School Evaluation Systems for Classroom Teachers and Other Instructional Personnel**

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INTRODUCTION

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Per 11.1012.34, F.S., a pcrl'onn8!Jce evaluation II1DIIt be I:Ullducted for eallh employee at leut am:e a year, except that a classroom teacher, as defined ins.1012.01(2)(a), who is DCWiy tw= by the school boad (or clwter school govemiag board). mutbe o'bse:Md aDd evaluated Itleast twice inthCI first ycm of t ebing inthe sdlool diatric:t or c:bartm school. All pc!IIOI1IW must be fully iaCormecl of the aiteria, data IIOUJI:el, me!hoclologiee, mel proceclme8 18aociatecl with the evaluation pCK:Cas before the evaluation takcll place, in IUX:Oidancc with B. 1012.34{3)4(b).All individuals with evaluation mpoDSibilities mu&t \llld.cntmul the proper UBC of the evaluation criteria 8Dd procecbues. 'l'l1e evaluation m.uat be based upon IIOUDd educational priDciplea and CODhmJIOilllY msearch ineffec:tiwl!ducatiODal praclials [a. 1012.34(3)(a), F.S.). 1bIMiluation

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EVALUATION SYSTEM REQlJIREMENTS

Inaccarclance wilh 1. 1012.34, F.S., the evaluation systems Cor bolh iiiBtrw:ticmal pcr110DIId mel

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* Provide appropriate instnsments, pvcedum, timely feedback, anc1 critaia for tho continuous quality impJovemeDt of the profwional skilll of lhe illatruc1ional pmODDCl anc1tho school-based aclmjnia mtms; Rl&ults must be used 'Wiu!o idcmtifying pmfesaicmal dcvolopmcm..
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necesaaJY.

* among four level& of pcrformaDCe: (1) Highly Effective, (2) Bfl'ective; (3) Nccda Jmprovemcm or, for imlttw:tiond peiBODDCl inthe :lim tlm:e yan oft=ching who neeclimJilOVC1IICIIt, Developins; or (4) Un.satisfilctory.
* Provide training IIIUi monitoring proJ181DS based upon guidelines povided by the FLDOB to emure 1hat all individuaiJ with evaluation responsibilitiel 1llllkrstaDd the plop«ueof the ovalwdion criteria and PJOCMI.

INSTRUCTIONAL PERSONNEL EVALUATION SYSTEMS

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2. l':llltnmlo•al Praetlce

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rec:ommcmded by the Stata Board of B«J!•ndion or idan1ified by the Bomd; .-r nMIIWii objlldively reliable aurvey infmmation from studmllll aDd pamll5 based on teaching Jl!llclice& 111at ae COllliatently aaaociated with bigbe:r student achievement; and other 'VI1id ad ldiable lllliii5UIIIII of instnu:ticmal pm:tice.

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* Non-core-Content Classroom Teac:hcn K-12
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* Special Am11Eh:c1ive Teachcm K-12
* Charter School Aclminiabatolll K-12
* Membcn of the FCPCS Boardofl>ineton

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The Florida Hchu:ator AccomptisiHd Praclicos (FHAPs) am Florida's core lltalldardl for effilctivc educators and provide valuable guidance to Florida•& public school educators on what eclucatora IIRI eJqWtcd to know and be able to do. The FEAP11 wen eBtabliahcd in 1998 thJoush Sllltc Board ofEcln.cation Rule 6A-S.06S lll1d upd•=l inDecember of2010, by die FEAPa Advisory Work Group, including public input and feedback, to reflect c:ontemporsry research OD

edm:atjonal pm:tice. The FEAPs Bill basccl upon tbmc foundatioul principah. 1hoscprinciples fociJI on high expcc1atioll8, knowledge of aubjcct matter, lll1d tbe lltiiDdardll of tbe profession. 'l'hcn are six Educator Aa:ompJished Practice& which 11n1 clearly dafincd to promote a common language aDd statewide uoderJtanding of the expectatiou for 1be quality of instruction and

pmfeuional RISpODSibility. The FEAPs servo u tho state's atmdmds for ofl'octivo imtructicmal pmctice and :6mn tho foundation for 1bD lllato's teac:har prepiiDiion pmgnms, odnc:•tnr ceniiic:ation Rqlliremalt8, and 8Chool dialrict iJutmctiollal penom1el appraisal aystemJ. Pumlallt to Florida Statuto 1012.34, fillluation criteria used when IIDIIWilly observing claaamom teaclun II1IISt include indicators bued vpcm eech of 1be FEAPs. The Florida Educator Al:wDplished Practices are liah:d below. Jacticetnn IIIIJ1kedwith an aataitk (•) are aligned with *high effect size* stmegios. *(Effect aize* is a statistical l!llltimation of 1bD influence a llllateBY or practice has on 8IWie:Dt leamiag. Inreseardltl:lml, thoee lllmtegies oileD idmtified aa *high tdfect* size are t11osc

withJDsber pmbabilitios ofimproving student lfmniDs).

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c. \*Deaips iDalluclion for allldsts to acbicwelllll8tmy;

cL \*Sel.ecU applOJliitle :lbrmative assestl!l!en18 to lllOIIitor learning;

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s- c:ummt infmmation and c:onmmnicmon technoJogios;

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of student&; IIDil

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inhigh-quality communication interactiou and achieve their educaticma1 goals.

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   1. •Dolivtn engaging and challensing losscms;

b. •neepeu uul enriches ...,....wdets!Mding through COilteDt Ulite!lcy

mategiea, verbalization of thought. 8Dd application of aubjec:t matter;

c. •rdcmtifios gaps instudents' llllbject matrm" knowledge;

cL •Modifiea imtruction to reapond to ouiWl miac:onceptiou;

e. \*Relates 8Dd integmtea the aubjec:t lllllttn"withother diaciplinos and life apcriawea;

f. •Employs hi&}lcr-ontcr questioning techniques;

1. Applies wried instrw:tioDals1ra1egiea Uld IeiiOIIJCe&, iDcludiDg appropriate

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i. \*SupJiortB, encoumgee, andprovidea immediate and specific feeclblck to IJ!nde:m to

promo1ll student ad!ievcmumt; IIDil

j. •utilizes stadellt :&edback to monitor instructional ne:e:da IIDilto acljust instnldioD.

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leerning proeeu;

b. \*Deeigas and aligu formative IIDilsmnm•tive asseaSIII.elltll1hat h leamhlg

objlldives and lead to mastery;

c. •usea avariety of wessmmf tool8 to monitor !!fudent progtas, achievement and

leamingpins;

d. •Modifi" UBefS''\*"'"W testing conditi0118 to acco!J!1!10date leamhlg stylei and

varyiDg levels oflmowledge;

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baaedon ,..,dents' needs;

b. Examines and uss data-iDf'mmlld r:esearrhto improve iDs!Iw:tion IIDilstudent

achievement;

1. Usea avariety of dala, illdepeD.deDily, 8114incollaboration widl. colleagues, to

evaluate 1eamiDg outcomes, adjust p18!!!!ins and ccmtinwmsly improve the e:Jmcliveneaa arthe le&IIOD.S;

1. Collabomte& 'Wilh the hom!!, sdmol and lmpr connmmitiea to fostm communir.!!ljm

and to support student lumina and continuous improvement;

e. Bngagco intargeted professiODal grow!h opporllmitiea 8DCl re:ftedive practices; and

f. Implemlllta lmowledp and akills learned inprofessional diwelopiiHIIIt inthe tuclrins

anclletmiDg proce:811.

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eftik."'ive educata£ adheru to the Code ofEthica and dl.e Principles ofProfiluional

Ccmductafthe Education PnmleaioD of Florida p1JJIIUIIIt to Rulea 68·1.006, F.A.C., IIDilfuJfill81hll expected obligations to atnd1111ts, the public and the educarion probioD.

THE JJLORIDA CONSORTIUM OF PUBLIC CHARTER SCHOOLS EVALUATION SYSTEMS FOR CLASSROOM TEACHERS AND OTHER. INSTRUCTIONAL PERSONNEL

The Florida Consortium of Public Charla Sdloola (FCPCS) lw developed a comprehauive evalwdion systmn to monitor and IISieSI tho iu1mctional pm:1il:e and job p&fonnance of instra.ctiona1 persoDDd that m.cds die statutory equiraDenls set forth by 1012.34, Florida Statutl:t. *'l'lliB* portion of the annual evaluation will be based priawily on observatiOIIII of pcn:&wmance and will be CODdJJctl!d by tha school administrator or the individllal.RllpODSl'blll for 8\IJ)C:rviBiDg the il!mu:tiaDal employee.

The iDatructioul practice rziterion iw:!adet 1be!ollowiDg:

1. Far c1asuoom •eac:bcm: Indicators, orpniw by Domains, based on 1ba Florida FAnc:ator Accomplished Prac&ee (FEAPa), which :efklct coratanporaey meard1 on eclJJcatioul pniCtice (Rule *6A-S.06S,*F.A.C.)

2. For non-c:Jassroom imlrut;ltioul personud: IDclicators, cqaniml by DomaiDJ, bucc1 on the Florida Educator .A.ccampliBhed Prac1ice8 (FBAPs):dlc national IIW!dald8, if any emt, for that categmy of penom111l; and the job dulie& mated to Bllllilm l!llppOit for the position.

3. How Jndiadmll and/or Damaina arc prioritized to pn:aent evidence 1hat the evaluation

S)Stem iJdesiped to support effective iulrUCiion and studCDt leamills growth.

4. Procedures for conducting obae.rv8ti0ll8 and collecliDg data aDd olh« evidence of

instra.ctiona1pmctic:e, for allinallw:tilmal peiBODJJel, ilwlnding m Wly hiredemployw13.

*s.* Proce85CI for providmg :&edback to the iDdivicl!lal being evaJnatM and how Rlmlll will

be UKd for individual prof'cuional development.

6. A rubric for distinsuishins amnns proficiency levels in the inalluctional practice

illdicatma.

1. '1'hD ac:oring aDd weighting lly&hln 1hat Wl11 apply to ln.siiiK:tioul l'JKtico rntericm. and

the perf'Ofi!!IDN: IJtaDdanl8 uaocialecJ with 1hia crill:riOD.

'1'hD FCPCS evaluation tools are aligned to the six Florida BdJy:ator Accompli•bed l'Iaclicell (FEAPa). The inltrumem8 consist of clomain8 m indicaton. Whm admiDi.stering 1be cvahwion, tho school adnrinistJator (or CM!luator) 1111igu a rating of 1-4 for each indicator. Domain• two, three and. *foat* are more heavily wcigbtcd to ensure a greeter focus 011 areas that wwss il1lll:uetioDal practices. The: evalua1ion tool provides eqlicit inatrucliou Cor the evaluator on calcul•ting the ovm11rating for the instructional employee.

FCPCS INSTRUCTIONAL PRACTICE EVALUATION TOOLS

FCPCS has developed evaluation tools to assess the instructioul practices andjob perfbrmauces of iDB!ruc1i01181. periiODilC1 a11 li&ted below. All cvaluati011 syatema flhaJl be potled on the cllarb:r achool's website within 30 clsys of approval.

+ ll'or Clulroom Tudlen, the followJDg fooJJ are avallable:

* 1. FCPCS Charter School Teach ...Evaluation System
  2. FCPCS Charter School Clasaroom Teacher Evaluation Rubric

3. FCPCS Cllwroom Walk-Thmugh Tool

4, FCPCS IndiYidllal Plofessional Growth PI Ciuaroom Teacher

5. FCPCS Summative Evaluation Rating Form

+ FOI' Stllclent Serm:el PenonneJ, the foUowfDg tooJJ are anJJable:

1. FCPCS Chartm School Student Scnices PIDO!IIlel Evaluation

2, FCPCS Charta' School Student Services PenDDDel Evaluation R11hrk

3. FCPCS IDdiYidllal Professional Growth PJm.llla1ructiol181. Pcnonnel

4. FCPCS Summative Evaluation Rating Form

+ ll'or Cuniculam Support Penoaad/Medla Spec:lallat, the followhig foob are aftflable:

1. FCPCS Charter School Curriculum Support Persllm ClJMedia Sp«:ialiat Evalua1ion

2. FCPCS Charter School Cmriculum Support Pcnonu!/Media Spacialist Evaluation Rubric

3. FCPCS IDdiYidllal Professional Omwth PJm.lllalrw:tional PIDOIIIlel

4, FCPCS Summative Evaluation Rating Form

DESCRIPTION OF INSTRUCI'IONAL PRACI'ICE EVALUATION

TOOLS

FCPCS Cbarter School Clauroom Teuher Evaluadon

(6 clomailu, 3S indicaton)

The FCPCS Charta' Sdlool Teuher Evaluation is a performance evalua1ion 11ystem for clauroom teerlun tbat is aligald to the six Florida Aa:omplillhlld PlKtices (FEAPs), State Board of:&fur«tion Rille *6A-S.065.* WileD admjnillleriDg 1beevahuti011, the evalualor will ftlcorcl 1he "proficiawy level&" which indicate how weD liD employee perf011DS on ead1 individual indicator on tho evaluation sysllmL The evaluation I)'Btlml is c:ompriJed of six clmnaina ami *35* indicatoll. Each indicator will have a proficiellcy ratiDg and each clomliD will have a total

pedbrmance fllins. DomaiDa two, tine uul:6nJr IIRI 1111m1 heavily weighted to tmiiRI a greats

fowl on-that a.cldress iu1l'Uelicmal praetices. At the completion of the evaluati011, a total

pelfilfmmce IICOJe will be calcnleted A rating acale will be used to detenDiDe 1he ovenll

pei:Iilrmance level *of* tha tmployee which will be one of the following :6nJr ratings: Higbly Effective; Effective; Needa lmprove:malt/DeelDpiq; or Uuatiafilclmy. The maximum mtmber of poin18 that may be earned oa thiB fool is 212. The rating acale indicating cut BCOn:s is llhown below:

193-212 Highly B:ll'cc:tive

159-192

127-158 Needa Jmprovc:m=t Developmg

1-126 UnsatiJfaetory

FCPCS Chlll1er Sehoul Student Senicet Penonnel Eyalu!tion

(6 domain•, 30 jndieaton)

The FCPCS Chl11el' Sdlool Student Senkel Penoa•el Enluado• is a perfonnencc eveJnatioo Bysian for lltwh:nt KIViceB peiiOIIIH:l (i.e., iidmol COIIIIBelOIB, IIChooliiOCial wmkem, IIChool psydlologim, sdulol nurses, and ESH school r:oontinatotlltpeclali•ts). The evaluation iulmment ia baaed on Florida't Student SeMce8 Pe:tl!ODDd Hvalua1icm Model (SSPEM) aod aliped to d1e Florida Hducaton AecompliBhed 1.'IBctic:ell (FBAPs), State BDml of Education Rule 6A-S.06S. Whea ldmiDisteriDg die evahsatiOD, 1be evaluator will teconl the "proficiency kvell" whicl1 indicate how well 1111 emplO)"le petfinlllll on eacll individual i.ndiadm on the

evalaation system. The evalution is comprised of six domams aod 30 illdicators.

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addreu ilulructional pmcticce. Each indicator will have a pmficiii1Cy tatiq and IIIICh domain will have a total perfonu•nce ratiag. At the completion of the eveluatiOJI, a total perfiuwmre IICOIC will be aili;ldatn!, A Jilting IICale will be medto dc:b:nninc the cm:mllpu:fi"""!DilC level of

!heemployee which will be ODe of !hefollowing four ratings: Bigbly Effective; Effective; Needt lmprovemellt/Develophlg; OI 'UJiaatisfec:toey. The merimnm lllllllb« of poin18 that may be

eamcd on this tool is 180.The rating scale indic:ating eut scores is shown below:

164-180 BiptyHfrectiw

135-163 B:tl'ee1ive

108-134 =Needs Im.provaDentll>velopins

1-107=Uuatia&ctory

FCPCS Charter Sehool Carrlealam Support PenonneVMeclla Srrf'•llst

Evalution

(CIIIIilllllum iAIJiPOI'lpenoDDel: *6* domaiJu, *29* indicatonJ; media f!POOiaUst *5* clomams, 23

indic:atma).

Tho JI'CPCS Charter Sdlool Clll'ricui11Dl Sapport PersoueJIMecUa Spedlll•t Evaluation is a perfOrmmre eval\lltion ayltem for non-clanroom instructiomal pemmnel (i.e., eurricubun 8IJPPOd pcnoDne1. program COOidinato1'IJ and media f!POOia1iat). The evaluation iJIBtrumeal1 is buedon the Florida BdiJcaton Al:comp1ished Practices (PHAPs), State BoaniofHducation Rule 6A-5.06S, the Studem Servicet Per&ODDd Evaluation Model (SSPEM}, 111111 various Proiltsional Job Descripti0011 forcoachNmd libmrylmedia 'P"'Ciali•18 within school districts in Flcricla. When adnrinisterina the evaluation, !heevaluator will record tbe ''Jirot'iciemcy levels" which indicate how 811employee peiforms on etch iJidMdual jnfficetor on !heevalution&ystan. The evaluation lly&tsn is wnqnised of six domains and 29 indicatmB for c:mriculum support

pm01111el, lllld s domailu and 23 indicator mr m.eclia apecialis18. J)omaine OllC, two and1hree

lllllllllml heavily weighted to lllllllnl a greets foeua an &INB that addreu imtruc:tional pmc1ice&.

Haeh indicator will have a profu:iCDCY rating md cadl domain will have a toed petiGJ"•!!Dre

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ming. At 1ha complc!tian of the evalualicm. a total perfonu.mce ICOn! will be adc:ulated. A ratiDg scale will be ued.to determin11 dle overall pmfOnu.mce level ofdle employee which will be one of the followillg fDIIr lltiDga: Higbly Bffective; Effective; Needs lmprovemem/Developing; or Uma1iafactoJy. The mBllimmn numb of point& !hat may be cmned. for Cmriadum Support Servicea Per&OIIIIel is 176, IDd the IMlCirnmn IIIUIIber of poims that may be eamed for Media SpecialiJta on thi& tool *is* 128.The ratiDg scales indicating cat scorea are ahown below:

Currieulum SIIPPOrt Personnel 

160-176 HiJhly Blfcctive

132--175 Efl'rdive

105-131=Needs Improvement/Developing

1-104=Unutillfiu.J.ory

116-128 Highly Effective

96-115 =Effective

77JJS =Needs Improvemeot/.DevelopiDs

1-76-Unsatisfactory

###### SUMMATIVE EVALUATION RATINGS

The J:oatmetiOIIIII. Practice Scare ami Stwh:nt Growth Sam: will be llOIDbinc:d to gmemte 1111 overall rating. InOlder to pair a teacher's student growth 8C(Ile and/or other growth mea&urM to the iDJtructioul pmctice metric, the chartc:r school'a g.ovemiag boenllschool le8d«ahip wiD 1rlmafoim IIIKh sc:om in1D a rnmman metric. The lns1Iw:tional Practice Sam , which will be calr:vl•ted ICCOldiDg to the evalu.uion a:ya1all'a weighting aiteria, will be combinecl wiSh the Student Growth Scon: to cah:ulllte the rating . The 11eam1 will JhCD be aggregated for a final p;;dixmance evaluation rating of Highly Bfl'mive, Ef&ctive, Needs l:mpromDcDtll>eelopiDs. or Uuatiafactory. The evalua1or will RCOJd 1he employee'• proCesaional pmetice IDd studem gmw!h scoms on dle S1ID1IIIa!ive Bvaluation RaJiDg FOIJIL

Pll.OCESSES AND Pll.OCEDURES FOR IMPLEMENTING THE

EVALUATION SYSTEM FOR INSTltUCTIONAL PERSONNEL

A llll!ll1linpll and pmclllmvo penam111l evaluation sys1mn addresss tho unique c:ontributiaos of

each employee to the achievement of the school's visicm, miaaion and core valuea. Additionally,

!he ovalua1icm 11y&1mn foeWIIIs on opportunitiea for professional gwwlh by emploJ"'S so !hat

each can grow professionally IDd contribute illaproclw.:tiw :!Uhionto school improvemmt plans end goals. The aile adaliais1Dtor *is* R8p""8!"'ble for fllct1ita1ing the iaJzw:tiollal employee evaluation proCOIIS. The adminiatmtm has dle overall mrpcmsihility for dle fOIJ.owing: collectiDs and majntajning evaluation clocumeatatioD; achednling ev•Jnatiott-ldated. meetiDga ad traiDing

seSIIion ; providingpiDOIIIIelwith profe&sicmal growth opportunities bued on ova1ua1ion remltll; monitoring the implementati011 of ee.ch iutructional. employee's Inclividual Professional Growth PlaD; providing feedback on pca6 ""\II!M)O: tl:aoughout the year; mmng flnnmmw J:ldiJlg&; 8lld BDbmitting dormuentation for review by the govomiJts board or 1ba board's de!iguo.

All admini•t.rator evaluatea iiiJimcWmal employeea on their pelfol"'an= buecl on a aet of

domains and indicaton. The adminill1rBtor c:olloctll data on 1ha employee's podia:w.mce mlated

to tho indieaton throuahout the year illa variety of ways. FCPCS has developed a Classroom

Walk-Thmugh Tool to 1111i&t &ehoot...ite admiDisDatan in gathering mdlmce IIDd pmvicliDg miiBDinsful feedback to teach11n tbmupout 1ba year. Pmswmt to s. 1012.34, F.S., inatmrti..,a! pmODDeliDIUt be msluetecla minimum of once a ;DeWly bimlmstructiOilll penom1eliiWBt be &Waluamd a minimum of twice a year. A nquinld fmmal observation isamDiimum oftwlllly

1. conaealtive minntes, Whm appropriale. dle obsavation could last longer. AdditiOIIIlly, more 1haD dle miDimum nnmbefofrequiredobsavatiou mayooour, as appl'Opria!e. 'l'hc FCPCS evaluation tools are used to provide msetad feedback an the pmr..uriooal'a wmk relating to the permrmance jndjcatol:l. No tilld perfo!D!I!W! ratiDp an:: given duriDg the pcst-obeenation m....m.g, as evaluator. \lSI! multiple data IIIJIIm!l to cbltmmine pediammce lll1iDp. ObsiiiVatiOila ancl feedback may be formal or infomW. or scheduled mel JmBCheduled. Walk-dlroushs. Jlll'ding, and C'I'!I!I!inatiOJIS of material& that rcftec:t 1he employee• WOJk. or dle impact of their

wmk on oth11n with regard to indic:aton an'lba evaluation system. ant otbar forms of gatberiDs evidellce on an employee's performence• .Aclmini•t.ratorB IDIUt provide meaingfhl aDd timely feedback to emplOY"" following fDIDIIII. IIDd iDfoJmal oh!«vations. lnatrw:tiDIIIIl penlllmlll an1 evalaated. on dle pe-.'.f'oflllmce indicators using the perfonnance evaluelion rubrics cleveloped by FCPCS to di&tiDguish 8lllODg proficia1ey levels or classify perfonnance Tht perf'onnance rubrics pideasse&SOill in usessing *how well* an indicator is dmncma1111ted. They 1m1provided to inrlea8e reliability among as&eSSOfll 11114 to belp illsuuctional penonnel to focus on way& to enhan<'A'l their professional plliCtic:e..

If Ill. employee ill not peafouning hi&lher du1iefl in a astiafactory manner, 1he evaluator &ball notify the employee in wriliDg of such detsmination. Upon delivmyofa noticl! of11111atis&c!my permrmmce, the evaluator IIIIJ8t COIIf'er with the employee, make JeCOmmmdmana widl respect to apec:ifie lllllll of UllllltiafactOJY p&fonn.mc:e, IIDd provide asaistanca in h11lpmg to wnect cleJicieaciCI within aprescn"becl period of time.

### FCPCS Charter School Classroom Teacher Evaluation System

**Instructions:**

**Florida Consortium of Public Charter Schools**

**Charter School Classroom Teacher Evaluation**

The FCPCS Charter School Classroom Teacher Evaluation is a performance evaluation system for classroom teachers that

is aligned to the six *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the school administrator should enter the appropriate rating to the right, based on evidence collected over the designated period of time. Each domain will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated.

**RATING SCALE: Highly Effective = 4 Effective = 3 Needs Improvement/Developing = 2 Unsatisfactory = 1**

**Definitions of the Rating Scale:**

* + **Highly Effective**: There is consistent evidence that the teacher is demonstrating the identified teacher competencies.
  + **Effective**: The teacher is demonstrating the identified teacher competencies most of the time.
  + **Needs Improvement** or **Developing** *(“Developing” rating is for teachers in their first three years only*.) The teacher is inconsistent in demonstrating the identified teacher competencies.
  + **Unsatisfactory:** There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

**FCPCS Charter School Classroom Teacher Evaluation**

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| --- | --- | --- |
| **A.** | **Instructional Design and Lesson Planning** *(FEAPs)* | **Rating**  **1-4** |
| **A.1** | Aligns instruction with state-adopted standards at the appropriate level of rigor. |  |
| **A.2** | Sequences lessons and concepts to ensure coherence and required prior knowledge. |  |
| **A.3** | Designs instruction for students to achieve mastery. |  |
| **A.4** | Selects appropriate formative assessments to monitor learning. |  |
| **A.5** | Uses diagnostic student data to plan lessons. |  |
| **A.6** | Develops learning experiences that require students to demonstrate a variety of applicable skills and  competencies. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Insert the total to the right. (Maximum score for this domain is 24.)* |  |

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| --- | --- | --- |
| **B.** | **The Learning Environment** *(FEAPs)* | **Rating**  **1-4** |
| **B.1** | Organizes, allocates, and manages the resources of time, space, and attention. |  |
| **B.2** | Conveys high expectations to all students. |  |
| **B.3** | Monitors student learning, provides feedback and adjusts activities to meet the needs of all students. |  |
| **B.4** | Demonstrates respect for all students’ cultures and backgrounds. |  |
| **B.5** | Models clear, acceptable oral and written communication skills. |  |
| **B.6** | Manages individual and class behaviors through a well-planned management system. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)* |  |



**FCPCS Charter School Classroom Teacher Evaluation**

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| **C.** | **Instructional Delivery and Facilitation** *(FEAPs)* | **Rating**  **1-4** |
| **C.1** | Delivers relevant, engaging and challenging lessons. |  |
| **C.2** | Clearly communicates learning goals and instructional procedures. |  |
| **C.3** | Identifies gaps in students’ knowledge of the content area. |  |
| **C.4** | Modifies instruction to respond to preconceptions and misconceptions. |  |
| **C.5** | Relates and integrates the subject matter with other disciplines and life experiences. |  |
| **C.6** | Employs higher-order questioning techniques and resources, including technology, to provide  comprehensive instruction. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)* |  |

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| **D.** | **Assessment** *(FEAPs)* | **Rating**  **1-4** |
| **D.1** | 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. |  |
| **D.2** | Designs and aligns formative and summative assessments that match learning objectives and lead to mastery. |  |
| **D.3** | Uses a variety of assessment tools to monitor student progress, achievement and learning gains. |  |
| **D.4** | Modifies assessments and testing conditions to accommodate learning styles and varying levels of  knowledge. |  |
| **D.5** | Shares student outcome data with students and parents. |  |
| **D.6** | Uses technology to organize and integrate assessment information. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Multiply the score by two. Insert the total to the right. (Maximum score for this domain is 48.)* |  |

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| **E.** | **Continuous Professional Improvement** *(FEAPs)* | **Rating**  **1-4** |
| **E.1** | Engages in professional development activities consistent with his/her goals and those of the school. |  |
| **E.2** | Sets purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs. |  |
| **E.3** | 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. |  |
| **E.4** | Collaborates with parents, colleagues and the community to support student learning. |  |
| **E.5** | Implements knowledge and skills learned in professional development in the teaching and learning process. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Insert the total to the right. (Maximum score for this domain is 20.)* |  |

**FCPCS Charter School Classroom Teacher Evaluation**

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| **F.** | **Professional Responsibility and Ethical Conduct** *(FEAPs)* | **Rating**  **1-4** |
| **F.1** | Adheres to established laws, policies, rules and regulations. |  |
| **F.2** | Professional demeanor (The teacher adheres to the Code of Ethics and Principles of Professional Conduct of  the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community). |  |
| **F.3** | Maintains accurate records. |  |
| **F.4** | Is punctual with reports, grades, records, and reporting to work. |  |
| **F.5** | Performs assigned duties. |  |
| **F.6** | Builds professional relationships |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Insert the total to the right. (Maximum score for this domain is 24.)* |  |

***To calculate the employee’s TOTAL RATING, add the “Totals” for each domain.***

***EMPLOYEE’S TOTALSCORE ON CLASSROOM TEACHER EVALUATION =*** *(Maximum score is 212)*

***EMPLOYEE’S TOTALRATING ON CLASSROOM TEACHER EVALUATION (Check Appropriate Rating)***

***Highly Effective Effective Needs Improvement/Development Unsatisfactory***

***193-212 = Highly Effective; 159-192 = Effective;***

***127-158 = Needs Improvement/Developing 1-126 = Unsatisfactory***

**Comments**:

**Identified areas for improvement and recommendations:**

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

Employee’s Signature Date

Evaluator’s Signature Date

Addendum Attached: Yes

No

### FCPCS Charter School Classroom Teacher Evaluation System

**Rubric**

**FCPCS Charter School Classroom Teacher Evaluation Rubric**

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| --- | --- | --- | --- | --- |
| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing 2** | **Effective**  **3** | **Highly Effective**  **4** |
| **A. Instructional Design and Lesson Planning** | | | | |
| **A.1**  **Aligns instruction with state- adopted standards at the appropriate level of rigor.** | * Lacks knowledge of the state-   adopted standards and how they should be aligned with instruction. | * Demonstrates an awareness   of the state-adopted standards and references some standards in lesson plans.   * The alignment of standards with instruction is not consistent. | * Demonstrates a good working   knowledge of the state- adopted standards.   * Standards are incorporated in lesson plans and instruction is aligned with the standards. | * Demonstrates a thorough knowledge of the state- adopted standards and plans for student mastery of the standards. * Aligns instruction with standards and applies strategies to make curriculum rigorous and relevant. |
| **A.2**  **Sequences lessons and concepts to ensure coherence and required prior knowledge.** | * Lesson plans and practice   display little knowledge of the content, prerequisite relationships between different aspects of the content or the instructional practices specific to that discipline. | * Lesson sequencing and   concepts are inconsistent with prior knowledge.   * The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them and the instructional practices specific to that discipline. | * Lessons are designed to build   upon students’ prior knowledge.   * Lesson objectives are clear and developed in a logical order. * The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts and the instructional practices specific to that discipline. | * Demonstrates a thorough   understanding of the most important elements/ issues/ strands of disciplines necessary for students to develop a deep understanding of the subject matter.   * Selects the appropriate and robust materials and activities for student learning. * Lesson objectives are consistently clear and developed in a sequential manner. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/ Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **A. Instructional Design and Lesson Planning** | | | | |
| **A.3**  **Designs instruction for students to achieve mastery.** | * 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.   * The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students. | * Instructional outcomes are of   moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which may not permit viable methods of assessment.   * The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has recognizable structure and reflects partial knowledge of students and resources. | * Instructional outcomes are   stated as goals that reflect high-level learning and curriculum standards. They are suitable for most students in the class, represent  different types of learning and can be assessed.   * The teacher coordinates knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | * Instructional outcomes are   stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. Outcomes represent different types of content and take into account the needs of individual students.   * Coordinates student’s knowledge of content 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. * Uses a rich mixture of basic and advanced content and skills to promote student development. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing 2** | **Effective**  **3** | **Highly Effective**  **4** |
| **A. Instructional Design and Lesson Planning** | | | | |
| **A.4**  **Selects appropriate formative assessments to monitor learning.** | * Plans for assessing student   learning contain no clear criteria or standards, are poorly aligned with the instructional outcomes or are inappropriate for many students.   * Assessment results have minimal impact on the design of future instruction. * Assessments are not used to monitor student progress. | * Plans for student assessment   are partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students.   * The teacher intends to use assessment results to plan for future instruction for the class as a whole. * Assessments are occasionally used to monitor student progress. | * Plans for student assessment   are aligned with the instructional outcomes, with clear criteria and are appropriate to the needs of students.   * Assessment results are used for planning future instruction for groups of students. * Assessments are regularly used to monitor student progress. | * Plans for student assessment   are fully aligned with the instructional outcomes, clear criteria and standards that show evidence of students’ contribution to their own development.   * Assessment methodologies are adapted to individual student needs. * Assessment results are used to plan future instruction for individual students. |
| **A.5**  **Uses diagnostic student data to plan lessons.** | * Evidence of utilizing of   diagnostic student data to drive instruction is unclear, is poorly aligned with the instructional outcomes or is inappropriate for many students. Student data results have minimal impact on the design of future instruction. | * There is some evidence that   diagnostic student data is obtained through assessments, but clear criteria is lacking and may not be  appropriate for some students. Diagnostic student data does not drive instructional planning. | * There is clear evidence that   student data is used for diagnostic purposes and is the basis for determining future instruction for groups of students. | * There is clear evidence that   student data is used in lesson planning in a sophisticated manner to future instruction for individual students. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing 2** | **Effective**  **3** | **Highly Effective**  **4** |
| **A. Instructional Design and Lesson Planning** | | | | |
| **A.6**  **Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.** | * The series of learning   experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students. | * The series of learning   experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has recognizable structure and reflects partial knowledge of students and resources. | * The teacher coordinates   knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | * The teacher coordinates   knowledge of content, of students and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **B. The Learning Environment** | | | | |
| **B.1**  **Organizes, allocates and manages the resources of time, space and attention.** | * Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies and performance of non- instructional duties. * The physical environment is unsafe. Alignment between the physical arrangement and the lesson activities is poor. * There is no evidence that standards of conduct have been established and there is little or no teacher monitoring   of student behavior. Response to student behavior is disrespectful. | * Some instructional time is   lost due to lack of planning for classroom routines and procedures for transitions, handling of supplies and performance of non- instructional duties.   * The classroom is safe, and essential learning is accessible to most students; attempts to modify the physical arrangement to suit learning activities is partially successful; the teacher's use of physical resources, including computer technology, is moderately effective. * An effort has been made to establish standards of conduct for students. Success in monitoring student behavior and responses to inappropriate behavior is inconsistent. | * Classroom routines and   procedures for transitions, handling of supplies and performance of non- instructional duties occur smoothly and without loss of instructional time.   * The classroom is safe, and learning is accessible to all students; the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology. * Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity. | * Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies and performance of non- instructional duties. * The classroom is safe and the learning 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. * Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventative, and responses to student misbehavior are appropriate to individual student needs. Students take an active role in monitoring the standards of behavior. |

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| --- | --- | --- | --- | --- |
| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **B. The Learning Environment** | | | | |
| **B.2**  **Conveys high expectations to all students.** | * The classroom environment   conveys a negative culture for learning, characterized by low teacher commitment, low expectations for student achievement and little or no student pride in work. | * Attempts to create a culture   for learning are partially successful. The teacher demonstrates a commitment to the subject, but with modest expectations for student achievement, and little student pride in work. | * The classroom culture is   characterized by high expectations for most students and genuine commitment to  the subject by both teacher and students, with students demonstrating pride in their work. | * High levels of student energy   and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance, for example, by initiating improvements to their work. |
| **B.3**  **Monitors student learning, provides feedback and adjusts activities to meet the needs of all students.** | * Monitoring of student learning   and adjustments to learning activities is not evident. The teacher fails to provide feedback to students on their progress or adjust instruction to meet individual student needs. | * The teacher attempts to   modify the lesson when needed and responds to student questions, with moderate success. He/she accepts responsibility for student success, but the implementation of research- based strategies to meet a variety of student needs is limited. | * The teacher promotes   successful learning of all students, making adjustments to instructional plans as needed while accommodating student questions, needs and interests. | * The teacher consistently   monitors student learning and demonstrates flexibility and responsiveness to adjusting and accommodating student needs.   * Takes every opportunity to enhance learning through a variety of research-based instructional strategies that address all students’ needs and learning styles. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **B. The Learning Environment** | | | | |
| **B.4**  **Demonstrates respect for all students’ cultures and backgrounds.** | * There is little or no evidence   that the teacher has knowledge of the students' backgrounds, cultures, skills,  language proficiency, interests and/or special needs.   * Classroom interactions, both between the teacher and students and among students themselves, are negative, inappropriate, or insensitive to students' cultural   backgrounds. Interactions are often characterized by sarcasm, put-downs, or conflict. | * The teacher acknowledges   the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge  for the class as a whole.   * Classroom interactions, both between the teacher and the students and among students themselves, 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. | * The teacher actively seeks   knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for groups of students.   * Classroom interactions, both between the teacher and students and among students themselves, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | * The teacher actively seeks   knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.   * Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **B. The Learning Environment** | | | | |
| **B.5**  **Models clear, acceptable oral and written communication skills.** | * Expectations for learning, directions, procedures and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' levels of development or culture and background. * The teacher's communication with families about the instructional program or individual students is sporadic and often inappropriate. The teacher makes no attempt to engage families in the instructional program. | * Expectations for learning, directions, procedures and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' levels of development or culture and background. * The teacher adheres to school procedures for communicating with families and makes modest attempts   to engage families in the instructional program, but communications are not always clear or understood. | * Explanations for learning, directions, procedures and explanations of content are clear to students. Communications are appropriate for students' development levels or cultures and backgrounds. * The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in an appropriate manner. | * Expectations for learning, directions, procedures and explanations of content are clear to students. Oral and written communication is clear and expressive, appropriate for students' development levels or cultures and background; oral and written communication anticipates possible student misconceptions. * The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher   successfully engages families in the instructional program, as appropriate. |
| **B.6**  **Manages individual and class behaviors through a well- planned management system.** | * There is no apparent   classroom management system in place to identify expectations, address inappropriate behavior or implement appropriate consequences. | * There is little evidence that   the teacher has made an effort to establish standards of conduct for students. The teacher attempts to respond to student misbehavior, but with limited and inconsistent positive results. | * Standards of conduct appear to   be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity. | * Standards of conduct are   clear, with evidence of student participation in setting them. Monitoring of student behavior is subtle and preventive; responses to misbehavior are sensitive to individual student needs. Students are active in monitoring behavior. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **C. Instructional Delivery and Facilitation** | | | | |
| **C.1**  **Delivers relevant, engaging and challenging lessons.** | * Questions are low-level or   inappropriate, eliciting limited student participation and restriction rather than discussion.   * Activities, assignments, materials and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. Lessons have no structure or are poorly paced. * There is little or no evidence that technology is infused into instruction. Rarely uses the interactive board as an instructional tool. | * Some questions elicit a   thoughtful response, but most are low-level and/or posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.   * Activities, assignments, materials and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. Lessons have a recognizable structure, but that structure is not fully maintained. * Use of technology to deliver instruction is inconsistent. The use of the interactive board does not enhance the learning experience. | * Most questions elicit a   thoughtful response, and teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.   * Activities, assignments, materials and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson structure is coherent, with appropriate pace. * Plans instructional activities to incorporate technology in student learning. * Frequently uses the interactive board for enhanced instructional delivery. | * Questions reflect high   expectations and are culturally and developmentally appropriate. Students formulate many of the high- level questions and ensure that all have an opportunity to respond.   * Students are highly engaged in intellectual learning and make material contributions to activities and student groups. Lessons are adapted as necessary to meet the needs of individuals. The structure and pacing allow for student reflection and closure. * Integrates technology in a meaningful way to support learning across students and all learning styles. Utilizes the interactive board as an effective tool for enhanced instruction. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **C. Instructional Delivery and Facilitation** | | | | |
| **C.2**  **Clearly communicates learning goals and instructional procedures.** | * Expectations for student   academic achievement are poorly communicated and are unclear to students. | * Expectations for student   academic achievement are sometimes inconsistent and unclear. | * Expectations for student   academic achievement are clearly communicated and reinforced to ensure understanding. | * Clearly and consistently   communicates high expectations for academic achievement and reinforces through a variety of methods to ensure understanding. |
| **C.3**  **Identifies gaps in students’ knowledge of the content area.** | * The teacher does not   recognize or identify gaps in student learning.   * Blames students’ socio- economic status on lack of ability and motivation. * Demonstrates no interest in utilizing the Multi-Tiered System of supports (MTSS) process and does not follow the process. | * The teacher utilizes minimal   data and resources to identify student gaps in learning and can make subjective, sometimes unfounded, conclusions when students are unsuccessful.   * Teacher has a limited knowledge base of the MTSS process and does not follow the process with fidelity. | * The teacher utilizes a variety   of appropriate assessments to identify student learning gaps; makes adjustments to instruction as necessary.   * Follows the problem-solving components of MTSS and adheres to the process with integrity and fidelity. * Regularly communicates student learning concerns with team members. | * The teacher utilizes multiple   assessments to determine understanding and identify gaps in knowledge. Based on results, immediate changes  and adjustments to instruction, curriculum and program structure are apparent.   * Shares information with colleagues and leads the discussion to formulate a plan to close the gaps. * Contributes to the school’s overall effectiveness of the MTSS process by modeling the process to staff. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **C. Instructional Delivery and Facilitation** | | | | |
| **C.4**  **Modifies instruction to respond to preconceptions and misconceptions.** | * The teacher adheres to the   instruction plan even when a change would improve the lesson or address students' lack of interest. Student questions are often ignored. When students experience difficulty, the student is to blame.   * Demonstrates little flexibility in modifying instruction based on student responses. | * The teacher attempts to   modify the lesson when needed and responds to student questions, but with moderate success. The teacher accepts responsibility for student success, but has limited strategies to draw upon.   * Demonstrates some flexibility in modifying instruction based on student responses. | * The teacher promotes the   successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.   * Consistently demonstrates flexibility in modifying instruction to meet student needs. | * Throughout the lesson,   students are highly engaged in intellectual learning, and make material contributions to the activities and in student groupings. Lessons are  adapted as necessary to meet the needs of individuals, and the structure and pacing allow for student reflection and closure.   * The teacher actively builds on the knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **C. Instructional Delivery and Facilitation** | | | | |
| **C.5**  **Relates and integrates the subject matter with other disciplines and life experiences.** | * Lesson plans and practice   display little knowledge of the content, prerequisite relationships between different aspects of the content or the instructional practices specific to that discipline.   * Demonstrates little or no knowledge of students' background, cultures, skills, language proficiency, interests and/or special needs and does not seek such understanding. * Activities, assignments, materials and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. Lessons have no structure or are poorly paced. | * Lesson plans and practice   reflect some awareness of the important concepts in the discipline, prerequisite relationships between them and the instructional practices specific to that discipline.   * Demonstrates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for the class as a whole. * Activities, assignments, materials and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. Lessons have a recognizable structure, but that structure is not fully maintained. | * Lesson plans and practice   reflect solid knowledge of the content, prerequisite relationships between important concepts and the instructional practices specific to that discipline.   * Actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for groups of students. * Activities, assignments, materials and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. Lesson structure is coherent, with an appropriate pace. | * Lesson plans and practice   reflect extensive knowledge of the content and the structure  of the discipline. The teacher actively builds on the knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.   * The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests and/or special needs from a variety of sources, and attains this knowledge for individual students. * Throughout the lesson students are highly engaged in significant learning and make material contributions to the activities and in student groupings. * Lessons are adapted as necessary to the meet individual needs, and the structure and pacing allow for student reflection and closure. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **C. Instructional Delivery and Facilitation** | | | | |
| **C.6**  **Employs higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.** | * Questions are low-level or   inappropriate, eliciting limited student participation and recitation rather than discussion.   * Teacher is unfamiliar with the technological resources to maximize student learning. | * Some questions elicit a   thoughtful response, but most are low-level and posed in rapid succession. Attempts to engage all students in the discussion are only partially successful.   * Utilizes technology in the classroom but with minimal understanding of how to integrate to enrich the learning experience. | * Questions elicit a thoughtful   response and sufficient time is provided for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.   * Integrates technology in the curriculum to enhance learning. | * Questions reflect high   expectations and are culturally and developmentally appropriate. Students formulate many of the high- level questions and ensure that all voices are heard.   * Integrates technology in the curriculum to maximize the learning experience, engage learners and introduce them to the limitless possibilities of rich and robust content to develop skills for the 21st Century. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **D. Assessment** | | | | |
| **D.1**  **Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs and drives the learning process.** | * Assessment is not used in   instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.   * There is no evidence that data is used as a diagnostic tool to determine the effectiveness of instruction. | * Assessment is occasionally   used in instruction through some monitoring of learning progress by the teacher or students. Student feedback is inconsistent, and students are aware of only some of the assessment criteria used to evaluate their work.   * There is only minimal evidence that data is used as a diagnostic tool and to determine the effectiveness of instruction. | * Assessment is regularly used   in instruction, through self- assessment by students, monitoring of progress of learning by the teacher or students and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.   * Utilizes multiple assessments to determine individual students’ strengths and weaknesses; uses the information to drive instruction. | * Consistently maintains and   uses multiple ongoing informal and formal assessments to monitor the learning process and diagnose individual student needs.   * Maintains and uses data to reflect and move beyond grading to modify instructional practices and materials to enhance the learning of all students. |
| **D.2**  **Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.** | * Lacks knowledge in the appropriate selection of assessments based on   students’ varying development stages.   * Seldom collects data prior to instruction. | * Uses limited types of assessments without consideration for students’ different needs. * Collects summative data and some informal data prior to instruction. | * Uses a variety of constructed responses, performance tasks or questioning strategies with appropriate feedback provided to the students. * The assessment plan provides a sufficient body of evidence about students that is valid, credible information. * Collects data on student learning prior to instruction. | * Utilizes a variety of constructed response, performance tasks or questioning strategies with frequent and specific feedback provided to students. * Assessment plan provides a sufficient body of evidence about the students’ growth that is valid, credible information from which generalizations about student growth can be made. * Collects multiple types of student data prior to instruction. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **D. Assessment** | | | | |
| **D.3**  **Uses a variety of assessment tools to monitor student progress, achievement and learning gains.** | * Plans for monitoring student progress through assessments contain no clear criteria or standards, are poorly aligned with the instructional outcomes, or are inappropriate for many students. The results of assessments have minimal impact on the design of future instruction. | * Plans for monitoring student   progress through assessments are partially aligned with the instructional outcomes, without clear criteria, and are not appropriate for all students. The teacher intends to use assessment results to plan for future instruction for the class as a whole. | * Plans for monitoring student   progress through assessment are aligned with instructional outcomes, use clear criteria, and are appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students. | * Plans for monitoring student   progress through assessments that are fully aligned with instructional outcomes. Teacher uses clear criteria and standards that show evidence of student learning. Assessment methodologies are adapted for individual students, and the teacher uses results to plan future instruction for individual students. |
| **D.4**  **Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.** | * The teacher has not demonstrated that assessments and testing conditions will be adjusted to address the individual needs of students at varying levels. | * The teacher demonstrates a   minimal understanding of assessment modifications and testing accommodations for varying levels of learners.   * Modifications and accommodations are not sufficient to meet the needs of all students. | * The teacher promotes the successful learning of all students, making assessment modifications based on varying levels of knowledge and understanding. * Modifications and accommodations are sufficient to meet the needs of the   group. | * The teacher seizes an   opportunity to assess student progress with a range of assessments that can be modified to address varying levels of knowledge and learning styles.   * Modifications and accommodations meet the needs of all individual students. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **D. Assessment** | | | | |
| **D.5**  **Shares student outcome data with students and parents.** | * Feedback to students and   parents is lacking or is not provided in a timely manner. | * Information on student   progress to students and parents is inconsistent and may not be appropriate given the circumstance. | * Relevant feedback on student progress is promptly provided to students and parents in a meaningful way. | * Provides information and   documentation on student progress via email, phone and meetings on a consistent basis.   * Information and data is provided in a meaningful way and provides an opportunity to offer additional support and encouragement. |
| **D.6**  **Uses technology to organize and integrate assessment information.** | * The teacher demonstrates little or no familiarity of the resources available to incorporate technology into   the classroom, nor for the use of data collection and analysis. No effort is made to seek out information to learn. | * The teacher demonstrates some familiarity with available technology, but does not incorporate the resources   in data collection and analysis. Does not seek out additional information and resources. | * The teacher is fully aware of available technology resources and utilizes them in both the classroom setting to enhance learning and in data collection and analysis. | * The teacher seeks out   available technology resources beyond the school through professional organizations, the Internet and in the community to expand his/her own knowledge, enhance the learning environment and as a tool for data collection and analysis of assessments.   * Utilizes technology for increased efficiency. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **E. Continuous Professional Improvement** | | | | |
| **E.1**  **Engages in professional development activities consistent with his/her goals and those of the school.** | * Participates in professional development activities only as required and when convenient. * Provides little or no evidence of skill development outside of the school setting. | * Attends professional development activities but seldom integrates new techniques and strategies into practices. | * Participates in professional development activities to enhance content knowledge and pedagogical skills. * Incorporates the information learned into the classroom setting, as appropriate. * Professional development is aligned to school goals and objectives. | * Actively participates in professional development activities that will contribute to the professional growth and support the school’s goals and objectives for student success. * Takes a leadership role in planning and supporting professional development activities as part of continuous improvement for self and colleagues. |
| **E.2**  **Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.** | * Teacher does not set   professional goals.   * Rarely participates in professional development or participates only when required or necessary for recertification. | * Teacher sets only minimal   professional goals.   * Selects and participates in professional development opportunities that lack relevance to student success. | * Develops professional goals   for continuous professional development.   * Seeks opportunities to enhance knowledge and skills and applies what has been learned to the classroom. * Uses research to improve instruction. | * Sets meaningful short and   long-term personal and professional goals relating to continuous professional development.   * Actively pursues professional development and uses the gained knowledge and skills to promote student learning. * Makes substantial contributions to the profession through mentoring, research and/or training roles. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **E. Continuous Professional Improvement** | | | | |
| **E.3**  **Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improves the effectiveness of the lessons.** | * Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by the teacher. | * Some processes and procedures for collecting analyzing, and applying learning from data sources are used by the teacher. | * Systematic process and procedures for collecting, analyzing, and applying learning from multiple data sources are uses consistently by the teacher to adjust planning in order to improve lessons. | * Systematic process and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by teacher to adjust planning to improve the effectiveness of the lessons and programs. |
| **E.4**  **Collaborates with parents, colleagues, and the community to support student learning.** | * Seldom or never collaborates   with parents, colleagues, and the community to support student learning. | * Often works in isolation, and   rarely collaborates with parents and the community to support learning.   * Only participates in collegial activities when required. | * Collaborates with parents,   colleagues and the community to strengthen the effectiveness of instruction based on student needs.   * Works with peers to align instruction to the School Improvement Plan (SIP) to promote continuous improvement of student learning. | * Frequently collaborates with parents, colleagues and the community to strengthen the effectiveness of instruction based on student needs. * Works with peers, on a regular basis, to align instruction to   the School Improvement Plan to promote continuous improvement of student learning.   * Actively supports and encourages collaboration among all stakeholders to promote student learning. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **E. Continuous Professional Improvement** | | | | |
| **E.5**  **Implements knowledge and skills learned in professional development in the teaching and learning process.** | * There is no evidence that the   teacher reviews the current literature and research or is knowledgeable of current topics related to the profession. | * Teacher is aware of research   to improve instruction, but does not demonstrate evidence that it is incorporated in the classroom to benefit students. | * Teacher regularly reviews the   current literature and research both independently and in collaboration with peers. Incorporates the research in the classroom as appropriate and beneficial to students. | * Teacher seeks out research to improve instruction and shares current research with colleagues. * Uses data from his/her own learning environment as a basis for reflecting upon and improving his/her teaching practices. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **F. Professional Responsibility and Ethical Conduct** | | | | |
| **F.1**  **Adheres to established laws, policies, rules and regulations.** | * There is little evidence that the   teacher is aware of school policies and procedures and has limited knowledge of state and federal laws governing the education system.   * Teacher has little understanding or knowledge of the *Code of Ethics for Florida Teachers* and the *Standards for Professional Conduct.* | * The teacher complies with   school policy and procedure most of the time.   * Demonstrates knowledge of the *Code of Ethics for Florida Teachers* and the *Standards for Professional Conduct.* | * The teacher adheres to the   school’s policies, rules and regulations and has a general understanding of the state and federal laws governing the education system.   * Teacher upholds the *Code of Ethics for Florida Teachers* and the *Standards for Professional Conduct.* | * Consistently adheres to the   school’s policies, rules and regulations and has a strong knowledge of state and federal laws governing the education system.   * Teacher models the tenets of the *Code of Ethics for Florida Educators* and the *Standards of Professional Conduct,* and encourages others to do the same. |
| **F.2**  **Maintains a professional demeanor; adheres to school policies; exhibits a professional appearance and behavior; uses appropriate language; interacts appropriately with students, parents, staff and community.** | * Behavior is not consistent with   the professional demeanor of a teacher. | * Maintains a professional   demeanor most of the time. | * Maintains a professional   demeanor during and after school hours. | * Consistently demonstrates a   professional demeanor in all settings and encourages others to do the same.   * Models professional interaction with students, parents and the community. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **F. Professional Responsibility and Ethical Conduct** | | | | |
| **F. 3**  **Maintains accurate records.** | * The teacher has no system or a   rudimentary system of accurate record keeping and does not maintain student confidentiality. | * The teacher makes numerous   errors related to student records. | * Maintains accurate records   and student confidentiality. | * Teacher’s system for   maintaining records is consistently accurate and efficient.   * Confidentiality of student records and information is always maintained. |
| **F.4**  **Is punctual with reports, grades, records and reporting to work.** | * Is consistently late in   submitting student reports and records.   * Has a high rate of absenteeism. | * Must be reminded to submit   student reports and records on time.   * Occasionally reports to work late. | * Submits student information,   records and reports on time.   * Reports to work on time. | * Consistently completes and   submits required student reporting information accurately and on time.   * Reports to work on time. |
| **F.5**  **Performs assigned duties.** | * Seldom performs assigned   duties through to completion. | * Performs duties as assigned,   but often must be reminded. | * Performs all duties, as   assigned. | * Willingly performs assigned   duties and takes on additional responsibility. |
| **F.6**  **Builds professional relationships.** | * Expresses little interest in   developing professional relationships. | * Demonstrates a limited   interest in fostering professional relationships. | * Engages in professional   activities with peers to form positive relationships. | * Actively seeks opportunities   for professional growth and development; cultivates professional relationships in school and through professional organizations. |

### FCPCS Classroom Walk-Through Tool

**Utilizing the FCPCS Classroom Walk-Through Tool**

***RationaleforUsingtheWalk-ThroughTool***

The FCPCS Classroom Walk-Through Tool addresses the six Florida Educator Accomplished Practices

(FEAPs) which are assessed through the FCPCS Charter School Classroom Teacher Evaluation System. The Walk-Through Tool assists the school-based administrator(s) in monitoring teachers' compliance with the FEAPs throughout the school year and, in doing so, provides opportunities for teachers to receive feedback on the domains and indicators by which they will be formally evaluated. The Tool ensures that teachers are provided with assistance and support in addressing "areas in need of improvement," prior to the end of year evaluation.

For the school-based administrator, it provides information regarding specific areas in which professional development is needed at the school site, and by individual teachers. The use of the Tool also allows the teachers to learn what specific areas they need to target on their Professional Growth Plans.

***RecommendationsforUtilization***

1. Prior to using the Classroom Walk-Through Tool, conduct a training session for teachers on the rationale and method for utilizing the Walk-Through Tool.
2. Use the Walk-Through Tool to record observations made during each classroom visit in order to provide specific, meaningful feedback to teachers in post-observation conferences.
3. Conduct as many classroom visits, or *walk-throughs*, as needed for each teacher during each grading period—record observations on the Walk-Through Tool.
4. Stay a minimum of 10 minutes during each classroom visit in order to assess as many areas as possible.
5. Use the Walk-Through Tool to assess all domains during a classroom visit, or *assess specific targeted domains* during each classroom visit (in other words, you may focus only on *Instructional Delivery and Facilitation* during a classroom visit).
6. Meet with the teacher following each classroom walk-through; discuss both the *positive* practices observed, as well as the areas in which there is a *need for improvement*; offer suggestions and support; explain that a follow-up visit will be conducted to review areas for improvement; obtain the teacher's signature on the Tool to indicate that a feedback session was conducted.

***RecommendedSystemforMaintainingTeacherPerformanceData***

Maintain a portfolio for *each* teacher, or, instead, keep a binder with data for *all* teachers. The portfolios

or binder may contain such data/documents as specified below:

° *Signed* Classroom Walk-Through Tools

° Individual Professional Development Plan (Professional Growth Plan), with accompanying data

° Formal Teacher Evaluations

° Record of Professional Development (PD) participation for the year (i.e., certificates of completion for online courses; schedule of PD workshops attended; transcripts of university courses completed; etc.)

° Record of Attendance and Punctuality

° Record of participation in school-wide committees; volunteer activities for the school; special trainings/workshops provided to the staff; mentoring tasks with new teachers; voluntary tutoring of students; other extracurricular activities to support the school





**FCPCS Classroom Walk-Through Tool**

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| **TEACHER PERFORMANCE STANDARDS & INDICATORS** *(Aligned to the FEAPs)* |  |
| **A. Instructional Design and Lesson Planning** | **Rating** |
| * Teacher uses diagnostic data to plan lessons, and aligns lessons to state standards. |  |
| * Teacher develops learning experiences that are sequential and logical, and ensures that students have the   required prior knowledge. |  |
| * Teacher designs lessons that are student centered, and ensures that instruction is rigorous and focuses on   student mastery. |  |
| * Teacher develops learning experiences that allow students to demonstrate a variety of skills and   competencies. |  |
| * Teacher monitors learning through a variety of formal and informal assessments. |  |
| **Comments:** | |
| **B. The Learning Environment** | **Rating** |
| * Teacher effectively manages resources, time, space and class behavior to ensure maximum student learning. |  |
| * Teacher provides feedback and adjusts activities to meet the differing needs and diversity of all learners. |  |
| * Teacher models clear, acceptable oral and written communication skills, and maintains a climate of openness,   inquiry, fairness and support. |  |
| * Teacher integrates current information and communication technologies that enable students to achieve their   educational goals. |  |
| * Teacher conveys high expectations to all students. |  |
| **Comments:** | |
| **C. Instructional Delivery and Facilitation** | **Rating** |
| * Teacher clearly communicates learning goals and instructional procedures to students, and engages all   learners. |  |
| * Teacher delivers relevant, engaging, and challenging lessons that deepen and enrich students’ understanding   through content area literacy strategies. |  |
| * Teacher encourages and supports student learning by providing immediate and specific feedback that   promotes student achievement. |  |
| * Teacher differentiates instruction for students based on students’ learning needs and individual differences. |  |
| * Teacher addresses gaps in student understanding and responds to preconceptions and misconceptions. |  |
| * Teacher integrates subject matter with other disciplines and relates lessons to life experiences. |  |
| * Teacher uses higher-order questioning techniques and resources, including technology, to provide   comprehensive instruction. |  |
| **Comments:** | |

**FCPCS Classroom Walk-Through Tool**

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| **TEACHER PERFORMANCE STANDARDS & INDICATORS** *(Aligned to the FEAPs)* |  |
| **D. Assessment** | **Rating** |
| * Teacher uses data from a variety of assessments to determine students’ learning needs, and to drive instruction. |  |
| * Teacher administers a variety of assessments to monitor student progress and learning gains, and applies   technology. |  |
| * Teacher administers formative and summative assessments that match the learning objectives and gauge   student progress. |  |
| * Teacher modifies assessments and testing conditions to accommodate students’ learning styles and varying   levels of knowledge. |  |
| * Teacher shares assessment data with students and parents through data chats and verbal and/or written   communication. |  |
| **Comments:** | |
| **E. Continuous Professional Improvement** | **Rating** |
| * Teacher involves parents, colleagues and the community in the education of students, as evidenced by   conference logs. |  |
| * Teacher applies knowledge and implements strategies and skills acquired through professional development   workshops and training sessions to support student learning. |  |
| **Comments:** | |
| **F. Professional Responsibility and Ethical Conduct** | **Rating** |
| * Teacher adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession   of Florida. |  |
| * Teacher fulfills the expected obligations to students, the public, and the education profession, and adheres to   policies, rules and regulations stipulated in the school’s staff handbook. |  |
| **Comments:** | |

**Recommendations/Target Points:**

**Teacher’s Signature: Administrator’s Signature:**

**Date: Date:**

### FCPCS Charter School Student Services Personnel Evaluation System

**Instructions:**

**Florida Consortium of Public Charter Schools**

**Charter School Student Services Personnel Evaluation**

The Charter School Student Services Personnel Evaluation is a performance evaluation system for student services

personnel (i.e., school counselors, school social workers, school psychologists, school nurses, and ESE school coordinators). The evaluation instrument is based on Florida's Student Services Personnel Evaluation Model (SSPEM) and aligned to the *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the school administrator should enter the appropriate rating to the right, based on evidence collected over the designated period of time. Each domain will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated.

**RATING SCALE: Highly Effective = 4 Effective = 3 Needs Improvement/Developing = 2 Unsatisfactory = 1**

**Definitions of the Rating Scale:**

* + **Highly Effective**: There is consistent evidence that the employee is demonstrating the identified competencies.
  + **Effective**: The employee is demonstrating the identified competencies most of the time.
  + **Needs Improvement** or **Developing** *(“Developing” rating is for employees in their first three years only*.)

The employee is inconsistent in demonstrating the identified teacher competencies.

* + **Unsatisfactory:** There is little or no evidence that the employee is demonstrating the identified competencies.

**FCPCS Charter School Student Services Personnel Evaluation**

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| **A.** | **Data-Based Decision Making and Evaluation of Practices** *(Aligned to the SSPEM)* | **Rating 1-4** |
| **A.1** | Collects and uses data to develop and implement interventions within a problem-solving framework. |  |
| **A.2** | Analyzes multiple sources of qualitative and quantitative data to inform decision making. |  |
| **A.3** | Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the  effectiveness of services on student achievement. |  |
| **A.4** | Shares student performance data in a relevant and understandable way with students, parents, and  administrators. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 32.)* |  |

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| **B.** | **Instruction/Intervention Planning and Design** *(Aligned to the SSPEM)* | **Rating 1-4** |
| **B.1** | Uses a collaborative problem-solving framework as the basis for identification and planning for academic  and behavioral interventions and supports. |  |
| **B.2** | Plans and designs instruction/intervention based on data and aligns efforts with the school and district  improvement plans and state and federal mandates. |  |
| **B.3** | Applies evidence-based research and best practices to improve instruction/interventions. |  |
| **B.4** | Develops intervention support plans that help the student, family, or other community agencies and systems  of support reach a desired goal. |  |
| **B.5** | Engages parents and community partners in the planning and design of instruction/interventions. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 40.)* |  |



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| **C.** | **Instruction/Intervention Delivery and Facilitation** *(Aligned to the SSPEM)* | **Rating**  **1-4** |
| **C.1** | Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of  services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students. |  |
| **C.2** | Consults and collaborates at the individual, family, group, and systems levels to implement effective  instruction and intervention services. |  |
| **C.3** | Implements evidence-based practices within a multi-tiered framework. |  |
| **C.4** | Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede  learning. |  |
| **C.5** | Promotes student outcomes related to career and college readiness. |  |
| **C.6** | Provides relevant information regarding child and adolescent development, barriers to learning, and student  risk factors. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)* |  |

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| **D.** | **Learning Environment** *(Aligned to the SSPEM)* | **Rating**  **1-4** |
| **D.1** | Collaborates with teachers and administrators to develop and implement school-wide positive behavior  supports. |  |
| **D.2** | Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation,  persistence, resilience, ownership) |  |
| **D.3** | Promotes safe school environments. |  |
| **D.4** | Integrates relevant cultural issues and contexts that impact family-school partnerships. |  |
| **D.5** | Provides a continuum of crisis intervention services. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Insert the total to the right. (Maximum score for this domain is 20.)* |  |

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| **E.** | **Continuous Professional Development** *(Aligned to the FEAPs and SSPEM)* | **Rating**  **1-4** |
| **E.1** | Engages in professional development activities consistent with his/her goals and those of the school. |  |
| **E.2** | Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice. |  |
| **E.3** | Collaborates with parents, colleagues and the community to support student learning. |  |
| **E.4** | Implements knowledge and skills learned in professional development to support high-quality learning. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Insert the total to the right. (Maximum score for this domain is 16.)* |  |

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| **F.** | **Professional Responsibility and Ethical Conduct** *(Aligned to the FEAPs)* | **Rating**  **1-4** |
| **F.1** | Adheres to established laws, policies, rules and regulations. |  |
| **F.2** | Professional demeanor (The employee adheres to the Code of Ethics and Principles of Professional Conduct  of the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.) |  |
| **F.3** | Maintains accurate records related to the employee's job description and professional responsibilities. |  |
| **F.4** | Is punctual with reports, records, and reporting to work. |  |
| **F.5** | Performs assigned duties. |  |
| **F.6** | Builds professional relationships. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Insert the total to the right. (Maximum score for this domain is 24.)* |  |

***To calculate the employee’s TOTAL RATING, add the “Totals” for each domain.***

*EMPLOYEE’S* ***TOTALSCORE*** *ON STUDENT SERVICES PERSONNEL EVALUATION = (Maximum score is 180) EMPLOYEE’S* ***TOTALRATING*** *ON STUDENT SERVICES PERSONNEL EVALUATION (Check Appropriate Rating):*

***Highly Effective***

***Effective***

***Needs Improvement/Development***

***Unsatisfactory***

***164-180 = Highly Effective 135-163 = Effective***

***108-134 = Needs Improvement/Developing***

***1-107 = Unsatisfactory***

**Comments**:

**Identified areas for improvement and recommendations:**

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

Employee’s Signature Date

Evaluator’s Signature Date

Addendum Attached: Yes

No

### FCPCS Charter School Student Services Personnel Evaluation System

**Rubric**

**FCPCS Charter School Student Services Personnel Evaluation Rubric**

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing 2** | **Effective**  **3** | **Highly Effective**  **4** |
| **A. Data-Based Decision Making and Evaluation of Practices** | | | | |
| **A.1**  **Collects and uses data to develop and implement interventions within a problem-solving framework.** | * Does not collect or use data to   inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Uses available school data   and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment)  relevant to informing problem identification, problem analysis, and intervention design. | * Uses and/or facilitates   collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level. |
| **A.2**  **Analyzes multiple sources of qualitative and quantitative data to inform decision making.** | * Does not analyze, integrate,   and interpret data from multiple sources or use data to inform decisions OR  ineffectively demonstrates the practice/skill required. | * Practice is emerging but   requires supervision, support, and/or training o be effective independently. | * Analyzes, integrates, and   interprets data from multiple sources at the individual and group level, and uses the data to inform decisions. | * Analyzes, integrates, and   interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions. |
| **A.3**  **Uses data to monitor student progress (academic and social/emotional/behavioral) and to evaluate the effectiveness of services on student achievement.** | * Does not monitor student   progress or evaluate the effectiveness of academic and behavioral instruction/intervention OR ineffectively demonstrates the practice/skill required. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Uses individual and group   data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based  on student data. | * Uses school or district data to   monitor the effectiveness of MTSS supports and district intervention program outcomes. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing 2** | **Effective**  **3** | **Highly Effective**  **4** |
| **A. Data-Based Decision Making and Evaluation of Practices** | | | | |
| **A.4**  **Shares student performance data in a relevant and understandable way with students, parents, and administrators.** | * Does not provide feedback on   student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Provides feedback on student   performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs. | * Trains or mentors others to   provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **B. Instruction/Intervention Planning and Design** | | | | |
| **B.1**  **Uses a collaborative problem- solving framework as the basis for identification and planning for academic and behavioral interventions and supports.** | * Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Works with team and team   members to identify, problem solve, and plan academic, behavioral, and health interventions. | * Provides a leadership role by training others and facilitating team members’ ability to identify, problem solve, and plan academic and behavioral interventions. |
| **B.2**  **Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.** | * Instruction and intervention   are not aligned OR are poorly aligned with school improvement priorities and other mandates. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Uses multiple sources of data,   including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates. | * Trains or mentors others in   collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates. |
| **B.3**  **Applies evidence-based research and best practices to improve instruction/interventions.** | * Fails to apply OR poorly   applies evidence-based and best practices when developing and planning instruction and intervention. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Applies evidence-based and   best practices when developing and planning instruction and intervention. | * Applies evidence-based best   practices when developing and planning instruction and interventions across all levels of MTSS (individual,  targeted group, school, systems). |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **B. Instruction/Intervention Planning and Design** | | | | |
| **B.4**  **Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.** | * Support plans are ineffectively   developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal). | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Develops a support plan that   reflects the goals of student/client systems and supports the goal. | * Collaborates to identify   systems-level needs, resources and infrastructure to access services and supports. |
| **B.5**  **Engages parents and community partners in the planning and design of instruction/interventions.** | * Does not engage OR   ineffectively engages families and community when planning and designing instruction/intervention. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Engages families, community,   and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans. | * Develops systems-level   strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **C. Instruction/Intervention Delivery and Facilitation** | | | | |
| **C.1**  **Collaborates with school-based and district-level teams to develop and maintain a multi- tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.** | * Does not contribute to the   development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required. | * Practice is emerging but requires supervision, support, and/or training to be effective independently. | * Facilitates the development of   MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs. | * Facilitates the development of   MTSS at the district level by planning and implementing interventions that address systemic issues/concerns. |
| **C.2**  **Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction an intervention services.** | * Does not consult/collaborate   OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social- emotional/behavioral services. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Consults and collaborates at   the individual, family, and group levels to plan, implement, and evaluate academic, social- emotional/behavioral, and health services. | * Consults and collaborates at   the school/systems level to plan, implement, and evaluate academic and social- emotional/behavioral services. |
| **C.3**  **Implements evidence-based practices within a multi-tiered framework.** | * Does not incorporate or   ineffectively demonstrates evidence-based practices when implementing interventions  for individual students and targeted groups. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Incorporates evidence-based   practices in the implementation of interventions for individual students and targeted groups. | * Assists in identifying and   implementing evidence-based practices relevant to system- wide (school or district) interventions and supports. |
| **C.4**  **Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.** | * Does not identify barriers to   learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Identifies barriers to learning   and connects students with resources that support positive student outcomes/goals. | * Identifies the systemic barriers   to learning and facilitates the development of broader support systems for students and families. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **C. Instruction/Intervention Delivery and Facilitation** | | | | |
| **C.5**  **Promotes student outcomes related to career and college readiness.** | * Does not develop   interventions that increase student engagement or support the attainment of post- secondary goals OR ineffectively demonstrates the practice/skill required. | * Practice is emerging but requires supervision, support, and/or training to be effective independently. | * Develops/Plans interventions   or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of post-secondary goals. | * Develops/Plans district-level   or school-level policies/interventions/supports that address student post- secondary goal attainment. |
| **C.6**  **Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.** | * Does not inform students,   staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Provides students, staff, and   parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors. | * Develops/provides trainings   that include best practices related to developmental issues, barriers to learning, and risk factors. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **D. Learning Environment** | | | | |
| **D.1**  **Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.** | * Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Interacts with school   personnel to promote and implement school-wide positive behavior supports. | * Interacts with school, district,   parents, and community partners to sustain and promote effective system- wide programs/services that result in a healthy school climate. |
| **D.2**  **Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).** | * Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates practice/skill required. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Consults with school staff and   students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement. | * Examines need and feasibility   for systemic intervention to support and increase student engagement district-wide. |
| **D.3**  **Promotes safe school environments.** | * Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Interacts with school   personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence). | * Interacts with learning   community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence- free schools. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **D. Learning Environment** | | | | |
| **D.4**  **Integrates relevant cultural issues and contexts that impact family-school partnerships.** | * Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Identifies relevant cultural issues and contexts that impact family-school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention. | * Creates and promotes   multicultural understanding and dialogue through training and information dissemination to examine the broader  context of cultural issues that impact family-school partnerships. |
| **D.5**  **Provides a continuum of crisis intervention services.** | * Does not OR ineffectively   demonstrates skills related to collaboration for crisis intervention along the continuum of services. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs. | * Engages the learning   community in strengthening crisis preparedness and response by organization, training, and information dissemination. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **E. Continuous Professional Development** | | | | |
| **E.1**  **Engages in professional development activities consistent with his/her goals and those of the school.** | * Does not develop a personal   professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Maintains plan for continuous   professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals. | * Establishes continuous   improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes. |
| **E.2**  **Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice.** | * Does not set professional   goals.   * Rarely participates in professional development or participates only when required or necessary for recertification. | * Practice is emerging but   requires supervision, support, and/or training to be effective independently. | * Develops professional goals   for continuous professional development.   * Seeks opportunities to enhance knowledge and skills and applies what has been learned to the classroom. * Uses research to improve instruction. | * Sets meaningful short and   long-term personal and professional goals relating to continuous professional development.   * Actively pursues professional development and uses the gained knowledge and skills to promote student learning. * Makes substantial contributions to the profession through mentoring, research and/or training roles. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **E. Continuous Professional Development** | | | | |
| **E.3**  **Collaborates with parents, colleagues and the community to support student learning.** | * Seldom or never collaborates with peers. | * Works in isolation and only participates in collegial activities when required. | * Collaborates with peers to strengthen the effectiveness of instruction based on student needs. | * Continually seeks to expand range of professional experiences through peer collaboration and mentoring opportunities. * Attends workshops and conferences and shares the information with peers. * Participates in professional organizations. |
| **E.4**  **Implements knowledge and skills learned in professional development to support high- quality learning.** | * Does not review the current   literature and research or is knowledgeable of current topics related to the profession. | * Is aware of research to   improve instruction, but does not demonstrate evidence that it is incorporated in the classroom to benefit students. | * Regularly reviews the current   literature and research both independently and in collaboration with peers. Incorporates the research in the classroom as appropriate and beneficial to students. | * Seeks out research to improve instruction and shares current research with colleagues. * Uses data from his/her own learning environment as a basis for reflecting upon and improving his/her teaching practices. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **F. Professional Responsibility and Ethical Conduct** | | | | |
| **F.1**  **Adheres to established laws, policies, rules and regulations.** | * There is little evidence that the   employee is aware of school policies and procedures and has limited knowledge of state and federal laws governing the education system.   * Employee has little understanding or knowledge of the *Code of Ethics for Florida Teachers* and the *Standards for Professional Conduct.* | * The employee complies with   school policy and procedure most of the time.   * Demonstrates knowledge of the *Code of Ethics for Florida Teachers* and the *Standards for Professional Conduct.* | * The employee adheres to the   school’s policies, rules and regulations and has a general understanding of the state and federal laws governing the education system.   * Employee upholds the *Code of Ethics for Florida Teachers* and the *Standards for Professional Conduct.* | * Consistently adheres to the   school’s policies, rules and regulations and has a strong knowledge of state and federal laws governing the education system.   * Employee models the tenets of the *Code of Ethics for Florida Educators* and the *Standards of Professional Conduct,* and encourages others to do the same. |
| **F.2**  **Maintains a professional demeanor; adheres to school policies; exhibits a professional appearance and behavior; uses appropriate language; interacts appropriately with students, parents, staff and community.** | * Behavior is not consistent with   the professional demeanor of instructional personnel. | * Maintains a professional   demeanor most of the time. | * Maintains a professional   demeanor during and after school hours. | * Consistently demonstrates a   professional demeanor in all settings and encourages others to do the same.   * Models professional interaction with students, parents and the community. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **F. Professional Responsibility and Ethical Conduct** | | | | |
| **F. 3**  **Maintains accurate records related to the employee's job description and professional responsibilities.** | * The employee has no system   or a rudimentary system of accurate record keeping and does not maintain student confidentiality. | * The employee makes   numerous errors related to student records. | * Maintains accurate records   and student confidentiality. | * Employee’s system for   maintaining records is consistently accurate and efficient.   * Confidentiality of student records and information is always maintained. |
| **F.4**  **Is punctual with reports, records and reporting to work.** | * Is consistently late in   submitting student reports and records.   * Has a high rate of absenteeism. | * Must be reminded to submit   student reports and records on time.   * Occasionally reports to work late. | * Submits student information,   records and reports on time.   * Reports to work on time. | * Consistently completes and   submits required student reporting information accurately and on time.   * Reports to work on time. |
| **F.5**  **Performs assigned duties.** | * Seldom performs assigned   duties through to completion. | * Performs duties as assigned,   but often must be reminded. | * Performs all duties, as   assigned. | * Willingly performs assigned   duties and takes on additional responsibility. |
| **F.6**  **Builds professional relationships.** | * Expresses little interest in   developing professional relationships. | * Demonstrates a limited   interest in fostering professional relationships. | * Engages in professional   activities with peers to form positive relationships. | * Actively seeks opportunities   for professional growth and development; cultivates professional relationships in school and through professional organizations. |

### FCPCS Charter School Curriculum Support Personnel/Media Specialist Evaluation System

**Florida Consortium of Public Charter Schools**

**Charter School Curriculum Support Personnel/Media Specialist Evaluation**

**Instructions:**

The FCPCS Charter School Curriculum Support Personnel/Media Specialist Evaluation is a performance evaluation system

for curriculum support personnel (i.e., reading coaches, curriculum/literacy coaches, library/media specialists, and program coordinators) that is aligned to the *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A- 5.065, the *Student Services Evaluation Model* (SSPEM), and various Professional Job Descriptions for reading/literacy coaches and library/media specialists within school districts in Florida. When administering the evaluation, the school administrator should enter the appropriate rating to the right, based on evidence collected over the designated period of time. Each domain will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated.

**RATING SCALE: Highly Effective = 4 Effective = 3 Needs Improvement/Developing = 2 Unsatisfactory = 1**

**Definitions of the Rating Scale:**

* **Highly Effective**: There is consistent evidence that the teacher is demonstrating the identified teacher competencies.
* **Effective**: The teacher is demonstrating the identified teacher competencies most of the time.
* **Needs Improvement** or **Developing** *(“Developing” rating is for teachers in their first three years only*.) The teacher is inconsistent in demonstrating the identified teacher competencies.
* **Unsatisfactory:** There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

**FCPCS Charter School Curriculum Support Personnel/Media Specialist Evaluation**

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| **A.** | **The Learning Environment** *(FEAPs. SSPEM, and Professional Job Descriptions)* | **Rating**  **1-4** |
| **A.1** | Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy  program that complies with the state standards. |  |
| **A.2** | Assists teachers in creating an environment of literacy conducive to effective instruction which is delivered  at the appropriate level of rigor. |  |
| **A.3** | Promotes reading in a variety of content areas and the use of information resources. |  |
| **A.4** | Models behavior which depicts high expectations for all students and respect for others’ cultures and  backgrounds. |  |
| **A.5** | Utilizes clear, acceptable oral and written communication skills when communicating with teachers, parents,  and administrators. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 40.)* |  |

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| **B.** | **Subject Area Expertise** *(FEAPs and Professional Job Descriptions)* | **Rating**  **1-4** |
| **B.1** | Establishes long-range goals correlated to the School Improvement Plan. |  |
| **B.2** | Designs and conducts informational lessons for students on the use of instructional resources. |  |
| **B.3** | Uses school-wide diagnostic student data to assist teachers in planning lessons for students. |  |
| **B.4** | Develops learning experiences that require students to demonstrate a variety of applicable skills and  competencies. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 32.)* |  |



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| **C.** | **Assistance for Instruction and Assessment – Thissectiondoesnotapplytomediaspecialists.**  *(FEAPs and Professional Job Descriptions)* | **Rating 1-4** |
| **C.1** | Assists teachers in planning, sequencing, and scaffolding of lessons. |  |
| **C.2** | Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school site. |  |
| **C.3** | Facilitates the integration of reading skills/strategies/technology into the reading classrooms. |  |
| **C.4** | Assists teachers in analyzing student assessment data to identify gaps in students’ knowledge of the content  area. |  |
| **C.5** | Assists administration and classroom teachers in the interpretation of student assessment data to plan and  adjust curriculum and instruction. |  |
| **C.6** | Assists teachers in employing higher-order questioning techniques and resources, including technology, to  provide comprehensive instruction. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)* |  |

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| **D.** | **Staff Development** *(Professional Job Descriptions)* | **Rating**  **1-4** |
| **D.1** | Participates in professional development and shares the content with school site personnel and administrators  through faculty presentations and individual training sessions. |  |
| **D.2** | Works as a curriculum and instructional leader on the school’s leadership team and school improvement  committee. |  |
| **D.3** | Demonstrates knowledge of current legislation, regulations, policies and procedures related to curriculum  and instructional technology, and disseminates this information to teachers and administrators. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column Insert the total to the right. (Maximum score for this domain is 12.)* |  |

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| **E.** | **Continuous Professional Improvement** *(FEAPs)* | **Rating 1-4** |
| **E.1** | Engages in professional development activities consistent with his/her goals and those of the school. |  |
| **E.2** | Sets purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs. |  |
| **E.3** | 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. |  |
| **E.4** | Collaborates with parents, colleagues and the community to support student learning. |  |
| **E.5** | Implements knowledge and skills learned in professional development in the teaching and learning process. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Insert the total to the right. (Maximum score for this domain is 20.)* |  |

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| **F.** | **Professional Responsibility and Ethical Conduct** *(FEAPs)* | **Rating 1-4** |
| **F.1** | Adheres to established laws, policies, rules and regulations. |  |
| **F.2** | Professional demeanor (The teacher adheres to the Code of Ethics and Principles of Professional Conduct of  the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.) |  |
| **F.3** | Maintains accurate records related to the employee's job description and professional responsibilities. |  |
| **F.4** | Is punctual with reports, records, and reporting to work. |  |
| **F.5** | Performs assigned duties. |  |
| **F.6** | Builds professional relationships. |  |
| **Total** | *Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating*  *column. Insert the total to the right. (Maximum score for this domain is 24.)* |  |

***To calculate the employee’s TOTAL RATING, add the “Totals” for each domain.***

***EMPLOYEE’S TOTALSCORE ON CURRICULUM SUPPORT PERSONNEL EVALUATION =*** *(maximum score 176)*

***EMPLOYEE’S TOTALSCORE ON MEDIA SPECIALIST EVALUATION =*** *(maximum score 128)*

***EMPLOYEE’S TOTALRATING ON CURRICULUM SUPPORT PERSONNEL/MEDIA SPECIALIST EVALUATION (CHECK APPROPRIATE RATING)***

***Highly Effective Effective Needs Improvement/Development Unsatisfactory***

***Curriculum Support Media Specialist***

***160-176 = Highly Effective; 132-175 = Effective;***

***105-131 = Needs Improvement/Developing 1-104 = Unsatisfactory***

***116-128 = Highly Effective; 96-115 = Effective;***

***77-95 = Needs Improvement/Developing 1-76 = Unsatisfactory***

**Comments**:

**Identified areas for improvement and recommendations:**

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

Employee’s Signature Date

Evaluator’s Signature Date

Addendum Attached: Yes

No

### FCPCS Charter School Curriculum Support Personnel/Media Specialist Evaluation System Rubric

**FCPCS Charter School Curriculum Support Personnel/Media Specialists Evaluation Rubric**

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/ Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **A. The Learning Environment** | | | | |
| **A.1**  **Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards.** | * Never collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards. | * Seldom collaborates and with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards. | * Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards. | * Frequently and effectively collaborates with teachers and administrators to develop and implement various school- wide reading/literacy programs that comply with   the state standards. |
| **A.2**  **Assists teachers in creating an environment of literacy conducive to effective instruction which is delivered at the appropriate age level.** | * Never assists teachers in   creating environment of literacy conducive to effective instruction which is delivered at the appropriate age level. | * Seldom assists teachers in   creating an environment of literacy conducive to effective instruction which is delivered at the appropriate age level. | * Assists teachers in creating an   environment of literacy conducive to effective instruction which is delivered at the appropriate age level. | * Frequently and effectively   assists teachers in creating an environment conducive to effective instruction and an appreciation for literature which is delivered at the appropriate age level, and promotes lifelong learning. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing 2** | **Effective**  **3** | **Highly Effective**  **4** |
| **A. The Learning Environment** | | | | |
| **A.3**  **Promotes reading in a variety of content areas and the use of information resources.** | * Does not promote reading. * Does not develop, organize or implement appreciation activities. * Never reviews the current, relevant professional literature. | * Seldom promotes reading in a   variety of content areas and the use of information resources.   * Seldom develops, organizes and implements effective reading promotional and literature appreciation activities. * Occasionally reviews the current, relevant professional literature. | * Promotes reading in a variety   of content areas and the use of information resources.   * Develops, organizes, and implements effective reading promotional and literature appreciation activities to promote lifelong learning. * Remains current in subject/content/field/technolo gy and professional practices. | * Always promotes reading in a   variety of content areas and the use of information resources.   * Frequently develops, organizes and implements initiatives for effective reading promotional and literature appreciation activities to promote lifelong learning. * Remains current in subject/content/field/technolo gy and professional practices and shares findings with colleagues. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing 2** | **Effective**  **3** | **Highly Effective**  **4** |
| **A. The Learning Environment** | | | | |
| **A.4**  **Models behavior which depicts high expectations for all students and respect for others’ cultures and backgrounds.** | * There is little or no evidence   that the employee has knowledge of the students' backgrounds, cultures, skills, language proficiency, interests and/or special needs.   * Classroom interactions, both between the employee and students and among students themselves, are negative, inappropriate, or insensitive to students' cultural   backgrounds. Interactions are often characterized by sarcasm, put-downs, or conflict. | * The employee acknowledges   the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests and/or special needs,  and attains this knowledge for the class as a whole.   * Classroom interactions, both between the employee and the students and among students themselves, 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. | * The employee actively seeks   knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for groups of students.   * Classroom interactions, both between the employee and students and among students themselves, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | * The employee actively seeks   knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.   * Classroom interactions between the employee 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. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/ Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **A. The Learning Environment** | | | | |
| **A.5**  **Utilizes clear, acceptable oral and written communication skills when communicating with teachers, parents, and administrators.** | * Expectations for learning,   directions, procedures and explanations of content are unclear or confusing to students. The employee's use of language contains errors or is inappropriate for students' levels of development or culture and background.   * The employee's communication with families about the instructional program or individual students is sporadic and often inappropriate. The employee makes no attempt to engage families in the instructional program. | * Expectations for learning,   directions, procedures and explanations of content are clarified after initial confusion; the employee's use of language is correct but  may not be completely appropriate for students' levels of development or culture and background.   * The employee adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, but communications are not always clear or understood. | * Explanations for learning,   directions, procedures and explanations of content are clear to students. Communications are appropriate for students' development levels or cultures and backgrounds.   * The employee communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in an appropriate manner. | * Expectations for learning,   directions, procedures and explanations of content are clear to students. Oral and written communication is clear and expressive, appropriate for students' development levels or cultures and background; oral and written communication anticipates possible student misconceptions.   * The employee's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The employee successfully engages families in the instructional program, as appropriate. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **B. Subject Area Expertise** | | | | |
| **B.1**  **Establishes long-range goals correlated to the School Improvement Plan.** | * Does not establish long-range goals correlated to the School Improvement Plan. | * Establishes long-range goals   correlated to the School Improvement Plan but fails to effectively monitor and achieve these goals. | * Collaborates with school   leadership to establish long- range goals correlated to the School Improvement Plan.   * Demonstrates a commitment to implement strategies to ensure achievement of goals that are aligned to the School Improvement Plan. | * Collaborates with school leadership on an ongoing basis to establish long-range goals correlated to the School Improvement Plan. * Consistently implements a variety of strategies designed to achieve long-range goals correlated to the School Improvement Plan. |
| **B.2**  **Designs and conducts informational lessons for students on the use of instructional resources.** | * Does not design or conduct   informational lessons for students on the use of instructional resources. | * Seldom conducts   informational lessons for students on the use of instructional resources. | * Designs and conducts   informational lessons for students on the use of instructional resources. | * Frequently designs and   conducts effective informational lessons for students on the use of instructional resources.   * Assists teachers and students in utilizing instructional resources to support student learning. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **B. Subject Area Expertise** | | | | |
| **B.3**  **Uses school-wide diagnostic student data to assist teachers in planning lessons for students.** | * Does not use diagnostic   student data to assist teachers in planning lessons for students. | * Seldom reviews available   school-wide diagnostic student data to assist teachers in planning lessons. | * Analyzes a variety of school-   wide diagnostic student data to assist teachers in planning lessons for students.   * Documents data analysis meetings with teachers and identifies specific student learning needs in order to assist teachers in planning lessons. | * Analyzes and interprets all   available school-wide diagnostic student data to assist teachers in planning lessons for students.   * Evaluates the results action plans developed during data analysis meetings. |
| **B.4**  **Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.** | * Does not assist teachers in   developing learning experiences that require students to demonstrate a variety of applicable skills and competencies. | * Seldom works with teachers   to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies. | * Collaborates with teachers on   a regular basis to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.   * Assists teachers in developing assessment measures that require students to demonstrate and apply skills and competencies. | * Collaborates and documents   regularly scheduled meetings with teachers to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.   * Assists teachers in developing and implementing assessment measures that require students to demonstrate and apply skills and competencies. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **C. Assistance for Instruction and Assessment** | | | | |
| **C.1**  **Assists teachers in planning, sequencing, and scaffolding of lessons.** | * Does not ensure that lesson   plans and practice display little knowledge of the content, prerequisite relationships between  different aspects of the content or the instructional practices specific to that discipline. | * Assistance with lesson   sequencing and concepts are inconsistent with prior knowledge.   * Assistance with the teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them and the instructional practices specific to that discipline. | * Ensures that lessons are   designed to build upon students’ prior knowledge.   * Ensures that lesson objectives are clear and developed in a logical order. * Ensures that the teacher's   plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts and the instructional practices specific to that discipline. | * Demonstrates a thorough   understanding of the most important elements/ issues/ strands of disciplines necessary for students to develop a deep understanding of the subject matter.   * Selects the appropriate and robust materials and activities for student learning. * Lesson objectives are consistently clear and developed in a sequential manner. |
| **C.2**  **Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school site.** | * Is unfamiliar with the   coaching model.   * Does not/cannot coach the teachers using the coaching model. | * Is vaguely familiar with the   coaching model (planning, demonstrating, providing feedback) and poorly utilizes it with the teachers at the school site. | * Utilizes the coaching model   (planning, demonstrating, providing feedback) with teachers at the school site   * Meets with teachers on a regular basis to provide feedback on the lessons observed. | * Utilizes and makes   improvements to the coaching model to ensure that each teacher’s individual needs are being addressed during the process of assistance.   * Develops schedule to meet with teachers on a weekly basis to provide feedback on the effective utilization of new strategies in the lessons observed. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **C. Assistance for Instruction and Assessment** | | | | |
| **C.3**  **Facilitates the integration of reading skills, effective teaching strategies, and technology into the reading classrooms.** | * Does not effectively facilitate   the integration of reading skills and strategies into the reading classrooms.   * Does not facilitate the integration of technology into reading classrooms. | * Seldom facilitates the   integration of reading skills and effective teaching strategies into the reading classrooms.   * Seldom facilitates the integration of technology into the reading classrooms. | * Works with teachers to   facilitate the integration of reading skills and effective teaching practices into the reading classrooms.   * Assists teachers in integrating technology to support student learning in reading classrooms. | * Works with teachers to plan   and integrate reading skills and effective teaching practices into the reading classrooms.   * Assists teachers in integrating and utilizing technology to support student learning in reading classrooms. * Provides training to colleagues on integrating reading strategies and technology into the reading classrooms. |
| **C.4**  **Assists teachers in analyzing student assessment data to identify gaps in students’ knowledge of the content area.** | * Does not care that the teacher   does not recognize or identify gaps in student learning.   * Blames students’ socio- economic status on lack of ability and motivation. * Demonstrates no interest in utilizing the Multi-Tiered System of supports (MTSS) process and does not follow the three-step process. | * Does not realize that the   teacher utilizes minimal data and resources to identify student gaps in learning and can make subjective, sometimes unfounded, conclusions when students are unsuccessful.   * Does not expand teacher’s limited knowledge base of the MTSS process and does not follow the three-step process with fidelity. | * Shows the teacher how to   utilize a variety of appropriate assessments to identify student learning gaps; makes adjustments to instruction as necessary.   * Follows the problem-solving components of MTSS and adheres to the process with integrity and fidelity. * Regularly communicates student learning concerns with team members. | * Ensures that the teacher   utilizes multiple assessments to determine understanding and identify gaps in knowledge. Based on results, immediate changes and adjustments to instruction, curriculum and program structure are apparent.   * Shares information with colleagues and leads the discussion to formulate a plan to close the gaps. * Contributes to the school’s overall effectiveness by modeling the process to staff. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **C. Assistance for Instruction and Assessment** | | | | |
| **C.5**  **Assists administration and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum.** | * Does not/cannot assist   administration and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum. | * Seldom assists administration   and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum. | * Assists administration and   classroom teachers in the interpretation of student assessment data to plan and adjust curriculum.   * Assists administration in organizing workshops for teachers in analyzing and interpreting data. * Assists teachers in developing lessons to address students’ academic needs, based on student data. | * Consistently assists   administration and classroom teachers in the interpretation of student assessment data in order to plan and adjust curriculum. |
| **C.6**  **Assists teachers in employing higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.** | * Does not care that questions   are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.   * Does not care that teacher is unfamiliar with the technological resources to maximize student learning. | * Does not realize that only   some questions elicit a thoughtful response, but most are low-level and posed in rapid succession. Attempts to engage all students in the discussion are only partially successful.   * Does not realize that technology utilization in the classroom is minimal and has a minimal understanding of how to integrate to enrich the learning experience. | * Ensures that questions elicit a   thoughtful response and sufficient time is provided for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.   * Shows the teacher how to integrate technology in the curriculum to enhance learning. | * Ensures that questions reflect   high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.   * Helps the teacher integrate technology in the curriculum to maximize the learning experience, engage learners and introduce them to the limitless possibilities of rich and robust content to develop skills for the 21st Century. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **D. Staff Development** | | | | |
| **D.1**  **Participates in professional development and shares the content with school-site personnel and administrators through faculty presentations and individual training sessions.** | * Never participates in professional development/ * Does not/cannot share content of professional development with school-site personnel and administration. | * Seldom participates in   professional development and rarely shares the content with school-site personnel and administrators through faculty presentations and individual training sessions. | * Participates in professional   development and shares the content with school-site personnel and administrators through faculty presentations and individual training sessions. | * Frequently participates in and   designs professional development sessions in order to share the content with school-site personnel and administrators. |
| **D.2**  **Works as a curriculum and instructional leader on the school’s leadership team and school improvement committee.** | * Demonstrates no worth as a curriculum and instructional leader on the school’s leadership team and school improvement committee. | * Is ineffective in working as a curriculum and instructional leader on the school’s leadership team and school improvement committee. | * Works as a curriculum and instructional leader on the school’s leadership team and school improvement committee. | * Works effectively as a curriculum and instructional leader on the school’s leadership team and school improvement committee. * Continuously innovates the process of school improvement. |
| **D.3**  **Demonstrates knowledge of current legislation, regulations, policies and procedures related to curriculum and**  **instructional technology, and disseminates this information to teachers and administrators.** | * Is oblivious to the current legislation, regulations, policies and procedures related to curriculum and instructional technology and cannot disseminates this information to teachers and administrators. | * Is vaguely familiar with the   current legislation, regulations, policies and procedures related to curriculum and instructional technology and disseminates this information to teachers and administrators. | * Demonstrates knowledge of   current legislation, regulations, policies and procedures related to curriculum and instructional technology, and disseminates this information to teachers and administrators. | * Possesses up-to-date   knowledge of current legislation, policies and procedures related to curriculum and instructional technology and disseminates this information to teachers and administrators in an easily comprehensible manner. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **E. Continuous Professional Improvement** | | | | |
| **E.1**  **Engages in professional development activities consistent with his/her goals and those of the school.** | * Participates in professional   development activities only as required and when convenient.   * Provides little or no evidence of skill development outside of the school setting. | * Attends professional   development activities but seldom integrates new techniques and strategies into practices. | * Participates in professional   development activities to enhance content knowledge and pedagogical skills.   * Incorporates the information learned into the classroom setting, as appropriate. * Professional development is aligned to school goals and objectives. | * Actively participates in   professional development activities that will contribute to the professional growth and support the school’s goals and objectives for student success.   * Takes a leadership role in planning and supporting professional development activities as part of continuous improvement for self and colleagues. |
| **E.2**  **Sets purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.** | * Employee does not set   professional goals.   * Rarely participates in professional development or participates only when required or necessary for recertification. | * Employee sets only minimal   professional goals.   * Selects and participates in professional development opportunities that lack relevance to student success. | * Develops professional goals   for continuous professional development.   * Seeks opportunities to enhance knowledge and skills and applies what has been learned to the classroom. * Uses research to improve instruction. | * Sets meaningful short and   long-term personal and professional goals relating to continuous professional development.   * Actively pursues professional development and uses the gained knowledge and skills to promote student learning. * Makes substantial contributions to the profession through mentoring, research and/or training roles. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **E. Continuous Professional Improvement** | | | | |
| **E.3**  **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.** | * Few or no processes and   procedures for collecting, analyzing, and applying learning from data sources are used by the employee. | * Some processes and   procedures for collecting analyzing, and applying learning from data sources are used by the employee. | * Systematic process and   procedures for collecting, analyzing, and applying learning from multiple data sources are uses consistently by the employee to adjust planning in order to improve lessons. | * Systematic process and   procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by the employee to adjust planning to improve the effectiveness of the lessons and programs. |
| **E.4**  **Collaborates with parents, colleagues and the community to support student learning.** | * Seldom or never collaborates   with parents, colleagues, and the community to support student learning. | * Often works in isolation, and   rarely collaborates with parents and the community to support learning.   * Only participates in collegial activities when required. | * Collaborates with parents,   colleagues and the community to strengthen the effectiveness of instruction based on student needs.   * Works with peers to align instruction to the School Improvement Plan (SIP) to promote continuous improvement of student learning. | * Frequently collaborates with parents, colleagues and the community to strengthen the effectiveness of instruction based on student needs. * Works with peers, on a regular basis, to align instruction to   the School Improvement Plan to promote continuous improvement of student learning.   * Actively supports and encourages collaboration among all stakeholders to promote student learning. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **E. Continuous Professional Improvement** | | | | |
| **E.5**  **Implements knowledge and skills learned in professional development in the teaching and learning process.** | * There is no evidence that the   professional reviews the current literature and research or is knowledgeable of current topics related to the profession. | * The professional is aware of   research to improve instruction, but does not demonstrate evidence that it is incorporated in the classroom to benefit students. | * The professional regularly   reviews the current literature and research both independently and in collaboration with peers. Incorporates the research in the classroom as appropriate and beneficial to students. | * The professional seeks out research to improve instruction and shares current research with colleagues. * Uses data from his/her own learning environment as a basis for reflecting upon and improving his/her teaching practices. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **F. Professional Responsibility and Ethical Conduct** | | | | |
| **F.1**  **Adheres to established laws, policies, rules and regulations.** | * There is little evidence that the   employee is aware of school policies and procedures and has limited knowledge of state and federal laws governing the education system.   * Employee has little understanding or knowledge of the *Code of Ethics for Florida Teachers* and the *Standards for Professional Conduct.* | * The employee complies with   school policy and procedure most of the time.   * Demonstrates knowledge of the *Code of Ethics for Florida Teachers* and the *Standards for Professional Conduct.* | * The employee adheres to the   school’s policies, rules and regulations and has a general understanding of the state and federal laws governing the education system.   * Employee upholds the *Code of Ethics for Florida Teachers* and the *Standards for Professional Conduct.* | * Consistently adheres to the   school’s policies, rules and regulations and has a strong knowledge of state and federal laws governing the education system.   * Employee models the tenets of the *Code of Ethics for Florida Educators* and the *Standards of Professional Conduct,* and encourages others to do the same. |
| **F.2**  **Maintains a professional demeanor; adheres to school policies; exhibits a professional appearance and behavior; uses appropriate language; interacts appropriately with students, parents, staff and community.** | * Behavior is not consistent with   the professional demeanor of instructional personnel. | * Maintains a professional   demeanor most of the time. | * Maintains a professional   demeanor during and after school hours. | * Consistently demonstrates a   professional demeanor in all settings and encourages others to do the same.   * Models professional interaction with students, parents and the community. |

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| **Domains & Indicators** | **Performance Levels/Criteria** | | | |
|  | **Unsatisfactory**  **1** | **Needs Improvement/**  **Developing**  **2** | **Effective**  **3** | **Highly Effective**  **4** |
| **F. Professional Responsibility and Ethical Conduct** | | | | |
| **F. 3**  **Maintains accurate records related to the employee’s job description and professional responsibilities.** | * Has no system or a   rudimentary system of accurate record keeping and does not maintain student confidentiality. | * Makes numerous errors   related to student records. | * Maintains accurate records   and staff/student confidentiality. | * System for maintaining   records is consistently accurate and efficient.   * Confidentiality of staff/student records and information is always maintained. |
| **F.4**  **Is punctual with reports, records and reporting to work.** | * Is consistently late in submitting student reports and records. * Has a high rate of absenteeism. | * Must be reminded to submit student reports and records on time. * Occasionally reports to work late. | * Submits student information, records and reports on time. * Reports to work on time. | * Consistently completes and submits required student reporting information accurately and on time. * Reports to work on time. |
| **F.5**  **Performs assigned duties.** | * Seldom performs assigned   duties through to completion. | * Performs duties as assigned,   but often must be reminded. | * Performs all duties, as   assigned. | * Willingly performs assigned   duties and takes on additional responsibility. |
| **F.6**  **Builds professional relationships.** | * Expresses little interest in   developing professional relationships. | * Demonstrates a limited   interest in fostering professional relationships. | * Engages in professional   activities with peers to form positive relationships. | * Actively seeks opportunities   for professional growth and development; cultivates professional relationships in school and through professional organizations. |

### FCPCS Summative Evaluation Rating Form

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FCPCS Snmmatlve Evaluation Rating Form

For Cla.Hroom Teachers and Non-Classroom Instructional Penonnel

Employee's Name:

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**FCPCS Individual Professional Growth Plan**



Development of Professional Growth Plans

Pursuant to Florida State Statute 1012.98, the individual Professional Growth Plan must be related to specific performance data for students to whom the teacher is assigned. The plan must define the inservice objectives and specific measurable improvements expected in student performance, as a result of the inservice activity. Additionally, the plan must include an evaluation component that determines the effectiveness of the professional development plan.

FCPCS has developed a professional growth plan (PGP) that is created at the beginning of the school year. Administrators and teachers meet to analyze specific student achievement and performance data of the students currently assigned to the teacher, review the school improvement plan (SIP) to identify research and/or evidence-based professional development to help improve student performance, and agree on a plan to determine the effectiveness of the professional development. The administrator and teacher sign the PGP form indicating approval and support of the identified professional development and to initiate the plan.

The PGP has three components: (1) goals for student performance based on student achievement data; (2) measurable objectives to meet the goal that clearly identify the expected change(s) in professional practice; (3) an evaluation plan to determine the effectiveness of the professional development in which the teacher participated during the school year.

A mid-year review of progress on the goals is held for all professionals. This review promotes discussion, collegiality, and reflection. The mid-year review is to be held after the second student interim progress reporting period and before the end of the second reporting period. The mid-year review is held in a forum determined by the principal/evaluator. In preparation for the mid-year review, the professional must review progress made toward the goal. Formal/informal data and/or a summary can be used to show progress toward the goal and effectiveness of strategies. It is not necessary to administer a formal mid- year assessment. However, if data is available, then the instructional personnel may report the data.

At the end of the school year, administrators and teachers meet for a final review of the PGP. The school administrator meets with individual faculty members to determine the extent to which staff development accomplished the student performance gains proposed and to identify areas of continued need. Teachers may bring documentation supporting their new knowledge and skills. During this final meeting, student performance data, impact on learning, evidence of professional development attendance, and implementation of professional practice intervention(s) are reviewed. The administrator and teacher determine if the professional development was effective, sign and date the PGP indicating consensus of results, and begin to plan for next year’s PGP. All PGPs are housed at the school site and available for review upon request. Pending approval from the Board, Learning Targets identified on the PGPs for instructional personnel may be used as a part of the instructional employee’s performance evaluation. FCPCS recognizes that this is subject to Board and state and/or district approval.

**Individual Professional Growth Plan – Classroom Teachers**

Teacher's Name Employee ID #

School Subject(s) Grade(s)

**Student Outcome Goal(s)** (Measurable Learning Goal(s) for Students Assigned to the Professional based upon Goals of the SIP and approved by the School Administrator):

\_

**Student Performance Data or Other School Data Used as Basis for Goal(s)** (Specify Assessments or Data Used):

**Measurable Objectives** (Specify Expected Gains/Improvements):

**Strategies/Professional Development** (List Specific Professional Development Activities):

**Evaluation Results** (Results/Measurable Evidence):

**PLANNING AND PROGRESS MEETINGS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MEETING** | **EVALUATOR'S**  **SIGNATURE** | **DATE** | **EMPLOYEE'S**  **SIGNATURE** | **DATE** |
| **Planning**  **Meeting** |  |  |  |  |
| **Comments:** | | | | |
| **Mid-Year**  **Review** |  |  |  |  |
| **Comments:** | | | | |
| **Final**  **Review** |  |  |  |  |
| **Comments:** | | | | |

Select one of the following:

Objective Achieved Objective Not Achieved Plan Extended for Next Year

Teacher's Name Employee ID #

School Subject(s) Grade(s)

|  |  |
| --- | --- |
| **LEARNING TARGETS** | **Rating**  **(1-4)** |
| **Student Outcome Goal #1**  (Measurable Learning Goal for Students Assigned to the Professional based upon Goals of the SIP and approved by the School Administrator) |  |
|  | |
| **Student Performance Data or Other School Data Used as Basis For Goal**  (Specify Assessments or Data Used) |  |
|  | |
| **Measurable Objectives**  (Specify Expected Gains/Improvements) |  |
|  | |
| **Strategies/Professional Development**  (List Specific Professional Development Activities) |  |
|  | |
| **Evaluation of Results**  (Results/Measurable Evidence) |  |
|  | |
| **Average Score for Goal #1** *(To calculate the rating for this learning target, add the total points in the*  *rating column and divide by 5. Insert the total to the right)*. |  |

Teacher's Name Employee ID #

School Subject(s) Grade(s)

|  |  |
| --- | --- |
| **LEARNING TARGETS** | **Rating**  **(1-4)** |
| **Student Outcome Goal #2**  (Measurable Learning Goal for Students Assigned to the Professional based upon Goals of the SIP and approved by the School Administrator) |  |
|  | |
| **Student Performance Data or Other School Data Used as Basis For Goal**  (Specify Assessments or Data Used) |  |
|  | |
| **Measurable Objectives**  (Specify Expected Gains/Improvements) |  |
|  | |
| **Strategies/Professional Development**  (List Specific Professional Development Activities) |  |
|  | |
| **Evaluation of Results**  (Results/Measurable Evidence) |  |
|  | |
| **Average Score for Goal #2** *(To calculate the rating for this learning target, add the total points in the*  *rating column and divide by 5. Insert the total to the right)*. |  |

Teacher's Name Employee ID #

**PLANNING AND PROGRESS MEETINGS**

|  |  |  |  |  |
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| **MEETING** | **EVALUATOR'S**  **SIGNATURE** | **DATE** | **EMPLOYEE'S**  **SIGNATURE** | **DATE** |
| **Planning**  **Meeting** |  |  |  |  |
| **Comments:** | | | | |
| **Mid-Year**  **Review** |  |  |  |  |
| **Comments:** | | | | |
| **Final**  **Review** |  |  |  |  |
| **Comments:** | | | | |

***To calculate the employee’s TOTAL RATING, add the “Totals” for each Student Learning Target and divide by 2. EMPLOYEE’S TOTALSCORE ON INDIVIDUAL PROFESSIONL GROWTH PLAN =***

***\_\_\_\_\_\_***

***EMPLOYEE’S TOTALRATING ON INDIVIDUAL PROFESSIONAL GROWTH PLAN (Check Appropriate Rating)***

***\_\_\_\_\_***

***\_\_\_\_***

***Highly Effective \_ Effective***

***\_\_\_\_\_***

***\_\_\_\_***

***Needs Improvement/Developing \_ Unsatisfactory***

***3.6 - 4.0 = Highly Effective;***

***3.0 - 3.5 = Effective;***

***2.0 - 2.9 = Needs Improvement/Developing***

***1.0 - 1.9 = Unsatisfactory***

### Training and Support



**TRAINING AND SUPPORT**

All individuals with evaluation responsibilities must understand the proper use of the evaluation criteria and processes. FCPCS will provide ongoing training through webinars on the implementation of the evaluation systems. In order to utilize the FCPCS tools to evaluate the performance of classroom teachers, other instructional personnel, and school-based administrators, the evaluator must complete the required trainings in order to be certified as an evaluator (see webinars with an asterisk). The webinars are available for viewing in the “members only” section of the FCPCS website (www.floridascharterschools.org).

**Proposed Training Modules\*\* 2015-2016**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Title** | **Description** | **Target Audience** |
| **I.** | Overview of the FCPCS  Evaluation Systems | General overview of the  FCPCS Evaluation System for Instructional Personnel and Administrators | School Administrators/  Board Members |
| **II.\*** | The FCPCS Evaluation  System for Teachers and Other Instructional Personnel | Initial training for new users of  the FCPCS evaluation system (teacher and other instructional  personnel evaluation tools) | School  Administrators/Board Members |
| **III.\*** | The FCPCS Evaluation  System for School-Based Administrators | Initial training for new users of  the FCPCS evaluation systems (school-based administrator  evaluation tool) | School  Administrators/Board Members |
| **IV.\*** | Updates to the FCPCS  Evaluation Systems for Teachers, Other Instructional  Personnel, and Administrators | Review of changes to the  FCPCS evaluation tools and statutory requirements  (training for current users of the evaluation tools) | School  Administrators/Board Members |
| **V.** | The Florida Educator  Accomplished Practices | Understanding the framework  of the Evaluation System: The Florida Educator  Accomplished Practices | School Administrators/  Classroom Teachers and Other  Instructional Personnel |
| **VI.** | Evaluating Classroom  Teachers Using the FCPCS Evaluation System and the  Rubric | * Framework for evaluating   Classroom Teachers utilizing the FCPCS Evaluation  System   * Utilizing the Rubric | School Administrators/  Classroom Teachers |
| **VII.** | Evaluating Student Services  Personnel using the FCPCS Evaluation System and the  Rubric | * Framework for evaluating   Student Services Personnel utilizing the  FCPCS Evaluation System   * Utilizing the Rubric | School Administrators/  Student Services Personnel |
| **VIII.** | Evaluating Curriculum  Support Personnel and Media | - Framework for evaluating  Curriculum Support | School Administrators/  Curriculum Support |



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|  | Specialists Using the FCPCS  Evaluation System and the Rubric | Personnel/Media  Specialists utilizing the FCPCS Evaluation System  - Utilizing the Rubric | Personnel/  Media Specialist |
| **IX.** | Processes and Procedures for  Utilizing the FCPCS Evaluation System for Instructional Personnel | * Processes and procedures for   implementing the evaluation system for Instructional Personnel   * Providing specific and timely feedback * Conference protocols and forms; meeting requirements; maintenance of records * Scoring rules and Calculations * Use of forms and instruments * Roster verification process * Procedures for training employees on the evaluation   forms   * Providing employees with support and assistance | School Administrators/  Classroom Teachers and Other  Instructional Personnel |

\*\*Training Webinars will be developed throughout the 2015-2016 school year.

### Professional Development

**Professional Development for Instructional Personnel**

The purpose of professional development is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the work force. Professional development activities must be based upon the following:

* Analyses of student achievement data
* Student needs
* Personnel needs
* Results of the evaluation system
* Instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students
* School discipline data
* School environment surveys
* Assessments of parental satisfaction
* Performance appraisal data of teachers, managers, and administrative personnel
* School Improvement Plans
* School inservice plans
* Other performance indicators to identify school and student needs that can be met by improved professional performance

As stipulated in s. 1012.98, F.S., a professional development system must be based on student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. In developing their professional development system, schools should review and monitor school discipline data, school environment, surveys, and performance appraisal of instructional personnel and administrators to identify school and student needs that can be met by improved professional performance. School administrators should establish and maintain an individual professional growth plan for each instructional employee that meets the following criteria:

* Is related to specific performance data for the students to whom the teacher is assigned;
* Defines in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity; and
* Includes an evaluation component that determines the effectiveness of the professional development plan.

***FCPCS Partnership with Educational Impact***

FCPCS has partnered with Educational Impact (EI), a company that provides online professional development for educators. Educational Impact is a leading provider of online videos and

engaging courses for aspiring educators, K-12 teachers, administrators and Colleges of Education.

EI has over 55 self-paced programs that combine targeted video with pertinent activities and assessments. Powerful footage of educational experts and real teachers in the classroom provide participants with the visual learning needed to model best practices. Each learning module includes a multiple choice assessment. Participants must get 16 out of 20 correct in order to pass. Key points in each video are highlighted to increase content retention. EI has modules that address the Florida Educator Accomplished Practices (FEAPs) as well as the Florida Principal Leadership Standards (FPLS). Teachers and administrators are able to participate in online courses that will help them build skills in specific indicators contained on the FCPCS evaluation instruments.

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