WCS
WAKULLA COUNTY SCHOOLS
COMMITTED TO SUCCESS

2020-21

Wakulla Instructional Evaluation System

Wakulla County School District

Superintendent Bobby Pearce

Executive Director of HR Angie Walker

Table of Contents

Section 1: PERFORMANCE OF STUDENT[1]

Wakulla will maintain the 1-4 point scale as indicated via VAM. The Instructional Services Department will review other performance measures. They will use a quadrant method for determining the Student Performance Score, using best practices and other high performing schools districts as a model. The scoring method will be determined by the instructional services department with input from teacher committees based on best practices.

The newly hired teacher and principal will meet by December of each year to review and evaluate performance of students using formal and informal progress monitoring that are deemed age and content area appropriate.

PLAN A: Instructional Evaluation

- Parent Input — 1%
- Student Growth & Achievement — 33%
- Admin Observation/ Evaluation — 66%
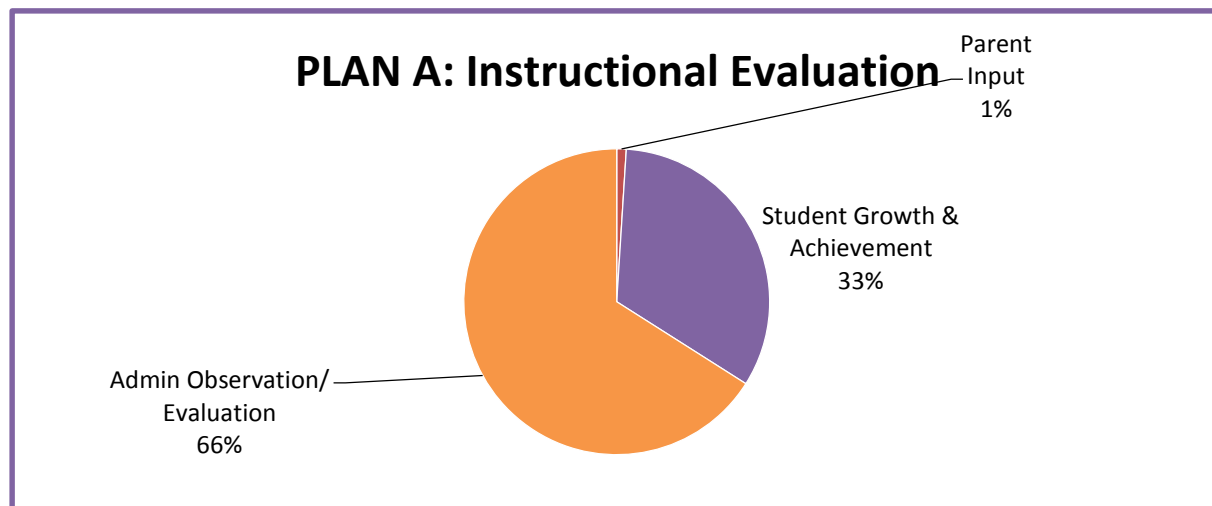
TEACHER OPT-IN CHOICE INCLUDES DELIBERATE PRACTICE AS THE THIRD METRIC: DEADLINE TO DECLARE DECEMBER 15

---

[1] For all instructional personnel, including classroom teachers newly hired by the district, the percentage of the evaluation that is based on the performance of students' criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined is reflected below. [Rule 6A-5.030(2)(a)1., F.A.C.]. The Evaluation system includes opportunities for parent input.

PLAN B: Instructional Evaluation

Deliberate Practice, 10%

Student Growth & Achievement, 33%

Admin Observation/Evaluation 57%
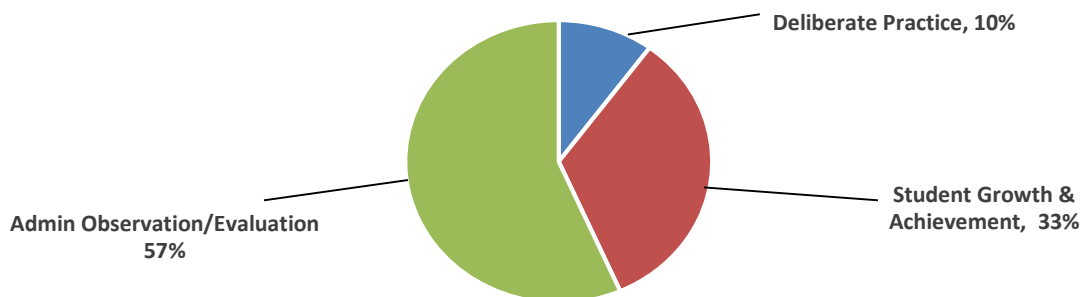
For classroom teachers newly hired by the district, the student performance measure and scoring methods, including how it is calculated and combined, is the same as all other teachers.

Student Performance Measures[2]

Student Performance Measure: All instructional personnel will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used.

Teachers who teach courses assessed by statewide, standardized test will be provided the choice of using VAM scores or the standardized tests only when made available by the State. Wakulla will use the four-point scale for all student performance measures as modeled by the State VAM.

All instructional personnel will be provided the opportunity to review their class rosters for accuracy and to correct any mistakes. [Rule 6A-5.030(2)(f)1., F.A.C.]

Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Percentage Associated with Final Summative Evaluation
Pre-Kindergarten (PK)	Development Profile for PreK Assessment or VPK Assessment	33%
Kindergarten (K)	Star Early Literacy	33%
First Grade (1)	Star Early Literacy	33%
Second Grade (2)	Star Early Literacy	33%
Third Grade (3)	FSA Math/ELA	33%

---

[2] For all instructional personnel, student performance data for at least three years, including the current year and the two years immediately preceding the current year, will be used when available. If less than the three most recent years of data are available, those years for which data are available will be used. [Rule 6A-5.030(2)(a)3., F.A.C.].

Fourth Grade (4)	FSA Math/ELA or state VAM	33%
Fifth Grade (5)	FSA Math/ELA or state VAM	33%
Access Points (K-5)	FSAA	<u>33%</u>
Other (K-5), including non-classroom instructional personnel	FSA Math/ELA or school-wide state VAM or individual learning targets approved by principal	33%
Math Courses (6-8)	FSA Math, Algebra I EOC, Geometry EOC or state VAM	33%
Science Courses (8)	8th grade Science NGSSS	33%
English/Language Arts/Reading Courses (6-8)	FSA ELA or state VAM	33%
Other (6-8)[3], including nonclassroom instructional personnel	Individual Learning targets approved by the principal or an achievement measure, i.e., district assessments specific to the course. If the teacher teaches ALL students, school-wide VAM or standardized state scores may be used.	33%
Civics	Civics EOC	33%
English 1	FSA ELA or state VAM	33%
English 2	FSA ELA or state VAM	33%
English 3	ACT; SAT; PERT	33%
English 4	ACT; SAT; PERT	33%
AP Courses	Advanced Placement Exams	33%
Algebra 1; Algebra 1 Honors; Algebra 1B	Algebra I EOC/Learning Gains	33%
Geometry; Geometry Honors	EOC [Level 3 and above – percent proficient]	33%
Biology 1; Biology 1 Honors	EOC [Level 3 and above – percent proficient]	33%
United States History	US History EOC	33%
ROTC	Pass & Review	33%
Other (9-12), including non-classroom instructional personnel	School-wide FSA ELA/Math or VAM or Specific agreed upon learning targets to include District EOCs	33%
District Non-Classroom Instructional Personnel	School-wide FSA/Math or VAM or specific, agreed upon Learning Targets	33%

---

[3] "Other" includes all those positions not previously identified in the chart, included but not limited to: Band, PE, AVID, Art, Drama, Technology.

	to include Industry Certification, MPA's, etc.	
Media Specialists K-12	The student achievement portion of the Media Specialist Evaluation will be based on: ___The school-wide FSA/ELA or state VAM OR ___ Individual Learning Target approved by the principal	33%

SAMPLE LEARNING TARGETS FOR SPECIFIC CERTIFIED EMPLOYEES[4]:

Physical Education Teacher/Coach

- Pre and posttests in speed, agility and endurance.
- Presidential Physical Fitness awards.
- Demonstrable student actions and skill in understanding the fundamentals of team sports as well as proficiency growth.
- Demonstrable student actions and skill in understanding the fundamentals of individual sports as well as proficiency growth.
- The development of teamsmanship, collaboration, respect, sportsmanship, conditioning, promotion of life skills, family recreation (which includes movement)
- Follow-up studies to determine the number of students who participate in after-school inter-scholastic sports and/or inter-murals
- Overall community support of the physical education program.

Guidance Counselor
- The increase and placement results of direct student interaction/counseling
- The number of successful interventions with students or families in crisis by referral to appropriate community agencies or direct involvement
- The impact of the school-wide guidance services on recreating the classroom environment such that classroom management is enhanced
- Other school-wide initiatives such as promoting a positive, collaborative working relationship with parents, such that instruction and student learning is directly impacted.
- Promoting student attendance such that the school-wide averages improve
- Providing parenting classes to interested parents as well as human interaction training to teachers such that a positive learning environment prevails.
- Maintaining accurate and timely records with respect to exceptional student education
- Supporting and mentoring beginning teachers as well as teachers who are teaching out of field.

---

[4] For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.].
For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].

Music

- The degree to which the music program promotes student participatory interest
- The number and success of music performances for the student body and parents
- For secondary schools, participation in All County and All State competitions as well as coaching students to participate in Solo & Ensemble opportunities
- Leaving students to become more proficient in music skills which include reading music, vocal music, instrumental music
- Increasing the number of scholarship offerings by inter school level program articulation
- Building community wide support through parent association groups for the music program

Media

- Maintaining an age appropriate, contemporary collection as influenced by the allocation of appropriate resources
- Maintaining contact with individual teacher as well as departments so that media and printed materials as well as additional resource listings are made available to classroom teachers at the beginning of each new unit
- At the elementary level, schedule recreational reading activities in the media center, such activities to be conducted by the Media Specialist and/or community volunteers. Such activities will be designed to have a laser focus on experiencing the joy of reading and the discovery therein.
- Monitoring the collection circulation so that use of the media center will grow and that the material on loan will be age appropriate and connected to the classroom curriculum continuum.
- Serving as an ex officio member on school wide committees which deal with the teaching and learning process
- Supporting and mentoring beginning teachers as well as teachers who are teaching out of field.

Drama

- Students will become more proficient in some of the basic "storytelling skills" which include: concentration, observation, projection, articulation & character development.
- Students will participate in creative collaboration and teambuilding activities through "theatre games" & class performances.
- Students will discover and learn about the history of "Theatre" which will include but is not limited to: playwrights, styles of acting, physical theatre design, scenic & stage design, costumes, props, lighting design & sound design.
- Students will have the opportunity to create & develop original theatrical and or presentational pieces for class.
- Advanced theatre students will have the opportunity to participate in District & State Theatre events.
- Rubrics are used to evaluate whole, small, and individual performances.

Art

- High School students completing Drawing/Painting will demonstrate the ability to describe, analyze, interpret and judge a work of art.
- Students will orally discuss art images and recognize their medium and style. (Drawing, painting, sculpture, photograph, architecture, etc.)
- Students will orally discuss principles and elements of design within artwork.
- Students will recognize basic media, shapes, and tools and gain control of their use.

- Students' county‗wide will have their art displayed.
- Students will learn art vocabulary in relationship to art from the past in a historical context.
- These scores in percentages from school‗wide results and when combined with a specific program area will be implemented and phased in pursuant to the new legislation titled the ☐ Student Success Act.
- Other fields that need special procedures/criteria include, but are not limited to: Reading Coaches, ROTC Instructors, Speech/Physical/Occupational/Vision Therapist, Staffing Specialist, Job Coaches, Band Teachers, Vocational Teachers, Pre‗K/Select Primary Teachers, and more. The DTAAT will continue to work cohesively with Florida DOE to adopt EVALUATION instruments aligned with specific job descriptions and criteria.

Statewide Standardized Assessment *Wakulla County will accept the VAM scores as determined by the FLDOE and use them in the calculation for the student performance measure or use the individual standardized test scores only			
1 state VAM score or FSA	2 state VAM score or FSA	3 state VAM score or FSA	4 state VAM score or FSA
1	2	3	4

Wakulla County Performance Evaluation Rating Scale			
NON-Statewide Standardized Assessment			
Unsatisfactory 0 – 25% growth/proficiency depending on the assessment	Developing/Needs Imp. 25 – 50 % growth/proficiency depending on the assessment	Effective 51 – 75% growth/proficiency depending on the assessment	Highly Effective 76 – 100% growth/proficiency depending on the assessment
1	2	3	4
Final Rating (Use one of the options below)			
Instructional Practices **Instructional Performance/Student Growth** **Deliberate Practice Plan**			**57%** **33%** **+10%**
Total Evaluation			**100%**
OR			
Instructional Practices **Instructional Performance/Student Growth** **Parent Input**			**66%** **33%** **+1%**
Total Evaluation			**100%**

Wakulla County will allow site-based principals to determine the student performance measure for the newly hired for the first evaluation and use non-VAM or state standardized calculations for the scoring.

Wakulla Instructional Evaluation System: Rev. 110215; Rev. 033120166; Rev. 08012018

Section 2: INSTRUCTIONAL PRACTICE

PURPOSE

The Wakulla Instructional Evaluation System is a hybrid model created by teachers and administrators using Danielson as the foundation. The purpose of the Performance EVALUATION System, per Florida Statute 1012.34, is to increase student learning growth by improving the quality of instructional, administrative and supervisory services in the public schools of the state."

The evaluation of instructional personnel is intended to be a positive, growth-oriented process that strengthens instructional knowledge and skills. The Evaluation system is designed to accurately reflect the performance of instructional personnel in relationship to the performance gains of the students assigned to them.

The evaluation system includes both formative and summative aspects. The formative aspect of the model promotes professional growth through teacher self-assessment, walkthroughs, goal setting and professional reflection. The summative aspect of the model uses classroom observations (both formal and informal), teacher conferences with the supervising administrator, and the attainment of achievement gains.

The objective of the formative aspect is to improve professional practice. This is best achieved when learners take ownership of their learning goals that are established through thoughtful self-assessment, personal reflection on teaching practices, and specific feedback based upon standards of teaching practice.

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

The Evaluation Rubric for Professional Practices integrates these foundational skills within a multi-tiered system of support. The Evaluation Rubric is structured around five domains, sets of practice standards within each domain, and indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory). The Evaluation Rubric includes the following key components:

- **Domains**—Broad categories used to organize professional practices and structure Evaluation criteria.
- **Practices**—Descriptive standards of a domain related to a specific area of professional skill.
- **Indicators**—A continuum of descriptive statements that assist in differentiating between levels of performance for each practice.

Mastery of professional skills is a career-long and continuous process achieved through professional practices that focus on the Florida Educator Accomplished Practices [FEAPs].

- Instructional Design and Lesson Planning
- The Classroom Environment
- Assessment/Evaluation

- Student Instructional Engagement
- Professional Learning, Responsibility and Ethics.

The five domains include 28 indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory).

The indicator rubrics provide criteria that distinguish among the performance levels. Even though there are five domains, the greatest weight is placed on Domain D: Student Instructional Engagement. The following graph demonstrates the weighting of each domain:

Administrative Observation/Evaluation
[57% or 66% of Overall]

- A: Instructional Design and Lesson Planning — 20%
- B: The Classroom Environment — 20%
- C: Assessment/Evaluation — 10%
- D: Student Instructional Engagement — 40%
- E: Professional Learning, Responsibility & Ethics — 10%
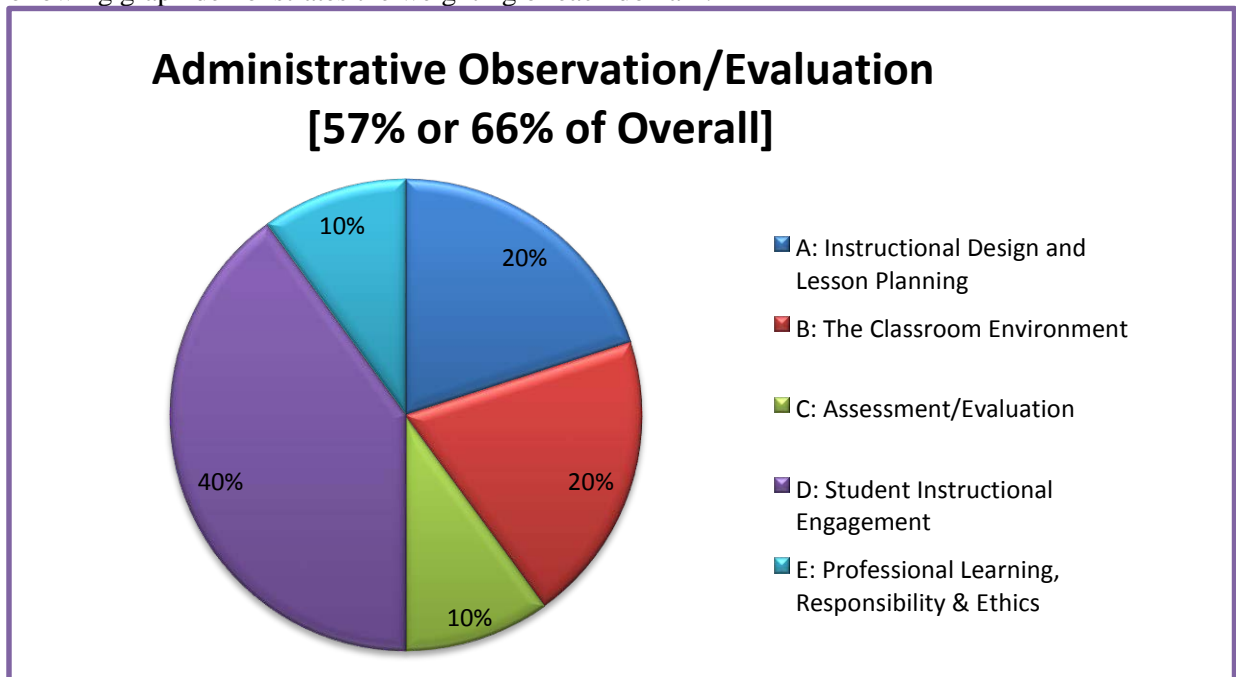
- Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].
- For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A5.030(2)(b)5., F.A.C.].

The calculations for this section are reflected in Section 4: Teacher Summative Evaluation Score Sheet. Effective use of the proficiency rubrics and associated 4 point scale will be applied.

PROCEDURES FOR CONDUCTING OBSERVATIONS AND COLLECTING DATA[5]
Classroom observations are conducted as demonstrated via the Commissioner's Leadership Academy and subsequent walk-throughs. Using a t-chart split; what the teacher is doing/what the students are doing and scripting occurs during observations. The observer then returns to the conference with a rating, using the rubrics below, for areas observed.

---

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

The evaluator is the administrator who is responsible for supervising the employee. Evaluator may consider input from other personnel trained in evaluation practices. Input may be provided by the assistant principal, district instructional staff, deans, associate deans, team leaders, grade level chairpersons or department heads. [Rule 6A-5.030(2)(f)2., F.A.C.]

SUMMATIVE OBSERVATION/EVALUATION TABLE

Certified Teacher Status	Teacher Evaluations[6]	Formal Observations Announced	Informal Observations [Announced or Unannounced] Walkthroughs/Targeted Observations used for data collection
Beginning Teacher [less than one year of service] or new to District. It will be principal's discretion regarding scoring of the student performance at midyear.	2	Minimum of 2	Minimum of 4
Teacher with 1+ years of service with effective or higher evaluation rating the previous year	1	Minimum of 1	Minimum of 2 and/or as needed for data collection
Teacher with 1+ years of service with a needs improvement or unsatisfactory evaluation rating the previous year. It will be principal's discretion regarding scoring of the student performance at mid-year.	2	Minimum of 2	As needed for data collection and correction of deficiencies – a minimum of 4

Any teacher receiving an unsatisfactory rating on any one or more components MUST receive a Professional Improvement Plan. This is not the same as an "Overall Unsatisfactory" where a teacher is placed on performance probation. The notice may be used with any teacher at any time, but should not come as a surprise. Administrators who observe a teacher having difficulty or not handling a situation properly should use a variety of informal feedback mechanisms before a formal notice. Failures to respond to informal discussions, or a serious problem requiring immediate notice, are the primary reasons for using the Professional Improvement Plan.

[6] Rules 6A-5.030(2)(f)7&8., F.A.C., s. 1012.34(3)(a), F.S.

The administrator schedules a conference to discuss the performance requiring improvement providing prior notice to the teacher. Prior to or during the conference the administrator completes a PIP. [Refer to Corrective Action Plan section in this handbook.]

Note: This form is not required in the cases of significant violations of law, contract or School Board policy which calls for documentation and immediate and appropriate disciplinary action. In these situations the assistance of district administrators should be requested.

The improvement needed procedure is the district's commitment to provide direction and support to instructional personnel who are experiencing difficulty in meeting professional performance standards. The program calls together professionals to provide assistance in helping an individual be successful as a teacher. The highest level of success is realized when a teacher ceases to rely upon external support and direction and, instead, becomes self-motivated in a personal program of professional growth. Teachers on PSC Contract who receive an overall unsatisfactory rating will be placed on performance probation. The evaluator shall hold a conference with the teacher and utilizing the 90 Day Probation Notice, describe in writing the unsatisfactory performance, following the NEAT procedural requirements:

- ☐ (N) Notification to teacher of all areas of unsatisfactory performance
- ☐ (E) Explanations and recommendations given for improvement
- ☐ (A) Assistance provided to teacher
- ☐ (T) Timeline given for correction of deficiencies

The employee shall, if desired, initiate a written response to the assessment. The response shall become a permanent attachment to the teacher's personnel file.

PERFORMANCE PROBATION (FL 1012.34)

Probation period is 90 calendar days from receipt of performance notice (school holidays and school vacation periods are not counted when calculating the 90-calendar-day period). Specific areas of unsatisfactory performance must be noted. Teacher is assessed periodically and apprised of progress achieved. Provide assistance in helping to correct deficiencies within a prescribed period of time. Must provide assistance and in-service training opportunities to help correct the noted performance deficiencies. [Rule 6A-5.030(2)f)6., F.A.C.]

Within 14 calendar days after the close of probation period, the evaluator must assess whether the performance deficiencies have been corrected and forward a recommendation to the Superintendent. Within 14 calendar days after receiving the recommendation, the Superintendent must notify the teacher in writing whether the deficiencies have been satisfactorily corrected and whether the superintendent will recommend that the school board continue or terminate the teacher's employment contract. During any time of the probationary period, the teacher may request a transfer to another appropriate position with a different supervising administrator. The transfer does not extend the period of probation.

If the employee contests the Superintendent's recommendation, a written request for a hearing must be submitted within 15 calendar days. Hearing shall be conducted by the school board (or by an administrative law judge assigned by the Division of Administrative Hearings) within 60 days of receipt of written appeal. Recommendation of the judge is submitted to the school board. Majority vote of the school board is required to sustain the Superintendent's recommendation or majority vote of the school board is required to sustain or change the hearing judge's recommendation. Decision of the school board shall be final relative to the determination of sufficient or insufficient grounds for termination.

The evaluator shall notify district personnel of a teacher's Overall Unsatisfactory performance.
STEP BY STEP FORMAL EVALUATION PROCEDURES

Instructional Practice Score			
175 - 200	125 - 174	75 - 124	0 - 74
Highly Effective	Effective	Need Improvement/Developing	Unsatisfactory
= 4	= 3	= 2	= 1

Teacher Evaluation Proficiency Rubrics

Domain A: Instructional Design & Lesson Planning[7]

A-1. Lessons, linked to course requirements, as stated in course descriptions, reflect effective scaffolding within lessons, units and established state-adopted content standard.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Uses content standards and course requirements to develop short/long range plans that reflect effective scaffolding. Shares plans and findings with colleagues. Initiates collaboration for planning with other teachers.	Uses content standards and course requirements to develop short/long range plans that reflect effective scaffolding.	Planning reflects inconsistent use of content standards.	Planning does not reflect use of content standards.

A-2. Lesson design and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organized strategies and activities that enhance the application of critical, creative and evaluative thinking capabilities.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Lessons are consistently designed to engage students in deepening content knowledge as specified in course standards. Teacher routinely seeks out appropriate and aligned research-based strategies and techniques to build capacity for critical and evaluative thinking. Lesson design gives evidence of innovative use of instructional materials, integration of technology, student ownership of learning, and high quality problem solving activities.	Lessons are designed to engage students in deepening understanding of the content as specified in the course standards. Lessons make use of research-based strategies and encourage critical, creative, and evaluative thinking capabilities. Problem solving is evident in activities, and student use of technology is integrated in some lessons.	Lesson design inconsistently attempts to enhance students in critical and evaluative thinking. Problem solving is seldom evident in lessons, and the integration of technology is largely teacher oriented.	Lesson design is lacking in the use of appropriate techniques and research based strategies. Little or no evidence of strategies to enhance students' critical and evaluative thinking capabilities.

---

[7] Standards-Driven Unit Planning, Essential Questions, Assessment Prompts, Launch and activating strategies, differentiated assignments, student learning maps, acquisition lesson plan and extending thinking lesson plan, culminating activity, rubrics. For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].

A-3. Lessons, linked to course requirements, as stated in course descriptions, are developed in a multi-tiered approach to include learning goals, student tracking and adjustments based on student progress.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Lesson plans consistently reflect revisions based on diagnostic, summative and student self-assessments. Learning goals are aligned, student progress is tracked and appropriate adjustments are made.	Lesson plans are written to reflect specific needs of student groups based on diagnostic and summative assessments. Student progress is tracked.	Lesson plans are written and followed with occasional differentiation based on student needs and outcomes.	Lesson plans reflect no attention to student needs or outcomes.

A-4. Uses appropriate and available technology and traditional resources in instructional delivery to establish an atmosphere of learning.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Utilizes all available technologies and traditional resources to deliver instruction that supports student learning and shares these techniques with other teachers. Students are actively engaged with relevant and appropriate technology.	Some technology is used consistently in instruction. Most students are actively engaged and are comfortable with the use of relevant and appropriate technology.	Is beginning to explore the occasional use of technology to engage students in the learning process.	No evidence of any use of technology in instruction. May use it minimally for clerical tasks and required assessments.

A-5. Plans and prepares for special needs of students including ELL, ESE and students who lack support for schooling.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
The teacher actively seeks knowledge of students' background, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and applies this knowledge for individual students.	The teacher actively seeks knowledge of students' background, cultures, skills, language proficiency, interests, and special needs, and applies this knowledge for groups of students.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interest and special needs and applies this knowledge for the class as a whole.	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.

A-6. Evaluates the effectiveness of individual lessons, unit, specific pedagogical strategies and behaviors.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently self reflects on performance, considering the impact of instructional actions and strategies on student behavior and achievement. Seeks solutions and input when challenges arise. Proactively looks for professional learning opportunities and implements appropriate pedagogical strategies in the classroom.	Teacher welcomes feedback from peers and supervisors or, as opportunities arise, through professional collaboration. Takes advantage of opportunities offered for professional learning and works to implement appropriate strategies in the classroom.	Teacher participates in professional learning when required to do so, but may fail to attempt implementation in the classroom. Gives no evidence of self-reflection on effectiveness of lessons. May be reluctant to accept feedback.	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher resists engagement in professional learning opportunities, and engages minimally when required to participate.

Domain B: The Classroom Environment[8]

B-1. Establishes and maintains a positive, organized, clean, attractive and safe learning environment.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Student empowered classroom where mutual respect supports learning. Effectiveness is evident in: clear traffic flow, adequate work space, materials in place and seamless organization.	Classroom environment functions smoothly as students and teachers, demonstrate mutual respect and learning as evidenced in: adequate traffic flow, devoted work space, materials in place and overall organization.	Classroom environment functions somewhat effectively. Classroom routines and use of space partially support student learning. ~~Students and the teacher rarely treat one another with disrespect.~~ <u>Minimal Redirection from teacher needed.</u>	Classroom environment characterized by chaos, conflict and/or overall poor engagement. Poor use of physical space inhibits interactions between individuals. Overall environment lacks adequate support of learning.

---

[8] Building/Posting Student Learning Maps, word walls, posting essential questions, posting comprehension, extended thinking, writing strategies, teacher directed instruction, flexible group instruction, learning stations, student expectations, students performing learning tasks, posting of student work [organizers, drafts, final]

B-2. Understands students' interests and background and uses appropriate behaviors that indicate affection for students.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently fosters sense of community and student responsibility. Mutually agreed upon procedures are in place and practiced. Students are given leadership opportunities regularly. Procedures continue with minimal teacher involvement.	Fosters sense of community and student responsibility. Mutually agreed upon procedures are in place and practiced. Students are given leadership opportunities. Teacher ques are necessary for implementation.	Inconsistently fosters student responsibility. There is a lacking sense of classroom community. Procedures may be posted but not adhered to, or modeled. Leadership opportunities for students are inconsistent.	Fails to foster student responsibility. There is a lack of class community, and procedures, Students are not given leadership opportunities. Procedures are not posted and students are not given reminders. Redirection from teacher is inconsistent.
A positive rapport between students and teacher is apparent.			

B-3. Establishes and uses a well-planned positive behavior management system which is developmentally appropriate and effective.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Expectations are clear and have been developed with students, monitoring behavior is subtle. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Expectations are clear to all students. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Expectations of behavior seem to be established; teacher is generally aware of student behavior but misses some misbehavior and/or behavior changes little when addressed.	Expectations of behavior do not seem to be established; teacher does not seem to monitor or be aware of behavior and/or students do not respond to correction or redirection of misbehavior.

B-4. Creates an environment of respect and rapport while accommodating the differing needs and diversity of students.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Classroom interactions among teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students govern themselves and help ensure high levels of civility among members of the class.	Classroom interactions among teacher and students are polite and respectful, reflecting general warmth and caring and are appropriate to the cultural and developmental differences among groups of students. Teacher and students are actively working together.	Classroom interactions, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, tend to be negative, inappropriate, or insensitive to students' cultural backgrounds, and may be characterized by sarcasm, putdowns, or conflict.

B-5. Establishes a culture for learning and maintains a climate of openness, inquiry, fairness and support.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
High levels of students' energy and teacher passion for the subject are evident in a culture for learning in the classroom. Everyone shares a belief in the importance of the subject, and students hold themselves to high standards of performance, ~~for example, by initiating improvements to their work.~~	The classroom culture is characterized by high expectations for students and genuine commitment to the subject by teacher and students, with students demonstrating pride in their work.	The teacher's attempts to create a culture for learning are There is inconsistent expectations for student achievement, and little student ownership of learning.	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.

Domain C: Assessment/Evaluation[9]

C-1. Uses technology effectively and efficiently for administrative tasks, accessing student assessment data, attendance, reporting, etc…

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Uses technology to gather, analyze and make sense of data. Utilizes data when making instructional decisions that address individual student needs. Utilizes data to make instructional decisions and inform parents regarding student progress.	Uses technology to record, analyze and review student assessment data. Shares data analysis with students, their parents and colleagues.	Records and reviews data, and may use data for some planning purposes. Looks at whole class data but seldom applies data to the individual student.	Records data as required.

---

[9] **FEAP**: The effective educator consistently: 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; Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; Uses a variety of assessment tools to monitor student progress, achievement and learning gains; Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver; Applies technology to organize and integrate assessment information.

C-2. Establishes appropriate testing environment and administers tests in accordance with directions provided to ensure test security.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Clearly communicates an understanding of the importance of standardized testing, strictly following directions and protects test security; students communicate an understanding of the importance of standardized testing.	Follows directions for standardized testing and security; talks with students about importance of standardized testing.	Requires close supervision and follow up to ensure that standardized testing is carried out accurately.	Does not follow requirements/directions regarding standardized testing and is compliant at best.

C-3. Uses a variety of on-going student progress monitoring techniques and adjusts instruction to maximize student learning, adjust instruction and drive the learning process.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Assessment is used in a sophisticated manner to guide instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high quality feedback to students from a variety of formative and summative assessments.	Assessment is regularly used to guide instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high quality feedback to students. Students are aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used to guide instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is inconsistent, and students may be unaware of some of the assessment criteria used to evaluate their work.	Assessment is not used to guide instruction either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.

C-4. Designs student assessments aligned with the instructional outcomes.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
The teacher's plan for student assessment is fully aligned with required instructional outcomes and includes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.	The teacher's plan for student assessment is aligned with the required instructional outcomes, includes clear criteria, and is appropriate for the needs of students. The teacher uses some assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is partially aligned with required instructional outcomes, but may lack clear criteria, and/or be inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with required instructional outcomes, or is inappropriate for many students. The results of assessments have minimal impact on the design of future instruction.

Domain D: Student Instructional Engagement[10]

D-1. Demonstrates knowledge and understanding of curriculum content and course requirements as well as available evolving resources.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently demonstrates extensive current curriculum knowledge. Clearly engages student content with concepts and shares methodology with colleagues. The teacher accesses resources and technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Demonstrates current curriculum knowledge, clearly explains content concepts to students. The teacher is fully aware of the resources and technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Demonstrates some knowledge of current curriculum. Misconceptions and errors in lessons may be evident. The teacher demonstrates some familiarity with resources and technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them, but rarely accesses the resources.	Fails to demonstrate appropriate knowledge of curriculum content. Fails to engage students in academic lessons based on approved curriculum. The teacher demonstrates little or no familiarity with resources and technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.

---

[10] Acceleration, previewing, scaffolding, advance organizers, activating thinking, vocabulary strategies, graphic organizers, collaborative pairs, collaborative teams, think-pair-share and other strategies, distributed practice, distributed summarizing, assessment prompts, differentiated assignments extending thinking activities and assignments, modeling, memory strategies, rubrics, summarizing

D-2. Establishes and supports goal-setting by students and provides feedback that serves as recognition of students' current status.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Models goal setting and requires students to establish and share goals for learning and provides consistent feedback to students. Supports revision of student learning goals to enhance learning. Students have developed and implemented models for setting goals. Students have developed monitoring strategies for holding themselves accountable for academic improvement.	Models goal setting process by sharing professional goals with students and asks them to write down their goals.	Encourages students to do their best and check their work prior to grading.	Permits students to move along in the instructional process regardless.

D-3. Provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Expectations for student learning are clearly aligned with state standards and the district curriculum guide and are accompanied by scales or rubrics that make the requirements clear to students. Explanations and instruction are content focused and appropriate to the learning needs of the students.	Teacher expectations align with the state standards and the district curriculum guide. The teacher provides rubrics to assist students in understanding the expectations for learning.	Teacher utilizes the state standards and district curriculum guide to plan instruction, but learning goals are not consistently and clearly communicated to students.	Teacher does not consistently refer to the state standards and district curriculum guide when planning for instruction. Students are unclear regarding the expectations for learning in the classroom.

D-4. Learning activities are monitored, providing feedback and reinforcement to students while communicating high expectations for learning.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently monitors student progress and understanding of content, through multiple formative and summative assessments and provides high quality feedback in a timely manner. Routinely provides processes for students to track their own progress on learning goals.	Monitors student progress and understanding of content through formative and summative assessments and provides feedback in a timely manner. Provides processes for students to track their own progress on some priority learning goals.	Inconsistently monitors student progress and understanding of content through formative and summative assessments and provides minimal or discouraging feedback.	Does not monitor student progress or their understanding of content. Feedback is given only through summative grades.

D-5. Students effectively interact with the presentation of new knowledge, which is linked to course requirements.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Students, throughout the lesson, are intellectually engaged in significant learning, making substantive contributions to the activities, student groups, and materials. The lesson is adapted as needed to the needs of individuals and lesson structure and pacing allows for student reflection and closure.	Activities, assignments, materials, and groups of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. Students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pacing.	Activities, assignments, materials, and groupings of students are somewhat appropriate for the instructional outcomes of students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully executed.	Activities, assignments, materials, and groupings of students are poorly planned and may be inappropriate for the instructional outcomes of students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.

D-6. Demonstrates value and respect for low expectancy students.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently provides high quality instructional modifications that support and challenge all students for cognitively complex tasks. Utilizes ongoing progress monitoring to adjust instruction to meet student needs, while empowering students to attempt cognitively complex work. A culture of high expectations permeates the classroom.	Teacher expectations align with the state standards and the district curriculum guide. Teacher utilizes ongoing progress monitoring to adjust instruction to meet student needs and communicates high expectations to students.	Teacher utilizes the state standards and district curriculum guide to plan instruction, but does not utilize data to determine where support is needed. While the teacher communicates the expectation that students do the work, a supportive and challenge culture is not evident.	Teacher does not consistently refer to the state standards and district curriculum guide when planning for instruction. Low expectancy students are often overlooked in instruction. Students are unclear regarding the expectations for learning in the classroom.

Domain E: Professional Learning, Responsibility and Ethics

E-1. Communicates individual student progress and student engagement knowledgeably and responsibly to the student, parents and professional colleagues.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Initiates and provides leadership to assure a positive collaborative relationship with all parents and community stakeholders; Written and oral communications are exemplary. Communication with all parents is ongoing and regular.	Consistent, timely, and effective communication with students, parents, school staff and other appropriate person's communication regarding student needs. Adheres to rules of Standard English.	Communications with parents and collaboration attempts are sporadic or minimal; communications may contain noticeable errors.	Frequently fails to return phone calls/emails; fails to engage parents and other appropriate persons; communications may be filled with errors.

E-2. Promotes district and school development by participating in district and school initiatives.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Provides leadership by actively participating in the development and implementation of the School Improvement Plan's initiatives. Provides support, as needed, to other teachers to assure full implementation of SIP initiatives.	Supports school improvement initiatives by active participation in school activities, services, and programs.	Is aware of but, only partially implements classroom activities, services and programs outlined in the School Improvement Plan.	Is unaware of and/or does not participate in the school improvement process or the school's initiatives.

E-3. Recognizes overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently monitors behavioral and physical indicators of student distress and acts promptly when signs are observed, following all district policies for referral and reporting. Seeks to implement accommodations in the classroom to mitigate negative impact on learning.	Monitors behavioral and physical indicators of student distress and acts promptly when signs are observed, following all district policies for referral and reporting.	Reports observed signs of student behavioral or physical indicators of distress only when they become a disruption in the classroom. Does not monitor ongoing signs of distress.	Fails to monitor or report signs of student behavioral or physical indicators of distress.

E-4. Acts in a professional manner and adheres at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently reflects positively on the teaching profession and demonstrates the highest degree of professionalism and ethics throughout varied settings in the school district. Has exemplary verbal and nonverbal interactions with students, parents, community members and colleagues. Teacher takes a leadership role in modeling and encouraging compliance with school and district regulations.	Acts in a professional and ethical manner when interacting with students, parents, community members, and colleagues throughout the school district's varied settings. Complies fully and voluntarily with school and district regulations.	Makes an effort to maintain a professional and ethical manner in both verbal and nonverbal interactions, but sometimes falls short when dealing with students, parents, community members and/or colleagues. Complies as convenient with school and district regulations.	Fails to positively reflect on the teaching profession by acting in an unprofessional or unethical manner when interacting with students, parents, community members, and /or colleagues throughout the school district's varied settings.

E-5. Performs assigned duties including the accurate and timely filing of all reports.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently follows and maintains highly accurate federal, state, and district policies regarding record keeping duties such as daily attendance, entering grades for Progress Reports and Report Cards, student cumulative folders, assessment data, and Exceptional Student information in a timely manner. **Assists others when possible**	Performs assigned duties in an accurate and timely manner for record keeping purposes such as daily attendance, entering grades for Progress Reports and Report Cards, student cumulative folders, assessment data, and Exceptional Student information.	Completes assigned duties for record keeping, but not always in a timely manner or accurately. May require continual prompting.	Fails to complete assigned record keeping duties accurately and/or in a timely fashion.

E-6. Demonstrates attention to punctuality, attendance, and responsibility for student achievement.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Exceeds expectations regarding punctuality and attendance [daily arrives on time or early, consistently adheres to school schedules, and works to minimize	Meets expectations regarding punctuality and attendance. Is consistently on time and demonstrates responsible adherence to school schedules and	Teacher punctuality and/or attendance are inconsistent. Substitute plans are inconsistently provided or do not meet minimum expectations.	Teacher does not meet punctuality and/or attendance requirements. Does not prepare for absences by leaving adequate substitute plans.
any negative impact of personal absence on student achievement through above average attendance and above average substitute plans when absences are unavoidable.	requirements. Consistently maintains adequate substitute plans.		

E-7. Maintains confidentiality of student and other professional information.

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Consistently demonstrates a high degree of confidentiality regarding student and other professional information. Never discusses or shares information with anyone who does not have an appropriate educational need to know. Assures that such conversations occur in an appropriate setting. Assures that student documents are not in public view. Protects passwords.	Maintains the confidentiality of student and other professional information. This includes protecting passwords and student documents.	Has discussed or shared confidential student or other professional information with inappropriate persons such as: parents or neighbors and/or in an inappropriate setting such as the teacher's lounge or ball-park. May give a teacher password to students or leave them in easily accessible places.	Continually discusses or shares student or other professional information with persons who do not have a relevant educational reason to know or in an inappropriate setting. Demonstrates a consistent lack of professional responsibility regarding items requiring confidentiality. Does not appear to understand the impact of actions.

Student Services & Instructional Support Evaluation Procedures

A comprehensive system of student learning supports is fundamental to promoting student success, addressing the barriers to learning, and re-engaging disconnected students. Florida's multi-tiered system of supports (MTSS) focuses on increasing academic and behavioral outcomes for all students consistent with the State Board of Education mission by:

- Enhancing the capacity of all Florida school districts to successfully implement and sustain a multi-tiered system of student supports with fidelity in every school
- Accelerating and maximizing student academic and social-emotional outcomes through the application of data-based problem solving used by effective leadership at all levels of the educational system
- Informing the development, implementation, and ongoing Evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for post-secondary education and/or successful employment within our global society

Student services personnel perform critical tasks in schools that support FDOE's mission to "increase the proficiency of all students within one seamless, efficient system" and contribute to positive student outcomes through a multi-tiered system of support that promotes student achievement by ameliorating barriers to learning and providing interventions and other supports matched to student need.

Student services personnel provide professional services that promote effective classroom learning and positive and safe school environments, and ensure all students receive high-quality instruction that is responsive to their diverse and developmental needs. Student services personnel coordinate and collaborate with teachers, administrators, families, and community-based professionals to provide the academic, social, behavioral, health, and mental health learning supports necessary for a positive school climate and student success. Student services personnel are integral to implementing school-wide initiatives, such as response to intervention (RtI), positive behavior interventions and supports, social emotional learning programs, college and career planning, and bullying prevention. Some of the critical functions student services personnel perform include the following:

- Supporting effective teaching and improved student learning and facilitating collaboration among school staff, families, and the community
- Providing a variety of prevention and intervention services in schools that promote effective classroom learning and teaching
- Working together with teachers and administrators to develop a positive school climate, improving classroom management skills, providing behavioral interventions to reduce discipline infractions, improving school safety, and removing barriers to learning
- Providing educational programs and activities that support student learning and teaching, including consultation with teachers and families, assessments linked to instruction, individual and group counseling, problem-solving instruction, and remedial interventions
- Collaborating with teachers and school staff to ensure students receive high-quality instruction that is responsive to the diverse and developmental needs of all students, create a continuum of support services for all students, and provide various instructional strategies to facilitate learning in all classrooms
- Participating, as members of the school team, in professional development to ensure high-quality learning
- Fostering collaboration between general and special education, and between community and schools, and schools and parents

Research demonstrates that students who receive social-emotional support and prevention services achieve better academically in school (Durlak, Weissberg, Dymnicki, Taylor, & Shellinger, 2011; Greenberg et al., 2003; Welsh, Parker, Widaman, & O'Neill, 2001; Zins, Bloodworth, Weissberg, & Walberg, 2004). Comprehensive student support services in schools have been found to improve school climate and produce declines in disciplinary referrals, suspension, grade retention, and special education referrals and placement among at-risk students (Bruns, Walrath, Glass-Siegel, & Weist, 2004).

Consultation yields positive results, such as remediating academic and behavior problems for children in school settings; changing teacher's and parent's behavior, knowledge, attitudes, and perceptions; and reducing referrals for special education.

Comprehensive Evaluation System Model for Student Services Personnel

Wakulla's comprehensive performance Evaluation system for student services personnel serves multiple functions and is designed to accomplish the following:

- Establish the practices and expectations of the position or profession that are based on research and linked to student outcomes
- Develop Evaluation procedures that align with professional standards and accomplished educator practices (FEAPs)
- Evaluate individual performance relative to expectations by assessing the quality and effectiveness of the services
- Provide feedback to the professional that recognizes effective performance, identifies areas for improvement, and directs professional growth activities
- Provide support to supervisees and practitioners not meeting performance expectations

A comprehensive, evidence-based Evaluation system uses a Multi-Source, Multi-Method, Multi-Trait model. This model ensures no single source of data, single data type, or single trait or attribute will be used to evaluate complex patterns of human behavior. When a single element model is used, the probability of making errors in the interpretation of the data is high. In the Evaluation of student services personnel, the Multi-Source refers to collecting data from multiple settings and/or individuals who are familiar with the work of the professional being evaluated. Examples of Multi-Source include the following:

- Reviewing permanent products (e.g., intervention plans)
- Interviewing stakeholders (e.g., teachers, administrators)
- Observing directly the professional at work (e.g., leadership meetings, problem-solving sessions)

The Multi-Method refers to using Review, Interview, and Observation methods to collect the data. Finally, the Multi-Trait refers to assessing multiple areas of expertise and role function (e.g., consultation, assessment, professional behaviors, leadership). Consistent levels of performance across the sources, methods, and traits are clear indicators of the performance level. Inconsistent levels of performance across the sources, methods, and traits may indicate areas of strengths and weaknesses in skill sets (e.g., traits) and/or settings in which those skills are applied.

Description of the Evaluation Rubric for Professional Practices

The primary responsibility of student services personnel is to remove barriers to learning by providing a multi-tiered system of support that promotes positive academic, behavioral, and healthy outcomes for students and for teachers, school administration, and families.

Providing a multi-tiered system of supports depends on a multi-dimensional process. At the core of this process are four foundational skill sets:

- Problem Solving and Data-Based Decision Making—Expectations for student achievement are expressed in the collection and analysis of student, school, and district data to identify the barriers to learning.
- Instruction/Intervention Planning, Design, and Implementation—Ability to implement a multitiered system of supports by identifying research-based interventions and strategies that have a high probability of increasing student learning and engagement.
- Facilitation of Collaboration Through a Resource-Oriented Team Process—Use of skills to develop linkages with other district and community programs and facilitate relevant staff development.
- Professional Practice—Knowledge of unique professional skills, responsibility, and ethical practice in assessment and program development, and proficiency, self-reflection, professional growth planning, team learning, and collegial engagement.

The Evaluation Rubric for Professional Practices integrates these foundational skills within a multi-tiered system of support. The Evaluation Rubric is structured around five domains, sets of practice standards within each domain, and indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory). The Evaluation Rubric includes the following key components:

- **Domains**—Broad categories used to organize professional practices and structure Evaluation criteria.
- **Practices**—Descriptive standards of a domain related to a specific area of professional skill.
- **Indicators**—A continuum of descriptive statements that assist in differentiating between levels of performance for each practice.

Mastery of professional skills is a career-long and continuous process achieved through professional practices that focus on the five broad domains addressed in the Florida SSPEM:

- Data-Based Decision Making and Evaluation of Practices
- Instruction/Intervention Planning and Design
- Instruction/Intervention Delivery and Facilitation ☐Learning Environment
- Professional Learning, Responsibility, and Ethics

The five domains include 25 practice standards with indicators that differentiate four levels of performance for each practice (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory). The indicators for each practice standard include suggested artifacts or evidence that student services personnel may use to help demonstrate their level of performance for that indicator.

The indicator descriptors provide criteria that distinguish among the performance levels on each practice standard. It is important to clearly understand the indicator statements under each practice standard in order to find the level of proficiency that best describes the student services professional's performance related to the indicator. The indicators provide for a formative as well as a summative assessment of the student services personnel's strengths and weaknesses and contribute to the development of a plan for improving performance.

The "Effective" level describes performance that has school-wide impact and clearly makes a significant contribution to the school. In addition, the effective student services professional demonstrates a willingness to learn and apply new skills.

The "Highly Effective" level describes performance that is well above the Effective and results from consistent engagement with "professional practice." The highly effective student services professional frequently serves as a role model to others. Some professionals will be rated highly effective on some indicators, but few will be rated consistently highly effective on the summative Evaluation.

The "Needs Improvement/Developing" level describes student services professionals who show an understanding of what is required for success, but require support and direction to become effective. Needs Improvement/Developing personnel will require raising their expectations and their standards of practice made more specific. The addition of focused professional learning will assist Needs Improvement/Developing personnel toward more effective performance.

The "Unsatisfactory" level describes student service professionals who are not demonstrating proficiency through their actions or inactions on the skill sets needed for improved student learning. Personnel at this level may require prescribed goal setting and professional development and in time may not be recommended for continued employment.

Student Services and Learning Support Evaluation Rubric

Domain A: Data-Based Decision Making and Evaluation of Practices

Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
A-1. Collects and uses data to develop and implement interventions within a problem-solving framework.			
Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	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.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be effective independently.	Does not collect or use data to inform interventions within a problem-solving framework OR Unsatisfactorily demonstrates the practice/skill required.
A-2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.			
Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be effective independently.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR Unsatisfactorily demonstrates the practice/skill required.
A-3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.			
Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.	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.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be effective independently.	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/ intervention OR Unsatisfactorily demonstrates the practice/skill required.

+A-4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.			
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.	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.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR Unsatisfactorily demonstrates the practice/skill required.

Domain B: Instruction/Intervention Planning and Design			
Highly Effective	**Effective**	**Needs Improvement/Developing**	**Unsatisfactory**
B-1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.			
Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be effective independently.	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR Unsatisfactorily demonstrates the practice/skill required.
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.			
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.	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.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.
B-3. Applies evidence-based research and best practices to improve instruction/interventions.			
Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence based and best practices when developing and planning instruction and intervention.

B-4.	Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.		
Collaborate to identify systems-Level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be effective independently.	Support plans are unsatisfactorily developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).

B-5.	Engages parents and community partners in the planning and design of instruction /interventions.		
Develops systems-level strategies (i.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be effective independently.	Does not engage or unsatisfactorily engages families and community when planning and designing instruction/intervention.

	Domain C: Instruction/Intervention Delivery and Facilitation		
Highly Effective	**Effective**	**Needs Improvement/Developing**	**Unsatisfactory**
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.			
Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Does not contribute to the development and implementation of MTSS at the school level OR Unsatisfactorily demonstrates the practice/skill required.
C-2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.			
Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.	Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral services.	Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and social-emotional/behavioral 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.			
Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Does not incorporate OR Unsatisfactorily demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.

C-4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.			
Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/ goals.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR Unsatisfactorily demonstrates the practice/skill required.

C-5. Promotes student outcomes related to career and college readiness.			
Develops/plans district- level or policies/interventions/programs to supports that address student goals OR postsecondary goal demonstrates practice/skill attainment of post-secondary goals.	Develops/plans interventions or increase student engagement (e.g., attendance, on-attainment, behavior, instruction, participation in school	Practice is Needs Does not Improvement/Developing but task requires supervision, rigorous/relevant and/or independently effective.	Develop interventions that school-level increase student engagement or support support, attainment of postsecondary training to be Unsatisfactorily required, activities) and support

C-6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.			
Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill Unsatisfactorily.

Domain D: Learning Environment

	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
D-1. Collaborates with teachers and administrators to develop 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.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.
D-2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).				
	Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Does not consult with school personnel to support and/or increase student engagement OR Unsatisfactorily demonstrates the practice/skill required.
D-3. Promotes safe school environments.				
	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.	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).	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Fails to demonstrate OR Unsatisfactorily demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff.

D-4. Integrates relevant cultural issues and contexts that impact family–school partnerships.			
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.	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.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Does not OR Unsatisfactorily demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.

D-5. Provides a continuum of crisis intervention services.			
Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/ evaluating programs.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Does not OR Unsatisfactorily demonstrates skills related to collaboration for crisis intervention along the continuum of services.

Domain E: Professional Learning, Responsibility, and Ethics			
Highly Effective	**Effective**	**Needs Improvement/Developing**	**Unsatisfactory**
E-1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the Evaluation.			
Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance Evaluation outcomes and personal/professional goals.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Does not develop a personal professional growth plan with goals related to performance Evaluation outcomes OR shows Unsatisfactory effort in this practice/skill.

E-2.	Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).		
Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
E-3.	**Implements knowledge and skills learned in professional development activities.**		
Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.
E-4.	**Demonstrates effective recordkeeping and communication skills.**		
Supports record/data management system impact on practice and facilitates active listening among professional learning community members.	Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Does not OR Unsatisfactorily maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.
E-5.	**Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.**		
Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is Needs Improvement/Developing but requires supervision, support, and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.

Media Specialist Annual Evaluation Rubrics

May also be used for Self-Assessment – Year _____--_____

Name _____School _____Administrator(s) _____

Consider carefully your level of instructional practice, then circle the level of performance for each component. Evidence section is used to provide notes to yourself and your administrator as to why you made the rating selection you did. **Your Self-Assessment is due by September 29th to your administrator.**

Domain A: Planning and Preparation for Media Specialists					
COMPONENT	**LE VE L OF PER FO RM AN C E**				EVIDENCE
	UNSATISFACTORY	**NEEDS IMPROVEMENT/DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology [FEAPs (a)1.a.; (a)3.e.]	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.	

| 1b:
Demonstrating knowledge of the school's program and student information needs within that program [FEAPs (a)1.e.;

(a)2.a.h.; (a)3.e.h.; (a)4.a.] | Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards. | Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards. | Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards. | Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program. | |

	UNSATISFACTORY	NI/DEV.	EFFECTIVE	HIGHLY EFFECTIVE	
1c: **Establishing goals for the library/media program appropriate to the setting and the students served [FEAPs (a)1.a.,b.; (a)3.e.]**	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.	
1d: **Demonstrating knowledge of resources, both within and beyond the school and district,** **and access to such resources as interlibrary loan [FEAPs (a)2.g.; (a)3.e.]**	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	
1e: **Planning the library/ media program integrated with the overall school program [FEAPs (a)1.b.c.f.; (a)3.e.g.]**	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.	
1f: **Developing a plan to evaluate the library/media program [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.]**	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	

Domain B: The Environment for Media Specialists					
COMPONENT	**LE VE L OF PE R FO RM AN CE**				EVIDENCE
	UNSATISFACTORY	**NEEDS IMPROVEMENT/DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	
2a: Creating an environment of respect and rapport [FEAPs (a)2.d.f.h.; (a)3.e.]	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.	
2b: Establishing a culture for investigation and love of literature [FEAPs (a)2.c.d.f.h.; (a)3.e.]	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.	

2c: **Establishing and maintaining library procedures** [FEAPs (a)2.a.h.; (a)3.e.]	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.	
2d: **Managing student behavior** [FEAPs (a)2.b.h.; (a)3.e.]	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	
2e: **Organizing physical space to enable smooth flow** [FEAPs (a)2.a.h.; (a)3.e.]	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	

Domain C: Delivery of Service for Media Specialists					

L EV EL   O F   P E RF OR MA NCE

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EVIDENCE
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations [FEAPs (a)2.e.; (a)3.a.b.c.d.e.i.; (a)4.a.]	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.	
3b: Collaborating with teachers in the design of instructional units and lessons [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.]	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	

3c: **Engaging students in enjoying literature and in learning information skills** [FEAPs (a)3.a.b.c.d.e.f.g; (a)4.a.]	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.	

	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	
3d: **Assisting students and teachers in the use of technology in the library/media center [FEAPs (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.]**	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.	
3e: **Demonstrating flexibility and responsiveness [FEAPs (a)3.a.b.c.d.e.j.; (a)4.a.d.]**	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.	

COMPONENT	LEVEL OF PERFORMANCE				EVIDENCE
	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Library/media specialist does not reflect on practice, or the reflections are inaccurate or selfserving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.	
4b: Preparing and submitting reports and budgets [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	

4c: **Communicating with the larger community** [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.	

	UNSATISFACTORY	NEEDS IMPROVEMENT/DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	
4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	
4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	
4f: Showing professionalism [FEAPs (a)1.e.; (b)2]	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.	

Media Specialists Short Evaluation Form

Name:		Employee ID#:
Position:	Assignment:	
Evaluator:	Date:	

Scoring Key:

HE (*Highly Effective*) = 4   **E** (*Effective*) = 3   **NI/D** (*Needs Imp./Developing*)= 2   **U** (*Unsatisfactory*) **=** 1

Domain A: Planning & Preparation		Rating Scores			
		HE	**E**	**NI/D**	**U**
A-a. Demonstrates knowledge of literature and current trends in library/media practice and information. [FEAPs (a)1.a.; (a)3.e.]		☐	☐	☐	☐
Evidence:					
A-b. Demonstrates knowledge of the school's program and student information needs within that program.		☐	☐	☐	☐
Evidence:					
A-c. Establishes goals for the library/media program appropriate to the setting and the students served.		☐	☐	☐	☐
Evidence:					
A-d. Demonstrates knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan.		☐	☐	☐	☐
Evidence:					
A-e. Plans the library/media program and integrates with the overall school program.		☐	☐	☐	☐
A-f. Develops a plan to evaluate the library/media program.					
TOTAL (Add the practice rating scores in Domain A ÷ 6, then multiply by 10 =					
Domain A Section Comments:					

Domain B: The Environment	Rating Scores			
	HE	E	NI/D	U
B-a. Creates an environment of respect and rapport.	☐	☐	☐	☐
Evidence:				
B-b. Establishes a culture for investigation and love of literature	☐	☐	☐	☐
Evidence:				
B-c. Establishes and maintains library procedures.	☐	☐	☐	☐
Evidence:				
B-d. Manages student behavior.	☐	☐	☐	☐
Evidence:				
B-5. Organizes physical space to enable smooth flow.	☐	☐	☐	☐
Evidence:				
TOTAL (Add the practice rating scores in Domain B ÷ 5, then multiply by 15 =				

Domain B Section Comments:

Domain C: Delivery of Service	Rating Scores			
	HE	E	NI/D	U
C-a. Maintains and extends the library collection in accordance with the school's needs and within budget limitations.	☐	☐	☐	☐
Evidence:				
C-b. Collaborates with teachers in the design of instructional units and lessons.	☐	☐	☐	☐
Evidence:				
C-c. Engages students in enjoying literature and in learning information skills.	☐	☐	☐	☐
Evidence:				
C-d. Assists students and teachers in the use of technology in the library/media center.	☐	☐	☐	☐
Evidence:				
C-e. Demonstrates flexibility and responsiveness.				
Evidence:				
TOTAL (Add the practice rating scores in Domain C ÷ 5, then multiply by 15 =				
Domain C Section Comments:				

Domain D: Professional Responsibilities	Rating Scores			
	HE	E	NI/D	U
D-a. Reflects on practice.				
Evidence:				
D-b. Prepares and submits reports and budgets.				
Evidence:				
D-c. Communicates with the larger community.				
Evidence:				
D-d. Participates in a professional community.				
Evidence:				
D-e. Engages in professional development				
Evidence:				
D-f: Shows professionalism.				
TOTAL (Add the practice rating scores in Domain D ÷ 6, then multiply by 10 =				

Media Specialists Evaluation Total Score

Scoring Key - HE= 4, E=3, NI/D = 2, U = 1	
Domain A Score	
Domain B Score	
Domain C Score	
Domain D Score	
SUB TOTAL	
175–200	*Highly Effective [HE]*
125–174	*Effective [E]*
75–124	*Need Improvement/Developing [NI/D]*
< 75	*Unsatisfactory [U]*

Scoring Key	HE= 4, E=3, NI/D = 2, U = 1
EVALUATION RUBRIC SCORE (57%)	
OPTIONAL: DELIBERATE PRACTICE (10%)	
STUDENT GROWTH & ACHIEVEMENT (33%)	
OVERALL EVALUATION	

OVERALL SCORING for the *EVALUATION RUBRIC: [INCLUDE FINAL SCORE ON COVER PAGE]*

☐ **Highly Effective**   ☐ **Effective**   ☐ Needs Imp. Developing   ☐ **Unsatisfactory**

OVERALL EVALUATION	Performance Level Rating
3.5 – 4.00	*Highly Effective*
2.5 – 3.4	*Effective*
1.5 - 2.4	*Need Improvement/Developing*
< 1.5	*Unsatisfactory*

6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons; and,

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students' cultural linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and,

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of
    thought,
and application of the subject matter;

c. Identify gaps in students' subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to
    mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of
    knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,

f.   Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

d. Collaborates with the home, school and larger communities to foster communication and to support student

learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices; and,

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98, Amended 2-13-11.

Pedagogy Bibliography

- *Quality Assurance: How Can Superintendents Guarantee Effective Teaching in Every Classroom?* By Kim Marshall in The Councilgram, March 2013 (Vol. 2, #3, p. 1-3), available at www.marshallmemo.com
- *Using Video to Improve Classroom Practices,* In Practice Leadership: If It's Good Enough for Joe…" by Paul Bambrick-Santoyo in Phi Delta Kappan, Mach 2013 (Vol. 94, #6, p.g 68-69), www.kappanmagazine.org; Bambrick-Santoyo can be reached at pbambrick@uncommonschools.org.
- Teacher Analysis Form, School District of Walton County Correlation of Teacher Standards, School District of Wakulla County.
- "College of Education Student Teacher Evaluation Form and Rubrics." The University of Nebraska Kearney.   University of Nebraska Kearney, 2010. Web. 25 June 2011. <http://www.unk.edu/academicafairness/assessment.aspx?id=4827>.
- Danielson, Charlotte. "Enhancing Professional Practice: A Framework for Teaching."ASCD. 1996. Web. 25 June 2011.

  <http://www.pekin.net/pekin108/human_resources/tips/documents/DanielsonRubric.pdf> ☐ Marshall, Kim. "Teacher Evaluation Rubrics." Ecology of Education.net. Revised May 16, 2009. Web. 25 June 2011. <http://ecologyofeducation.net/wsite/wpcontent/uploads/2009/09/teacher-evalrubrics-may-16-09.pdf>
- "North Carolina Teacher Evaluation Process."Public Schools of North Carolina. State Board of Education, Department of Public Instruction. August 2008. Web. 25 June 2011.

<http://www.ncpublicschools.org/docs/profdev/training/teacher/required/rubricass essmentform.pdf>

- "RISE Evaluation and Development System, Indiana Teacher Effectiveness Rubric", Draft Version. Indiana Department of Education. June 7, 2011. Web. 25 June 2011. <http://www.doe.in.gov/puttingstudentsfirst/documents/2011-06 07_teacher_effectiveness_rubric_draft.pdf>
- "Teacher Evaluation." Utah Education Network. (Adapted from Effective Professional Practice: A Framework for Teaching by Charlotte Danielson, and published by ASCD), 2010. Web. 25 June 2011. <http://www.uen.org/Rubric/rubric.cgi?rubric_id=1512>
- Anderson, L.W, et. al. (2001) taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives, New York: Longman. Carleton, L., & Marzano, R. J. (2010). Vocabulary games for the classroom. Bloomington IN: Marzano Research Laboratory
- Cooper, H. (2009). Research synthesis and meta-analysis: A step-by-step approach (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Danielson, C. (2007) Enhancing Professional Practice; 2nd edition, Alexandria, VA: Association for Supervision and Curriculum Development, Englewood, CO
- Danielson, C. (2009) Talk About Teaching: Leading Professional Conversations, Corwin Press
- Danielson, C. (2009) The Handbook for Enhancing Professional Practice: Using the framework for Teaching in Your School. Association for Supervision and Curriculum Development, Englewood, CO
- DuFour, R., & Marzano, R. J. (2011). Leaders of learning: how district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree
- Haystead, M. W. & Marzano, R.J. (2010). Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on instructional Strategies. Englewood, CO: Marzano Research Laboratory (marzanoresearch.com)
- Marzano Research Laboratory (2009). Meta-analysis database. Retrieved August 24, 2009 from http://www.marzanoresearch.com/research/meta_analysis_database.aspx. Marzano Research Laboratory (marzanoresearch.com)
- Marzano, R. J. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. & Brown, J.L, (2009). Handbook for art and science of teaching: Alexandria, VA: Association for Supervision and Curriculum Development
- Marzano, R. J., & Pickering, D. J., with Heflebower, T. (2010). The highly engaged classroom. Bloomington, IN: Marzano Research Laboratory
- Marzano, R.J. (2009) Designing and Teaching Learning Goals, Alexandria, VA: Association for Supervision and Curriculum Development

CERTIFIED EMPLOYEE ANNUAL EVALUATION COVER SHEET

Name _____ Position _____ Employee # _____

Subject/Course _____ School/Dept. _____ School Year _____

Comments of the Evaluator _____

_____

_____

Comments of the Evaluatee_____

_____

_____

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

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

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

Signature does not necessarily indicate agreement with this Evaluation.

OVERALL RATING:　　　HE　　E　　N　　U

Alignment to the Florida Educator Accomplished Practices (FEAP)[12]

Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	A-1, A-5
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	A-2
c. Designs instruction for students to achieve mastery;	A-3
d. Selects appropriate formative assessments to monitor learning;	A-4
e. Uses diagnostic student data to plan lessons; and,	A-3, A-6
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	A-2, A-3
2. The Learning Environment	
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborate , the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	B-1
b. Manages individual and class behaviors through a well-planned management system;	B-3
c. Conveys high expectations to all students;	B-2, B-4, B-5
d. Respects students' cultural linguistic and family background;	A-5, B-4
e. Models clear, acceptable oral and written communication skills;	E-1
f. Maintains a climate of openness, inquiry, fairness and support;	B-4, B-5
g. Integrates current information and communication technologies;	A-4, C-1
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	B-4, D-6
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	A-5
3. Instructional Delivery and Facilitation	
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	D-5
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; D-1 c. Identify gaps in students' subject matter knowledge;	
d. Modify instruction to respond to preconceptions or misconceptions;	D-2, D-4, D-6
e. Relate and integrate the subject matter with other disciplines and life experiences;	D-4, D-5
	D-5, D-6

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

f. Employ higher-order questioning techniques;	D-3
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	D-1
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	D-1, D-4
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	D-3, D-4
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	D-4

4. Assessment
The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	C-3
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	C-4
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	A-3, C-3
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	C-4
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	A-5
f. Applies technology to organize and integrate assessment information.	C-1, C-2

5. Continuous Professional Improvement

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	E-4, E-5
b. Examines and uses data-informed research to improve instruction and student achievement;	E-2
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	A-6
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	E-1, E-7
e. Engages in targeted professional growth opportunities and reflective practices; and,	E-2
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	E-2

7. Professional Responsibility and Ethical Conduct

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to   E-4 the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Section 3: OTHER INDICATORS OF PERFORMANCE

THIRD METRIC DEFAULT: PARENT INPUT – 1%[11]

- The Wakulla County assessment system includes a mechanism to give parents the opportunity to provide input into employee performance assessment when appropriate. To encourage parent   participation in Wakulla County Schools, Climate Surveys are made available online with associated links on the district and school web-sites.
- Using the survey instrument below, scoring will be determined using the following:

Scenario	Score
If both 1 & 2 = YES, No comments	Effective – 3
If both 1 & 2 = YES, And very favorable comments	Highly Effective – 4
If either 1 or 2 = YES and other = NO	Needs Improvement – 2
If both 1 and 2 = NO	Unsatisfactory – 1

Please complete for each teacher/school administrator as applicable [Secondary students may have multiple teachers.] Please scroll to survey end for administrator input.

A: Teacher Name: _____

1. The above named teacher has communicated effectively with me this school year.

YES   NO

2. The teacher has provided effective instruction for my child this year.

YES   NO

3. Additional Comments:

TEACHER DETERMINED OPTION: DELIBERATE PRACTICE GOALS – 10%

Deliberate practice is a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration. It is a means for improving in depth in Domain D: Student Instructional Engagement. To facilitate professional growth in practice, teachers will select an indicator from Domain D: Student Instructional Engagement.

Each teacher may write a SMART goal from Domain D indicators. The principal will determine, in concert with the teacher, if the deliberate practice goals were met. If so, the teacher will receive an E; if goals were above the mark for an HE; or fell below the expectation with little or no effort, based on how far below the expectation as determined by the principal, the teacher will receive an NI or U.

Making the Connections

Results matter. The focus for the deliberate practice piece should be on what the students are doing, keeping student learning a focus point.
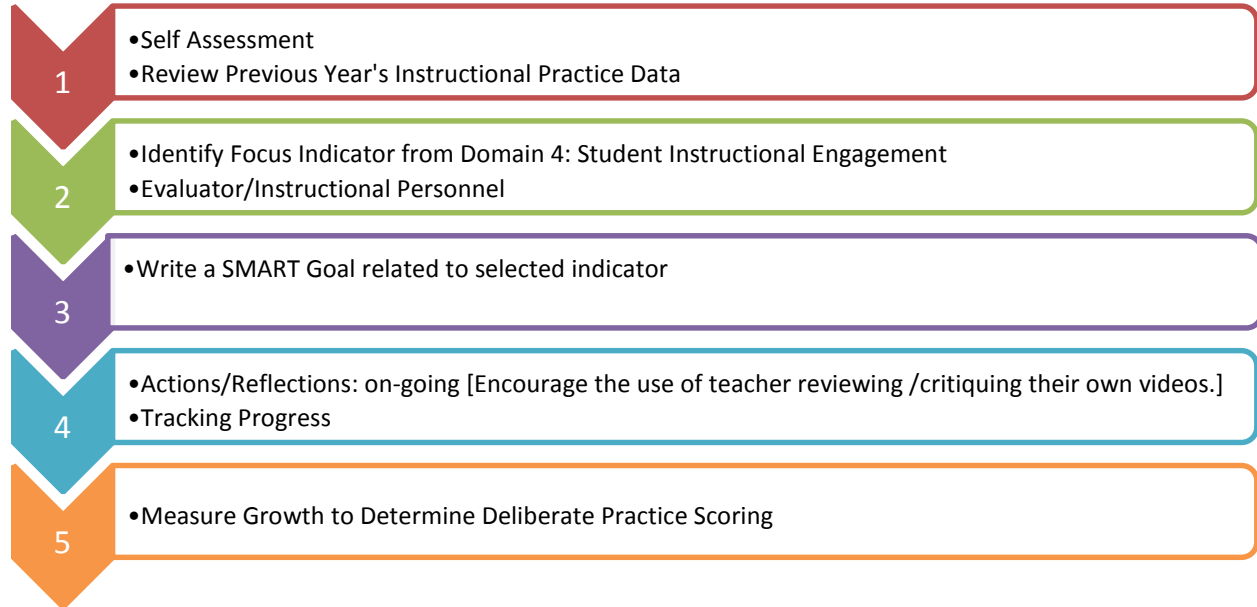
---

[11] The additional performance indicators, pursuant to s. 1012.34(3)(a)4., F.S.

Deliberate Practice Plan Process – may be integrated as part of the teacher evaluation

1
- Self Assessment
- Review Previous Year's Instructional Practice Data

2
- Identify Focus Indicator from Domain 4: Student Instructional Engagement
- Evaluator/Instructional Personnel

3
- Write a SMART Goal related to selected indicator

4
- Actions/Reflections: on-going [Encourage the use of teacher reviewing /critiquing their own videos.]
- Tracking Progress

5
- Measure Growth to Determine Deliberate Practice Scoring

To ensure accurate observations, a second observer is recommended which leads to more accuracy. Because practice varies from day to day, multiple observations are important. Research has proven that two individuals conducting one observation will provide more accurate information as compared to one individual conducting two separate observation. This should be considered when planning observations.

CONTINUOUS IMPROVEMENT

The Wakulla County Schools Teacher Evaluation System supports effective instruction and learning growth as delineated in the district assistance and school improvement plans.

A variety of processes are used to ensure that teachers are provided both face-to-face and on-line professional development and technical assistance in order to implement interventions and achieve improvement goals. Every teacher has the option to complete a Deliberate Practice Plan focused on student achievement through individual professional development. Each individual is expected to focus on individual professional development and improvement goals to improve student achievement and close the achievement gap between identified subgroups.

Information from the Evaluation system will be returned to the teacher as feedback for individual continuous improvement that will be used for the creation of deliberate practice goals. Ongoing training will be provided to administrators to insure inter rater-reliability and increase confidence. The results from the evaluation system will be used to determine professional development goals. [Rule 6A-5.030(2)(f)5., F.A.C.]

PEER/MENTOR REVIEW

Peer assistance/mentors will be provided beginning AND new to Wakulla teachers; however, it will not be made part of a teacher's summative Evaluation(s). Peer/Mentor Review is used to assist personnel during the first year in Wakulla County, whether a novice or veteran, as well as to assist personnel who are placed on performance probation or request assistance. [Rule 6A-5.030(2)(f)11., F.A.C.]

Student Services and Learning Support Evaluation Procedures

When evaluating professional practices it is necessary to use multiple methods of collecting evidence (e.g., Review, Interview and Observation) to document the professional's performance in each practice. This may include reviewing permanent products (e.g., intervention plans), interviewing stakeholders (e.g., teachers, administrators), and observing the professional at work (e.g., leadership meetings, problem-solving sessions).

The Table below provides examples of multiple methods and sources of evidence data to evaluate the demonstration of the practice standards in each of the five domains. District and School-site administrators may modify and add to these evidences to reflect the sources used locally to determine the student services professional's performance level. These sources and methods should be shared at the beginning of each Evaluation cycle to allow the evaluatee the opportunity to document practices.

Data-Based Decision Making and Evaluation of Practices

Sources of Evidence:

☐ Artifacts

☐ Observation

☐ Stakeholder Feedback

☐ Conference/Interview

☐ Self-Assessment

☐ Professional Growth Plan

☐ Other:

Types of Evidence:

Documentation of problem identification and problem analysis with graphed data and gap analysis (e.g., screening, progress monitoring, diagnostic assessment)

- Problem-Solving/Intervention Plan
- Academic Intervention Record
- Behavior Intervention Plan
- Progress-Monitoring Plan
- Section 504 Plan

Reports with data analysis and interpretation (e.g., psychoeducational; psychological; psychosocial; counselors, school health report)

Data platforms/electronic documentation systems (e.g., Data Warehouse, Pinnacle, Global Scholar, Performance Matters, AIMSWEB, mCLASS, EASY CBM)

Critical Components Checklist

Counseling Plan and logs

Needs Assessments

Instruction/Intervention Planning and Design

Sources of Evidence:	Types of Evidence:

Sources of Evidence:

☐ Artifacts

☐ Observation

☐ Stakeholder Feedback

☐ Conference/Interview

☐ Self-Assessment

☐ Professional Growth Plan

☐ Other:

Types of Evidence:

Problem solving/intervention meeting/plan – documentation of intervention design and development (with targets, goals, delivery methods, etc.)

- Critical Components Checklist
- Functional Behavioral Assessment (FBA)
- Individual Educational Plan (IEP)
- Section 504 Plan
- Emergency Action Plan
- Individualized Health Care Plan
- School Health Plan

Electronic documentation systems (school-entry health exam, immunization certification, health records, emergency information, electronic data panels that verify collaboration and consultation)

Inservice trainings/presentations (handouts, agenda, PowerPoint)

Learning community discussions/presentations (agenda)

School/District Improvement Plans – documentation of participation

Instruction/Intervention Delivery and Facilitation

Sources of Evidence:

Types of Evidence:

☐ Artifacts

Problem-Solving/Intervention Plan – documentation of intervention and monitoring of student response (e.g., RtI data, progressmonitoring data)

☐ Observation

☐ Stakeholder Feedback

Monitoring intervention implementation (dosage and fidelity)

☐ Conference/Interview

Electronic documentation systems (electronic data panels that track and verify services)

☐ Self-Assessment

☐ Professional Growth Plan

Case consultation summary

Parent conference notes/logs

☐ Other:

Newsletters, emails, webpage, and other communication methods

Critical Components Checklist

Benchmark of Quality (BoQ); Benchmarks for Advanced Tiers (BAT)

Inservice trainings/presentations related to intervention delivery and facilitation (handouts, agenda, PowerPoint)

Pre-post surveys

School/District Improvement – documentation of participation

Customer satisfaction surveys   Family participation and engagement

Learning Environment

Sources of Evidence:	Types of Evidence:
☐ Artifacts	Threat assessment
	Crisis intervention participation/facilitation
☐ Observation	School climate surveys
☐ Stakeholder Feedback	Inservice trainings/presentations related to school climate, violence preventions, crisis intervention, and mental health issues
☐ Conference/Interview	School-based programs – development and implementation
☐ Self-Assessment	Health education, medication administration, first aid, bloodborne pathogens, cardiopulmonary resuscitation (CPR) and automated
☐ Professional Growth Plan	external defibrillator (AED) trainings
☐ Other:	Disproportionality – risk index and ratios

Professional Learning, Responsibility and Ethics

Sources of Evidence:	Types of Evidence:
☐ Artifacts	Professional Growth Plan
☐ Observation	
☐ Stakeholder Feedback	Documentation of inservice, professional conferences, and
☐ Conference/Interview	workshops
☐ Self-Assessment	Conference/workshop follow-up activities/implementation
☐ Professional Growth Plan	Professional learning community participation/facilitation
	Membership in professional organization
☐ Other:	Documentation of supervision/mentoring activities
	Demonstration of time management (e.g., logs, calendars)

Scoring the Evaluation Rubric for Professional Practices

General Instructions

The Evaluation Rubric for Professional Practices should be completed using evidence from multiple methods and sources. Prior to completing the Evaluation Rubric Scoring Protocol, the evaluator should be familiar with the five domains, the four levels of performance in each of the practices, and the methods and sources of evidence that will be used to determine the professional's level of performance (see Table above). The performance expectations, performance criteria, and the evidence/documentation should be communicated to the professional being evaluated at the beginning of the Evaluation cycle (e.g., preEvaluation planning phase).

Completing the Evaluation Rubric Scoring Protocol

For each practice on the Evaluation Rubric for Professional Practices, the evaluator must determine the professional's performance level using the indicator statements as a guide. The evaluator will need to refer to the indicator statements on the Evaluation Rubric for Professional Practices when completing the scoring protocol. It is recommended that the evaluator start with the indicator statement for Effective, as this is the performance level most likely to capture the majority of student services employees, and then move up or down the performance level/effectiveness scale as needed.

The indicator statements correspond to four levels of performance: Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory. Each practice is scored 4, 3, 2, or 1—Highly Effective = 4, Effective = 3, Needs Improvement/Developing = 2, and Unsatisfactory = 1. Determine the indicator statement that best describes the level of performance for the professional being evaluated.

For each practice, identify the evidence used as documentation of performance under the practice statement. It is best to establish documentation evidence in the pre-Evaluation phase. There is a comments section at the end of each domain. General comments about the domain may be captured here. Ratings of Needs Improvement/Developing or Unsatisfactory require a statement of the specific supports and activities (e.g., training, supervision, professional development) that will be implemented to move the professional to becoming Effective in that practice

Scoring Instructions

- **For each practice statement:** Check the box that corresponds to the level of performance for the professional (4, 3, 2, 1). This is the practice rating score.
- **For each domain:** Sum the ratings (4, 3, 2, 1) for each of the practices; Divide by the number of practices; Multiply by 10 to obtain the total score. This is the domain score.
- **TOTAL:** Sum the scores from each of the five domains. This is the TOTAL score.

Summative Performance Level

The professional's summative performance level (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory) is based on the combined Professional Practices and Student Growth ratings.

Districts may also assign an overall performance rating to the Evaluation Rubric for Professional Practices with the levels of performance used to evaluate the professional practices; however, the overall Evaluation of the professional into one of the four performance levels must be professional practices (50 percent) and student growth (50 percent).

If districts choose to assign a summative rating on the Evaluation Rubric Scoring Protocol that corresponds to the four levels, there are a couple options:

1. Assign TOTAL Score ranges to each of the four levels.

Set standards based on the minimum/maximum number of practices in each domain rated as Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory to obtain the overall performance rating (e.g., to be rated as Highly Effective, 50 percent of the practice scores in each domain must be 4s AND no scores below 2).

Section 4: TEACHER SUMMATIVE EVALUATION SCORE SHEET[12]

Name:		Employee ID#:
Position:	Assignment:	
Evaluator:		Date:

Scoring Key:

HE (*Highly Effective*) = 4   **E** (*Effective*) = 3   **NI/D** (*Needs Imp./ Developing*) **= 2**   **U** (*Unsatisfactory*) **=** 1

Domain A: Instructional Design & Lesson Planning	Rating Scores			
	HE	**E**	**NI/D**	**U**
A-1. Lessons, linked to course requirements, as stated in course descriptions, reflect effective scaffolding within lessons, units and established state-adopted content standard.	☐	☐	☐	☐
Evidence:				
A-2. Lesson design and unit plans demonstrate knowledge of the content, prerequisite relationships between important concepts, instructional strategies specific to the subject matter, and organized strategies and activities that enhance the application of critical, creative and evaluative thinking capabilities.	☐	☐	☐	☐
Evidence:				
A-3. Lessons, linked to course requirements, as stated in course descriptions, are developed in a multi-tiered approach to include learning goals, student tracking and adjustments based on student progress.	☐	☐	☐	☐
Evidence:				
A-4. Uses appropriate and available technology and traditional resources in instructional delivery to establish an atmosphere of learning.	☐	☐	☐	☐
Evidence:				
A-5. Plans and prepares for special needs of students including ELL, ESE and students who lack support for schooling.	☐	☐	☐	☐
Evidence:				
A-6. Evaluates the effectiveness of individual lessons, units, specific pedagogical strategies and behaviors.	☐	☐	☐	☐
Evidence:				
TOTAL (Add the rating scores in Domain A ÷ 6, then multiply by 10 =				

---

[12] The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Domain A Section Comments:

Domain B: The Classroom Environment	Rating Scores			
	HE	E	NI/D	U
B-1. Establishes and maintains a positive, organized, clean, attractive and safe learning environment.	☐	☐	☐	☐
Evidence:				
B-2. Understands students' interests and background and uses appropriate behaviors that indicate affection for students.	☐	☐	☐	☐
Evidence:				
B-3. Establishes and uses a well-planned positive behavior management system which is developmentally appropriate and effective.	☐	☐	☐	☐
Evidence:				
B-4. Creates an environment of respect and rapport while accommodating the differing needs and diversity of students.	☐	☐	☐	☐
Evidence:				
B-5 Establishes a culture for learning and maintains a climate of openness, inquiry, fairness and support.	☐	☐	☐	☐
Evidence:				
TOTAL (Add the rating scores in Domain B ÷ 5, then multiply by 10 =				

Domain B Section Comments:

Domain C: Assessment/Evaluation	Rating Scores			
	HE	E	NI/D	U
C-1. Uses technology effectively and efficiently for administrative tasks, accessing student assessment data, attendance, reporting, etc…	☐	☐	☐	☐
Evidence:				
C-2. Establishes appropriate testing environment and administers tests in accordance with directions provided to ensure test security.	☐	☐	☐	☐
Evidence:				
C-3. Uses a variety of on-going student progress monitoring techniques and adjusts instruction to maximize student learning, adjust instruction and drive the learning process.	☐	☐	☐	☐
Evidence:				
C-4. Designs student assessments aligned with the instructional outcomes.				
Evidence:				
TOTAL (Add the rating scores in Domain C ÷ 4, then multiply by 5 =				

Domain D: Student Instructional Engagement	Rating Scores			
	HE	E	NI/D	U
D-1. Demonstrates knowledge and understanding of curriculum content and course requirements as well as available evolving resources.	☐	☐	☐	☐
Evidence:				
D-2. Establishes and supports goal-setting by students and provides feedback that serves as recognition of students' current status.	☐	☐	☐	☐
Evidence:				
D-3. Provides clearly stated learning goals accompanied by scales or rubrics that describe levels of performance relative to the learning goal.	☐	☐	☐	☐
Evidence:				
D-4. Learning activities are monitored, providing feedback and reinforcement to students while communicating high expectations for learning.	☐	☐	☐	☐
Evidence:				
D-5. Students effectively interact with the presentation of new knowledge, which is linked to course requirements.	☐	☐	☐	☐
Evidence:				
D-6. Demonstrates value and respect for low expectancy students.				
Evidence:				
TOTAL (Add the rating scores in Domain D ÷ 6, then multiply by 20 =				

Domain D Section Comments:

Domain E: Professional Learning, Responsibility, and Ethics	Rating Scores			
	HE	E	Ni/D	U
E-1. Communicates individual student progress and student engagement knowledgeably and responsibly to the student, parents and professional colleagues.	☐	☐	☐	☐
Evidence:				
E-2. Promotes district and school development by participating in district and school initiatives.	☐	☐	☐	☐
Evidence:				

E-3. Recognizes overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.	☐	☐	☐	☐
Evidence:				
E-4. Acts in a professional manner and adheres at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.	☐	☐	☐	☐
Evidence:				
E-5. Performs assigned duties including the accurate and timely filing of all reports.	☐	☐	☐	☐
Evidence:				
E-6. Demonstrates attention to punctuality, attendance, and responsibility for student achievement.	☐	☐	☐	☐
Evidence:				
E-7. Maintains confidentiality of student and other professional information.				
Evidence:				

TOTAL (Add the practice rating scores in Domain E ÷ 7, then multiply by 5 =

Domain E Section Comments:

Statewide Standardized Assessment
*Wakulla County will accept the VAM scores as determined by the FLDOE and use them or standardized state assessments only in the calculation for the student performance measure.

1 state VAM score	2 state VAM score	3 state VAM score	4 state VAM score
1	2	3	4

Wakulla County Performance Evaluation Rating Scale			
NON-Statewide Standardized Assessment			
Unsatisfactory 0 – 25% growth/proficiency depending on the assessment	Developing/Needs Imp. 25 – 50 % growth/proficiency depending on the assessment	Effective 51 – 75% growth/proficiency depending on the assessment	Highly Effective 76 – 100% growth/proficiency depending on the assessment
1	2	3	4
Final Rating (Use one of the options below)			
Instructional Practices			**57%**
Instructional Performance/Student Growth			**33%**
Deliberate Practice Plan			**+10%**

Total Evaluation	100%
OR	
Instructional Practices	66%
Instructional Performance/Student Growth	33%
Parent Input	+1%
Total Evaluation	100%

Instructional Practice Score			
175 - 200	125 - 174	75 - 124	0 - 74
Highly Effective	Effective	Need Improvement/Developing	Unsatisfactory
4	3	2	1

Deliberate Practice			
80 – 100% of goal met	60-79% of goal met	30-59% of goal met	0-29% of goal met
4	3	2	1

Parent Input Score	
Scenario	Score
If both 1 & 2 = YES, No comments	Effective – 3
If both 1 & 2 = YES, And very favorable comments	Highly Effective – 4
If either 1 or 2 = YES and other = NO	Needs Improvement – 2
If both 1 and 2 = NO	Unsatisfactory – 1

Teacher Evaluation Total Score

Scoring Key - HE= 4, E=3, NI/D = 2, U = 1	
Domain A Score	
Domain B Score	
Domain C Score	
Domain D Score	
Domain E Score	
SUB TOTAL	

175–200	Highly Effective [HE]
125–174	Effective [E]
75–124	Need Improvement/Developing [NI/D]
< 75	Unsatisfactory [U]

Scoring Key	HE= 4, E=3, NI/D = 2, U = 1
EVALUATION RUBRIC SCORE (57%)	
DELIBERATE PRACTICE (10%)	
STUDENT GROWTH & ACHIEVEMENT (33%)	
OVERALL EVALUATION	

OVERALL SCORING for the *EVALUATION RUBRIC: [INCLUDE FINAL SCORE ON COVER PAGE]*

☐ Highly Effective   ☐ Effective   ☐ Needs Imp. Developing   ☐ Unsatisfactory

OVERALL EVALUATION	Performance Level Rating
3.4 – 4.00	Highly Effective
2.4 – 3.3	Effective
1.5 - 2.3	Need Improvement/Developing
< 1.5	Unsatisfactory

Teacher Evaluation Total Score

Scoring Key - HE= 4, E=3, NI/D = 2, U = 1	
Domain A Score	
Domain B Score	
Domain C Score	
Domain D Score	
Domain E Score	
SUB TOTAL	

175–200	*Highly Effective [HE]*
125–174	*Effective [E]*
75–124	*Need Improvement/Developing [NI/D]*
< 75	*Unsatisfactory [U]*

Scoring Key	HE= 4, E=3, NI/D = 2, U = 1
EVALUATION RUBRIC SCORE (66%)	
PARENT INPUT (1%)	
STUDENT GROWTH & ACHIEVEMENT (33%)	
OVERALL EVALUATION	

OVERALL SCORING for the *EVALUATION RUBRIC: [INCLUDE FINAL SCORE ON COVER PAGE]*

☐ Highly Effective   ☐ Effective   ☐ Needs Imp. Developing   ☐ Unsatisfactory

OVERALL EVALUATION	Performance Level Rating
3.4 – 4.00	*Highly Effective*
2.4 – 3.3	*Effective*
1.5 - 2.3	*Need Improvement/Developing*
< 1.5	*Unsatisfactory*

STUDENT SERVICES & LEARNING SUPPORT EVALUATION SHORT FORM

Name:		Employee ID#:
Position:	Assignment:	
Evaluator:		Date:

Scoring Key:

HE (*Highly Effective*) = 4 **E** (*Effective*) = 3 **NI/D** (*Needs Imp./Developing) = 2* **U** (*Unsatisfactory*) **=** 1

Domain A: Data-Based Decision Making and Evaluation of Practices	Rating Scores			
	HE	E	NI/D	U
A-1. Collects and uses data to develop and implement interventions within a problem-solving framework.	☐	☐	☐	☐
Evidence:				
A-2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.	☐	☐	☐	☐
Evidence:				
A-3. Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement.	☐	☐	☐	☐
Evidence:				
A-4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.	☐	☐	☐	☐
Evidence:				
TOTAL (Add the practice rating scores in Domain A ÷ 4, then multiply by 10 =				
Domain A Section Comments:				

Domain B: Instruction/Intervention Planning and Design	Rating Scores			
	HE	E	NI/D	U
B-1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic and behavioral interventions and supports.	☐	☐	☐	☐
Evidence:				
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.	☐	☐	☐	☐
Evidence:				
B-3. Applies evidence-based research and best practices to improve instruction/interventions.	☐	☐	☐	☐
Evidence:				
B-4. Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	☐	☐	☐	☐
Evidence:				
B-5. Engages parents and community partners in the planning and design of instruction/interventions.	☐	☐	☐	☐
Evidence:				
TOTAL (Add the practice rating scores in Domain B ÷ 5, then multiply by 10 =				
Domain B Section Comments:				

Domain C: Instruction/Intervention Delivery and Facilitation	Rating Scores			
	HE	E	NI/D	U
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.	☐	☐	☐	☐
Evidence:				
C-2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	☐	☐	☐	☐
Evidence:				
C-3. Implements evidence-based practices within a multi-tiered framework.				
Evidence:				
C-4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	☐	☐	☐	☐
Evidence:				
C-5. Promotes student outcomes related to career and college readiness.				

Evidence:				
C-6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	☐	☐	☐	☐
Evidence:				

| TOTAL (Add the practice rating scores in Domain C ÷ 6, then multiply by 10 = |

Domain C Section Comments:

Domain D: Learning Environment	**Rating Scores**			
	HE	**E**	**NI/D**	**U**
D-1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	☐	☐	☐	☐
Evidence:				
D-2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	☐	☐	☐	☐
Evidence:				
D-3. Promotes safe school environments.				
Evidence:				
D-4. Integrates relevant cultural issues and contexts that impact family–school partnerships.	☐	☐	☐	☐
Evidence:				
D-5. Provides a continuum of crisis intervention services.				
Evidence:				

| TOTAL (Add the practice rating scores in Domain D ÷ 5, then multiply by 10 = |

Domain D Section Comments:

Domain E: Professional Learning, Responsibility, and Ethics	**Rating Scores**			
	HE	**E**	**Ni/D**	**U**
E-1. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the Evaluation.	☐	☐	☐	☐
Evidence:				
E-2. Engages in targeted professional growth opportunities and reflective practices (e.g., PLC).	☐	☐	☐	☐

Evidence:				
E-3. Implements knowledge and skills learned in professional development activities.	☐	☐	☐	☐
Evidence:				
E-4. Demonstrates effective recordkeeping and communication skills.				
Evidence:				
E-5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	☐	☐	☐	☐
Evidence:				

TOTAL (Add the practice rating scores in Domain E ÷ 5, then multiply by 10 =

Domain E Section Comments:

Domain A Score	
Domain B Score	
Domain C Score	
Domain D Score	
Domain E Score	
SUB TOTAL	

175–200	*Highly Effective [HE]*
125–174	*Effective [E]*
75–124	*Need Improvement/Developing [NI/D]*
< 75	*Unsatisfactory [U]*

Scoring Key	**HE= 4, E=3, NI/D = 2, U = 1**
EVALUATION RUBRIC SCORE (56%)	
DELIBERATE PRACTICE (10%)	
STUDENT GROWTH & ACHIEVEMENT (33%)	
OVERALL EVALUATION	

OVERALL SCORING for the *EVALUATION RUBRIC: [INCLUDE FINAL SCORE ON COVER PAGE]*

☐ **Highly Effective**   ☐ **Effective**   ☐ Needs Imp. Developing   ☐ **Unsatisfactory**

Scoring Key - HE= 4, E=3, NI/D = 2, U = 1

OVERALL EVALUATION	Performance Level Rating
3.5 – 4.00	*Highly Effective*
2.5 – 3.4	*Effective*
1.5 - 2.4	*Need Improvement/Developing*
< 1.5	*Unsatisfactory*

Section 5: ADDITIONAL REQUIREMENTS

- Wakulla County confirms that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- Wakulla County confirms that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. These include the following staff members: assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders.
- Training programs are implemented annually either at the annual administrative retreat or during a late summer Staff Meeting. New administrative hires will receive individual training regarding processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
- Administrators will provide feedback to the individual being evaluated in a timely fashion and no more than 10 days from date of observation. [Rule 6A-5.030(2)(f)4., F.A.C.].
- Data from the annual evaluation system will be reviewed and professional development goals will be determined, based on district priority to support needed growth areas. [Rule 6A-5.030(2)(f)5., F.A.C.].
- Wakulla County confirms that the district will require participation in specific professional development programs by those who have been evaluated as less than effective.
- Wakulla County confirms that all instructional personnel will be evaluated at least once a year.
- Wakulla County confirms that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].
- Wakulla County confirms that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district.
- Section 3: Other Indicators of Performance of the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
- Special evaluation procedures and criteria are for student support services and media specialists is included in this document. [Rule 6A-5.030(2)(f)10., F.A.C.].
- The District has an established mentor program for newly hired teachers and teachers who are on a corrective action plan. Each newly hired teacher is assigned a mentor. Mentor receive a supplement and must be trained by District personnel to qualify. Mentors are an integral part of the completion of the professional education competence requirements and new educator notebook and associated procedures. [Rule 6A-5.030(2)(f)11., F.A.C.].

Section 6: DISTRICT EVALUATION PROCEDURES

Evaluators are expected to have a full understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.[13] Evaluators must follow district policies and procedures in the implementation of the evaluation system(s), use evaluation data to identify individual professional development needs as well as inform school and district improvement plans.[14]

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - ➢ Submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
  - ➢ Submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
  - ➢ Discuss the written evaluation report with the employee [Rule 6A5.030(2)(g)3., F.A.C.].
  - ➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
- The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].
- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

STEP 1: ADMINISTRATOR INFORMS TEACHER ABOUT EVALUATION PROCESS

School administrators meet with instructional staff during pre-planning week to orient and to inform them of assessment criteria and procedures. (Attendance at this meeting is mandatory. Teachers must sign an attendance roster.) The orientation will include evaluation criteria, data sources, methodologies, and procedures associated with the evaluation, as well as clarification regarding staff members who may provide input toward the evaluation and assurance that they understand the proper use of the evaluation criteria and procedures. [Rule 6A-5.030(2)(f)3., F.A.C.]

The Wakulla County Schools *Teacher* Evaluation Handbook is available **on the district website**. As additional staff is employed, administrators review the criteria and procedures of the assessment system within the first ten (10) working days of each teacher's employment.

---

[13] Rule 6A-5.030(2)(j)1.

[14] Rules 6A—5.030(2)(j)3., F.A.C.; Rule 6A-6.030(2)(j)4.,F.A.C.; Rule 6A-5.030(2)(j)5., F.A.C.

STEP 2: ADMINISTRATOR MEETS WITH TEACHER TO ASSIST IN DEVELOPMENT OF DELIBERATE PRACTICE [OPTIONAL]

Consistent with Florida Statutes the immediate supervisor, [the school principal] will conduct the teacher evaluations. During the session, the objectives and essential functions focus for both personal and organizational development will be established or reviewed. No later than October 15, administrators may collaborate with teachers to develop Deliberate Practice Goals. The plan must clearly relate to specific performance data for the students to whom the teacher is assigned.

Teachers should bring the rubric with them at post conference and have evidence of self-assessment. The evaluation process should become a professional conversation.

The plan must include clearly defined training objectives and specific and measurable improvements in student performance that are expected to result from the training activity. The plan must measure the extent to which each training activity did accomplish the performance gains that were predicted to result from the training.

STEP 3: ADMINISTRATOR SCHEDULES OBSERVATION AND OPTIONAL PRE- OBSERVATION CONFERENCE

Collaboratively, the administrator and teacher set an observation date and time. The teacher must be given at least a **two working day** notice prior to the announced classroom observation. If a Pre-Observation Conference is requested by either the teacher or the assessor, the administrator schedules the PreObservation conference preferably 1 – 5 working days before the observation.

Administrator provides an optional Pre-Observation Conference Form to the teacher in advance of the conference and asks him or her to bring the completed form to the conference.

STEP 4: ADMINISTRATOR HOLDS PRE-OBSERVATION CONFERENCE (If Applicable)

Teacher brings a copy of the completed Pre-Observation Conference Form PS-011, to the conference. The administrator uses it to guide the conversation and to organize notes as he/she records evidence of

Domain A: Instructional Design & Lesson Planning. Teacher discusses the lesson to be observed. The teacher should do most of the talking, but the administrator should ask questions and offer suggestions for improvement to the lesson.

STEP 5: ADMINISTRATOR OBSERVES TEACHER

Administrator gathers evidence of the teacher's and students' actions, statements, and questions using an electronic device or evidence collection tool. The length of the announced formal observation may vary from 20 minutes to one full class period.

It is expected that numerous informal interactions and observations will occur throughout the school year. A formal observation is defined as observing a classroom teacher for one full period. All formal observations will be completed by May 1.
Informal observations are defined as those interactions which occur during walkthroughs, committee meetings, staff meetings, three-way parent conferences and others.

STEP 6: ADMINISTRATOR SCHEDULES POST-OBSERVATION CONFERENCE

Administrator schedules the post-observation conference for no later than ten (10) working days[15] after the observation takes place. The provision of timely feedback is in compliance with Rule 6A5.030(2)(f)4., F.A.C.]

Year 1 Teachers in District

Evaluations: 2/year

Observations
Formal - minimum of two
Informal - minimum of four

Teachers - 1+ years or more

Evaluation: 1/year

Observations
Formal - minimum of one
Informal - minimum of two
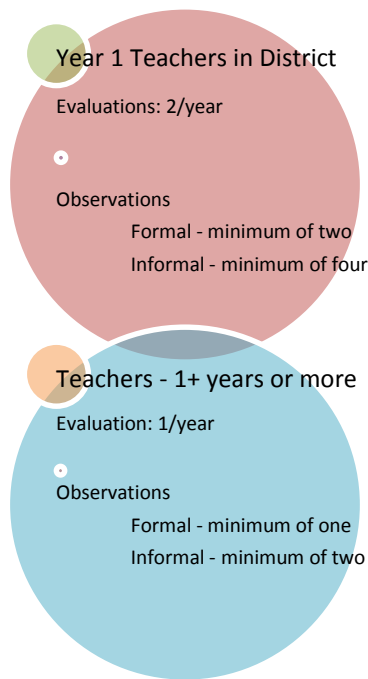
Administrator gives the teacher the Post-Observation Conference Form [PS-012] to complete in advance of the post-observation conference when appropriate.

STEP 7: ADMINISTRATOR ALIGNS EVIDENCE USING THE RUBRICS

After the observation, the administrator identifies the relevant component(s) for each piece of evidence. Administrator compares the evidence listed under each component to the level of performance descriptions, as indicated on the evaluation rubric, and chooses the level of performance for each component that most closely aligns to the evidence.

Administrator completes the Annual Teachers' Evaluation Form for the teacher's appropriate job classification, i.e. classroom teacher, guidance counselor, etc…

The principal/supervisor is to provide the employee with coaching and assistance throughout each yearly cycle in meeting any performance expectations where difficulty is encountered. The principal/supervisor also may suggest other forms of assistance such as advice from a colleague, in-service training, observing a master teacher.

For employees whose performance is rated *Highly Effective or Effective*, the principal/supervisor is encouraged to assist them in building on their strengths and further developing their skills. These effective employees should be encouraged to share their experiences or mentor beginners. When performance is rated as *Needs Improvement or Unsatisfactory* during the interim performance review or the final annual review, the coaching and assistance plan is documented on the Professional Improvement Plan.

---

[15] Evaluators provide necessary and timely feedback to employees being evaluated, [Rule 6A-5.030(2)(j)2., F.A.C.

STEP 8: ADMINISTRATOR HOLDS POST-OBSERVATION CONFERENCE – PART I

Teacher reflects on the lesson using the Observation/Evaluation e-form or paper copy. Administrator and teacher discuss the evidence collected and the levels of performance chosen.

Administrator and teacher sign the observation/evaluation form on a paper form or via a comparable eform. The teacher has the right to initiate a written response to the observation/evaluation and the response shall become a permanent attachment to the observation and/or evaluation instrument placed in the individual teacher's personnel file.

STEP 9: ADMINISTRATOR FINALIZES TEACHERS' ANNUAL EVALUATION FORM – PART II

Administrator adds the student growth data as provided by the Florida Department of Education to the Teachers' Annual Evaluation Form upon availability of data and pending receipt of data or within 90 calendar days after the close of the school year (June 30).

The Final written report will be discussed with the employee and the employee has the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.[16]

STEP 10: ADMINISTRATOR NOTIFIES TEACHER OF FINAL OVERALL RATING and HOLDS ADDITIONAL POST CONFERENCE

For teachers receiving an overall rating of effective or highly effective:
Administrator notifies teacher of overall final rating and schedules an additional post conference after the receipt of student growth data prior to September 30.

Administrator holds additional post conference with the teacher and presents student growth data and the finalized Teachers' Annual Evaluation Form.

Administrator and teacher sign final Teachers' Annual Evaluation Form. The teacher will have the right to review the student test data and initiate a written response to the assessment, and the response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file.

The Administrator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract. Rating Scale Definitions

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

Highly Effective The "Highly Effective" level describes performance that is well above the Effective and results from consistent engagement with "professional practice." The highly effective teacher frequently serves as a role model to others. Refers to professional teaching that innovatively involves

---

[16] Rules 6A-5.030(2)(g)2., F.A.C.; Rule 6A-5.030(2)(h), F.A.C.

students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school.

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

Effective

The "Effective" level describes performance that has school-wide impact and clearly makes a significant contribution to the school. Refers to successful, professional teaching that is consistently at a high level. It would be expected that most experienced teachers would frequently perform at this level.

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

Needs Improvement/Developing

The "Needs Improvement/Developing" level describes teachers who show an understanding of what is required for success, but require support and direction to become effective. Refers to teaching that reflects the necessary knowledge and skills to be effective, but its application is inconsistent. "Needs Improvement" will be used for teachers with 3+ years of experience. "Developing" will be used for teachers with 3 years or less experience and for experienced teachers new to the district.

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

Unsatisfactory

The "Unsatisfactory" level describes teachers who are not demonstrating proficiency through their actions or inactions on the skill sets needed for improved student learning. Refers to teaching that does not convey understanding of the concepts underlying the component. This level of performance is doing harm in the classroom.

Indicates performance that does not meet the **minimum requirements** of the position and the level of performance commensurate with the experience of the employee. If this category is used, there **must** be written support regarding how performance is to be improved. The rating of Unsatisfactory indicates performance that is not acceptable for continued employment provided that level of service continues. An employee receiving this rating should be notified that future performance assessments will be conducted according to the Department of Education Professional Practices Services Section NEAT procedures. Continued performance at this level should result in notice of termination when the rights of due process and just cause are evident. School districts should remain particularly sensitive to the appeal rights of employees identified in 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.]

The District will comply with the requirement that the FL DOE be notified annually of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S.

Other Documentation Sources

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

A.   **Behavioral Event Interview** - A validated process of data collection using the Targeted Selection Interview Process.

B.   **Direct Documentation** - Written material that follows a direct line of communication between the employee and the supervisor. This section also contains information which should flow from a comprehensive 360° feedback type system which may include:
>   1. Self-Evaluation
>   2. School Improvement Plan
>   3. Student Assessment Data o Classroom based assessment
>   o Performance tests such as Florida Comprehensive Assessment Test, EOCs, AP exams,
>   DEA, FAIR, and other standardized achievement tests
>   o High School Competency Test o Formal and informal
>   program reviews
>   4. SACS CASI AdvancED District Accreditation Reports
>   5. School Climate Survey Instruments from **parents and students.**
>   6. Collect parent input by including the following statement on the Annual School Climate
>   Survey: ***"If an educator at this school has had a significant impact on your child's education during this school year, please explain in the space provided or contact the appropriate school district administrator."***
>   7. All duties required of the position (job descriptions)
>   8. School Performance Grade

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

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

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

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

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

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

CORRECTIVE ACTION PLAN

The goal of the Corrective Action Plan is to improve the individual teacher's or employee's performance. There are several tools an administrator can use. These tools should be progressive in nature[19] and should start with performance indicators on the Evaluation instrument and the Florida Educator Accomplished Practices (FEAPs).

The corrective action must be reasonable and consistent with what is required/expected of other teachers in the school/site. The administrator should identify the area(s) needing improvement using quantitative and/or qualitative evidence of the teacher's or employee's deficiencies.

Documentation could include: formal observations, anecdotal records, and teacher records, parent surveys and/or other relevant reports. A **Professional Improvement Plan** is the last step in the Corrective Action Plan. The following steps represent progression toward a **Professional Improvement Plan (PIP)**:

Verbal Warning/Verbal Reprimand

Notice of Professional Counseling - Written

Notice of Unsatisfactory Performance

Professional Improvement Plan [PIP]

Verbal Warning/Verbal Reprimand
    a. A **verbal warning** will be given upon the identification of a deficiency/concern.
    b. Administrator calls conference with teacher. The teacher must be notified that he/she has the right to representation.
    c. Administrator explains expectations and offers assistance, including appropriate timeline(s).
    d. Administrator **documents** **verbal warning**. This may be done with a notation of scheduled appointment and attendees on the administrator's calendar, via email, in a memo or other mechanism.
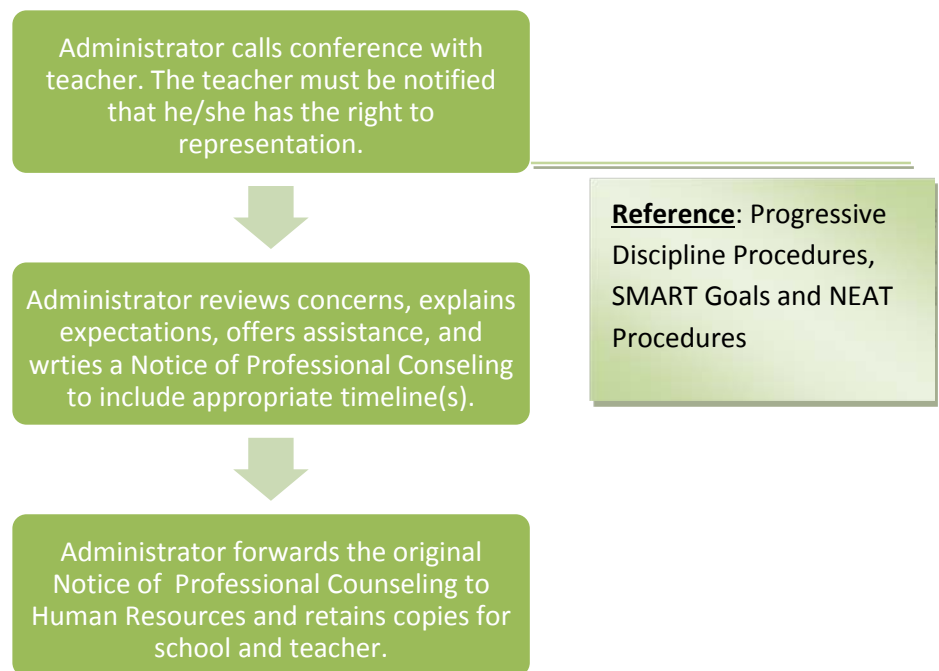**EXAMPLE A**: Teacher has not entered grades in Focus by deadline. Administrator calls conference with teacher. Administrator explains expectations regarding record keeping and offers assistance.

EXAMPLE B: Teacher has written 25 discipline referrals in one week. Administrator calls conference with teacher. Administrator explains expectations regarding classroom management and offers assistance.

Notice of Professional Counseling [See Sample]

A **notice of professional counseling** will be given following the **verbal warning** when the deficiency/concern is not corrected. The administrator must ensure that all facts are accurate before making accusations or allegations. The administrator should use clear, specific language in a letter or memorandum so there is no room for misunderstanding. The notice should reflect specific examples of incidences that necessitated the communication.

Refer to the previous **verbal warnings**. Describe any actions that have been taken or may be taken against the individual if the situation does not change. Clearly state any action that the employee should take and the deadline for taking such action. If the performance does not improve the teacher will receive a **Notice of Unsatisfactory Performance**.

Administrator calls conference with teacher. The teacher must be notified that he/she has the right to representation.

↓

Administrator reviews concerns, explains expectations, offers assistance, and wrties a Notice of Professional Conseling to include appropriate timeline(s).

↓

Administrator forwards the original Notice of Professional Counseling to Human Resources and retains copies for school and teacher.

Reference: Progressive Discipline Procedures, SMART Goals and NEAT Procedures

EXAMPLE A: Teacher has once again missed deadline for entering grades into Focus. Administrator investigates reason for lateness, and depending on the results of the investigation, prepares a **Notice of Professional Counseling**.

EXAMPLE B: Classroom management problems continue with teacher. Administrator investigates reasons for continued classroom management problems and, depending on the results of the investigation, prepares Notice of Counseling. [Reference: Investigative procedures]

Notice of Unsatisfactory Performance [See Sample]

A written **Notice of Unsatisfactory Performance** will be given following the **Notice of Professional Counseling** when the deficiency/concern is not corrected by the established timeline. Ensure all facts are accurate before making accusations or allegations. Use clear, specific language in a letter or memorandum so there is no room for misunderstanding. Indicate why the person is being given the notice. Give specific examples of incidences which necessitate

the notice. Refer to the previous warnings and notice(s) of Professional Counseling. Describe any actions that have been taken or may be taken against the individual if the situation does not change. Clearly state any action that the employee should take and the deadline for taking such action. If the performance does not improve a **Professional Improvement Plan (PIP)** will be initiated.

Administrator calls conference with teacher. The teacher must be notified that he/she has the right to representation.

Administrator reviews concerns, explains expectations, offers assistance, and writes Notice of Unsatisfactory Performance to include appropriate timeline(s). [Re: SMART Goals - see appendix A]

Specific

Measurable

Attainable

Realistic

Timely

Administrator notifies teacher verbally, and in the Notice of Unsatisfactory Performance, that a Professional Improvement Plan (PIP) will be initiated if his/her performance does not improve by the end of the timeline.

Administrator forwards the original Written Notice of Unsatisfactory Performance to Human Resources and retains copies for school and teacher.

EXAMPLE A: Teacher is still missing grade deadlines for Focus. Administrator again investigates and depending on results, prepares **Notice of Unsatisfactory Performance**.

EXAMPLE B: Teacher is still having classroom management problems. Administrator investigates and depending on results, prepares **Notice of Unsatisfactory Performance**.

Professional Improvement Plan (PIP) (See SAMPLE)

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

At the end of the designated timeline in the **Notice of Unsatisfactory Performance**, the administrator must confer with the employee, make recommendations with respect to specific areas of unsatisfactory teacher performance and provide assistance in helping to correct deficiencies within the prescribed time period of 90 calendar days (excluding school holidays, weekend, and school vacation periods). The teacher must be notified that he/she has the right to representation during the **PIP** process.

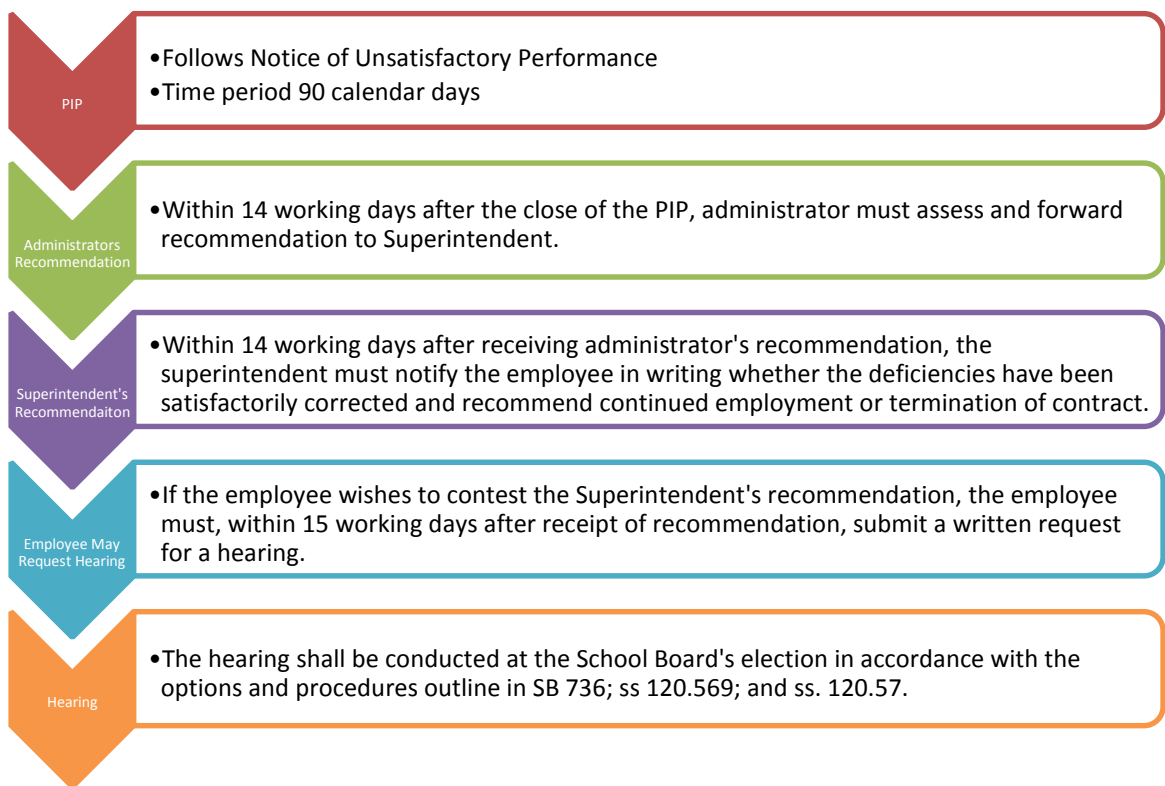A **PIP** conference is conducted to ensure that the teacher is aware of:

- The performance deficiency
- The necessary level of performance
- The strategies needed for improvement
- The documentation of strategy implementation
- The resources available for assistance
- The method of documentation/Evaluation
- The consequences of failure to improve
- The timeline guiding the implementation of the **PIP**.

The administrator, in collaboration with the teacher, will write the improvement goal(s) that is measurable, establishes strategies, identifies forms of documentation and delineates the timeline that will lead to goal attainment. In accordance with FS 1012.34, the length of the **PIP** will be 90 calendar days. The administrator shall identify an Evaluation method, using the approved Wakulla County School District Evaluation instrument and rubrics, to determine goal progress and satisfaction. The teacher is responsible for securing all documentation as determined in the **PIP**.

The administrator will evaluate the documentation periodically (minimum of two times) with teacher and determine the degree of goal satisfaction. Within 14 working days after the close of the 90 calendar days, the administrator must assess whether the performance deficiencies have been corrected and forward a recommendation to the superintendent. Within 14 working days after receiving the administrator's recommendation, the superintendent must notify the employee in writing whether the performance deficiencies have been satisfactorily corrected and whether the superintendent will recommend that the school board continue to terminate the teacher's employment contract.

The administrator shall forward the original copy of the **PIP** to the Wakulla District Schools Human Resources Department for recording purposes when the goal has been met or goal status has been changed. If the employee wishes to contest the District School Superintendent's recommendation, the employee must, within 15 working days after receipt of the District School Superintendent's recommendation, submit a written request for a hearing. The hearing shall be conducted the District School Board's election in accordance with the options and procedures outlined in F.S. 1012.33; ss. 120.569; and ss. 120.57.

PIP
- Follows Notice of Unsatisfactory Performance
- Time period 90 calendar days

Administrators Recommendation
- Within 14 working days after the close of the PIP, administrator must assess and forward recommendation to Superintendent.

Superintendent's Recommendaiton
- Within 14 working days after receiving administrator's recommendation, the superintendent must notify the employee in writing whether the deficiencies have been satisfactorily corrected and recommend continued employment or termination of contract.

Employee May Request Hearing
- If the employee wishes to contest the Superintendent's recommendation, the employee must, within 15 working days after receipt of recommendation, submit a written request for a hearing.

Hearing
- The hearing shall be conducted at the School Board's election in accordance with the options and procedures outline in SB 736; ss 120.569; and ss. 120.57.

EXAMPLE: Instructor continues to have teacher performance issues. Administrator investigates and, depending on results, develops a **PIP** in collaboration with the teacher. The administrator calls a conference with the teacher to accomplish this [WCTA representative present if teacher is a member of WCTA]. The goal should be SMART and the goal should focus on teacher performance.

Points to Remember

1. **The principal must sign** all formative Evaluations, interim summative Evaluations and the final summative Evaluation.
2. **The teacher is required to sign** the Evaluation indicating that the document was received. The signature does not necessarily indicate agreement.
3. **The administrator may amend** an Evaluation for any teacher based upon assessment data from the current school year if the data becomes available within 90 calendar days after the close of the school year. The teacher will receive a copy of the amended Evaluation within 10 work days 9F.S. 1012.34)
4. If an administrator has completed a teacher's summative Evaluation and later notices a problem, the next steps depend upon the severity of the problem. If the problem is NOT a violation of Professional Practices, but warrants closer attention, then the administrator should begin a Corrective Action Plan. If the problem IS a violation of Professional Practices, then the district is not required to follow the Corrective Action Plan. The principal must report the incident/problem to the Superintendent or the Executive Director of Human Resources for further investigation (SBE Rule 6B-1.006).
5. **The administrator must discuss** the written Evaluation report with the teacher. The teacher shall have the right to initiate a written response to the Evaluation, and the response shall become a permanent attachment to the teacher's personnel file (F.S. 1012.34)

6. Wakulla County School District will refer to and follow the procedures outlined in FS 1012.33 and FS 1012.34 with regard to employees not performing their duties in a satisfactory manner.

Creating S.M.A.R.T. Goals

Specific　　　Measurable　Attainable　Realistic　　　Timely

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:
- Who:　Who is involved?
- What:　What do I want to accomplish?
- Where:　Identify a location.
- When:　Establish a time frame.
- Which:　Identify requirements and constraints.
- Why:　Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.
- To determine if your goal is measurable, ask questions such as……
- How much? How many?
- How will I know when it is accomplished?

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic- To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Timely – A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs., when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

T can also stand for **Tangible** – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

Sample Notice of Professional Counseling

Be sure that your facts are accurate before making accusations or allegations. Use clear, specific, language in a letter of memorandum so there is no room for misunderstanding. Indicate why the person is being given the notice. Give specific examples of incidents which necessitate the notice. Refer to the previous verbal warnings and letter(s) of counseling. Describe any actions that have been taken or may be taken against the individual if the situation does not change. Clearly state any action that the employee should take and the deadline for taking such action. If the performance does not improve the teacher will be given a NOTICE OF UNSATISFACTORY PERFORMANCE.

MEMORANDUM

To: Employee name and title

From: Administrator's name and title

Date:

Subject: Notice of Professional Counseling

This memorandum serves as your official notice of professional counseling. You are hereby notified that if your performance in the area of _____does not improve by _____you may face further disciplinary action. (In this first paragraph you should address prior verbal warning/reprimand(s). Reference your desk/outlook calendar for specific dates.)

The notice shall include the following elements, but can be adapted to fit the individual evaluator's writing style.

1. Description of unsatisfactory performance
2. Improvement desired
3. Assistance to be provided
4. Prescribed time limits

I sincerely hope that you will make every effort to improve your performance and fulfill your job responsibilities. If you have any questions regarding this document, or what is expected of you in your position, please let me know.

_____   _____

Administrator's Signature   Date

_____   _____

Employee's Signature   Date

Distribution: Human Resources, Personnel File, School/Site, Employee

Sample Notice of Unsatisfactory Performance

Be sure that your facts are accurate before making accusations or allegations. Use clear, specific, language in a letter of memorandum so there is no room for misunderstanding. Indicate why the person is being given the notice. Give specific examples of incidents which necessitate the notice. Refer to the previous verbal warnings and letter(s) of counseling. Describe any actions that have been taken or may be taken against the individual if the situation does not change. Clearly state any action that the employee should take and the deadline for taking such action. If the performance does not improve a Professional Improvement Plan (PIP) will be initiated.

MEMORANDUM

To: Employee name and title

From: Administrator's name and title

Date:

Subject: Notice of Unsatisfactory Performance

This memorandum serves as your official notice of Unsatisfactory Performance per Florida Statute 1012.34. You are hereby notified that if your performance in the area of _____does not improve by _____you will be placed on a Professional Improvement Plan that could lead to further disciplinary action, which may include your immediate suspension or termination. (In this first paragraph you should address prior verbal warning/reprimand(s) and notice of professional counseling. Reference your desk/outlook calendar for specific dates.)

The notice shall include the following elements, but can be adapted to fit the individual evaluator's writing style.

1. Description of unsatisfactory performance
2. Improvement desired

3.   Assistance to be provided

4.   Prescribed time limits

I sincerely hope that you will make every effort to improve your performance and fulfill your job responsibilities. If you have any questions regarding this document, or what is expected of you in your position, please let me know.

_____   _____

Administrator's Signature   Date

_____   _____

Employee's Signature   Date

Distribution: Human Resources, Personnel File, School/Site, Employee

| **WAKULLA COUNTY SCHOOL DISTRICT** |
| **HUMAN RESOURCES DEPARTMENT** |

PROFESSIONAL IMPROVEMENT PLAN (PIP)[20]

Teacher's Name	Employee ID Number	School/Site

| **Improvement Goal Statement[21]:** |
| |

Area of Need (Refer to the Florida Educator Accomplished Practices and the Evaluation Instrument)

Indicate Domain	**Note Performance Indicators**	**Teacher Signature**	**Administrator Signature**	**Date**
A: Instructional Design & Lesson Planning	Pedagogy, Organization, Engagement, Assessments, Quality			

B: The Classroom Environment	Learning Environment, Techniques, Efficiency, Time Management, Behavior Management, Expectations, Supervision			
C: Assessment/Evaluation	Protocol, Diagnosis, Analysis, Understanding, Communication, Responsibility, Expectations			
D: Student Instructional Engagement	Goal Focus, Knowledge of Content, Expectations, Instructional Strategies, Monitoring Feedback, Individual Student Needs, Intervention			
E: Professional Responsibility, Learning and Ethics	Collaboration, Leadership Contributions, Self-Assessment, Students & Families, Other Professionals, Teamwork,			

[20] NEAT Process: NOTICE, EXPECTATION, ASSISTANCE, TIME

[21] SMART Goals: Specific, Measurable, Attainable, Reasonable, Timely

	Reliability, Judgment, Contributions			
Student Growth & Achievement				

Strategies	Documentation/Evaluation Method	Anticipated Completion Date

Planning/Review Sessions (Initial)

Assistance to be provided and by whom:

Failure to successfully complete this PIP may result in recommendation for termination.

Employee initials: _____ Date: _____
Administrator's initials: _____ Date: _____

_____

_____

I certify that the teacher's Professional Improvement Plan goal attainment is:

_____ Satisfactory (PIP is satisfied)

_____ Unsatisfactory (Administrator will forward a recommendation to the Superintendent within 14 calendar days.)[17]

Administrator's Signature: _____ Date: _____

_____

<u>Distribution</u>: Superintendent, Human Resources, School, Teacher

---

[17] Wakulla County School District will follow the procedures outlined in FS 1012.33, and FS 1012.34 with regard to employees not performing their duties in a satisfactory manner.

Section 7: DISTRICT SELF-MONITORING

The district self-monitoring processes include the following:

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

Wakulla County will use evaluation data to inform school and district improvement plans.

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

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

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

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

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

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

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

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

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

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

Instructional Practice

The district has provided and meets the following criteria:

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

Classroom Teacher Media Specialist, Student Support Services

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

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

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

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

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

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

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

Additional Requirements

The district has provided and meets the following criteria:

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

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

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

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

District Evaluation Procedures

The district has provided and meets the following criteria:

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

District Self-Monitoring

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

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