

Pasco County Schools

Instructional Evaluation System



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

Pasco County Schools
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Directions:

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

DistrictEvalSysEQ@fldoe.org.

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

1. Performance of Students

Directions:

The district shall provide:

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

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The Student Performance Measure (SPM) will be calculated for each measure weighted by the courses taught for that measure by the teacher and reported as a score of 1, 2, 3, or 4. This value will be averaged with the SPM for the prior year and the prior, prior year. This averaged SPM will be weighted as 35% of the teacher's summative score including teachers new to Pasco. Pasco will use the state-approved VAM scores for teachers who teach courses assessed by the Florida Standards Assessment (FSA) English Language Arts (ELA) in grades 4-10, the FSA Mathematics grades 4-8, or Algebra 1 (for grade 9 with grade 8 available). The state's score of 1, 2, 3, or 4 matches the calculation for the SPM calculation for other measures in Pasco. For other measures, Pasco will set cut scores using a proportional distribution across content and grade levels. Pasco County will accept the state determined VAM score of each teacher. This score will be a 1-4 score, indicated by U to HE. The chart below demonstrates how this score will be converted to points for the summative evaluation score:

VAM Score Conversion	Categorical Score	= Points
4	Highly Effective	4
3	Effective	3
2	Needs Improvement/Developing	2
1	Unsatisfactory	1

This chart will be used for assessments that don't have a conversion chart listed within the document.

Roster-Based VAM Score Conversion (local Pasco VAM – not state VAM)	Categorical Score	= Points
75 – 100% students meeting or exceeding expectation	Highly Effective	4
40 - 74% students meeting or exceeding expectation	Effective	3
20 – 39% students meeting or exceeding expectation	Needs Improvement/Developing	2
0 – 19% students meeting or exceeding expectation	Unsatisfactory	1

Student Performance Measures

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.

Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Percentage Associated with Final Summative Evaluation
Pre-Kindergarten (PK)	School-wide	35%
Kindergarten (K)	District Final ELA; District Final Math	35%
First Grade (1)	District Final ELA; District Final Math	35%
Second Grade (2)	District Final ELA; District Final Math	35%
Third Grade (3)	FSA ELA; FSA Math	35%
Fourth Grade (4)	VAM ELA; VAM Math	35%
Fifth Grade (5)	VAM ELA; VAM Math	35%
Other (K-5), including non-classroom instructional personnel	% meeting or exceeding expectation based on VAM ELA Guidance: School-wide Access Points: FSAA; ABLLS; Brigance	35%
Math Courses (6-8)	VAM Math	35%
Science Courses (8)	FCAT Science	35%
English/Language Arts/Reading Courses (6-8)	VAM ELA	35%
Other (6-8), including non-classroom instructional personnel	% meeting or exceeding expectation based on VAM ELA Guidance: School-wide Access Points: FSAA	35%
Civics	Civics EOC	35%
English 1	VAM ELA	35%
English 2	VAM ELA	35%
English 3	College Readiness R	35%
English 4	PERT R	35%
AP English Comp	AP English Comp	35%

Algebra 1; Algebra 1 Honors; Algebra 1B	Algebra VAM (grade 8,9); Algebra EOC	35%
Pre-AICE Mathematics 1	VAM Math	35%
Geometry; Geometry Honors	Geometry EOC	35%
Pre-AICE Mathematics 2	VAM	35%
Biology 1; Biology 1 Honors; Biology Technology; Biology 1 Pre-IB; Integrated Science 3; Integrated Science 3 Honors	Biology EOC	35%
Pre-AICE Biology	Biology EOC	35%
United States History	US History EOC	35%
ROTC	% meeting or exceeding expectation based on VAM R or College Readiness	35%
Other (9-12), including non-classroom instructional personnel	% meeting or exceeding expectation based on VAM R or College Readiness Access Points: FSAA; LCE	35%
District Non-Classroom Instructional Personnel	District-wide VAM	35%

Pasco County will allow the site based principal to determine the student performance measure for the newly hired for the first evaluation and use non-VAM calculation for scoring. Newly hired will have two evaluations per year that consists of a student performance measure and an instructional practice score. Each evaluation is a separate score and not averaged for the summative.

2. Instructional Practice

Directions:

The district shall provide:

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

Pasco County School's utilizes the Marzano Teacher Evaluation Model (MTEM). The MTEM is currently approved by the Florida Department of Education (DOE,) as a model that districts can use or adapt as their evaluation model. That Marzano Evaluation Model is based on a number of previous, related works that include: What Works in Schools (Marzano, 2003), Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001), Classroom Management that Works (Marzano, Pickering, & Marzano, 2003), Classroom Assessment and Grading that Work (Marzano, 2006), The Art and Science of Teaching (Marzano, 2007), Effective Supervision: Supporting the Art and Science of Teaching (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus the mode can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four domains:

Domain 2: Preparing and Planning

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

The four domains include 60 elements: 41 in Domain 1, 8 elements in Domain 2, 5 elements in Domain 3 and 6 elements in Domain 4. The specifics of each domain are listed in Figure 1. For a detailed discussion of these elements see *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011).

Observations:

- All teachers will receive at least 1 Formal/Announced Observation in the first semester
 - Follows the formal observation cycle: pre-conference (at teacher's request-not required), observation, post-conference.
 - Observation must be conducted within a one-week window from notification.
 - Observation is the length of a lesson-not to exceed 50 minutes
- All teachers will receive at least 1 Informal/Unannounced Observation in the Second semester
 - The teacher does have a one-time option of requesting the administrator to conduct the Informal/Unannounced observation at another time unless there is a scheduling conflict.
 - Observation is the length of a lesson-not to exceed 50 minutes
- All observation data, including Administrator Feedback needs to be entered into myPGS no later than ten (10) work days from the observation.
- Domain 2-4 Observations will receive a mid year rating

Scoring for Domain 1 Observations:

- Each Domain 1 observation will be scored separately using the metric below and then averaged together to make up the overall Domain 1 score.
 - Highly Effective (4): Meets all requirements for Effective and at least 15% of scorable elements in the Domain 1 observation at Level 4 (Innovating).
 - Effective (3): At least 60% of scorable elements at Level 3 (Applying) or higher
 - Developing/Needs Improvement (2): Less than 60% of scorable elements at Level 3 (Applying) or higher and less than 50% of scorable elements at Levels 0 and/or 1 (Not Using and/or Beginning)
 - Unsatisfactory (1): At least 50% of scorable elements at Levels 0 and/or 1 (Not Using and/or Beginning)

Scoring for Domains 2 & 4:

- Highly Effective (4): At least 65% of scorable elements at Level 3 (Applying) or higher and no scorable elements at Levels 0 and/or 1 (Not Using and/or Beginning)
- Effective (3): At least 60% of scorable elements at Level 3 (Applying) or higher
- Developing/Needs Improvement (2): Less than 60% of scorable elements at Level 3 (Applying) or higher and less than 50% of scorable elements at Levels 0 and/or 1 (Not Using and/or Beginning)
- Unsatisfactory (1): At least 50% of scorable elements at Levels 0 and/or 1 (Not Using and/or Beginning)

Scoring for Domain 3 (Deliberate Practice):

- This year, domain 3 will be scored and included as a 15% additive to the Status Score (Domains 1, 2, & 4).
- There will be an additional element added to Domain 3 that scores the level at which the teacher attains his/her goal on the targeted element in their Deliberate Practice Plan using the metric below:
 - Highly Effective (4): When a teacher improves three (3) levels on his/her targeted element, or when a teacher improves from “Applying” to “Innovating” on his/her targeted element.
 - Effective (3): When a teacher improves two (2) levels on his/her targeted element, or when a teacher improves from “Developing” to “Applying” on his/her targeted element.
 - Developing/Needs Improvement (2): When a teacher improves one (1) level on his/her targeted element.
 - Unsatisfactory (1): When a teacher does not improve on his/her targeted element.
- All elements in Domain will be given a score from 0(Not Using)-4 (Innovating). All elements, including the new element, will be averaged together to come up with the overall Domain 3 Score
- The overall Domain 3 score will be multiplied by 15% and this amount will be added to the Status Score (Domains 1, 2 & 4 observations)

Status Score:

- The status score is calculated by multiplying the overall Domain 1 score by 60%, overall Domain 2 score by 30%, and overall Domain 4 score by 10% and then adding all three scores together.

Instructional Practice Score:

- The Instructional Practice Score will be the Status Score (see above) plus the Domain 3 15% additive.
- The Instructional Practice Score will make up 65% of the teacher’s Summative Evaluation

		Score	Calculation
Instructional Practice Score			<p>Instructional Practice 50%</p> <p>Score is multiplied by 50%</p>
Domain 1 (60%)			
Domain 2 (30%)			
Domain 4 (10%)			
Instructional Practice Score	= Points		
3.50 - 4	4		
2.50 – 3.49	3		
1.5 – 2.49	2		
1.0 -1.4	1		
Total:			

Crosswalk:

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Domain 1: Classroom Strategies and Behaviors <ul style="list-style-type: none"> RE 1 Providing clear learning goals and scales C 1 Identifying critical information Domain 2: Planning & Preparing <ul style="list-style-type: none"> 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Domain 1: Classroom Strategies and Behaviors <ul style="list-style-type: none"> RE 1 Providing clear learning goals and Scales RE 2 Tracking student progress RE 3 Celebrating success Domain 2: Planning & Preparing <ul style="list-style-type: none"> 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards
c. Designs instruction for students to achieve mastery;	Domain 1: Classroom Strategies and Behaviors

	<ul style="list-style-type: none"> • C 10 Organizing students to practice and deepen knowledge • C 16 Organizing students for cognitively complex tasks <p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.1.1 Planning and preparing for effective scaffolding within lessons • 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • 2.1.3 Planning and preparing for appropriate attention to established content standards • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
d. Selects appropriate formative assessments to monitor learning;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and Scales • RE 2 Tracking student progress
e. Uses diagnostic student data to plan lessons; and,	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and Scales • RE 2 Tracking student progress • RE 3 Celebrating success • C 11 Homework • EOS 16 Demonstrating value and respect for low expectancy students • EOS 17 Asking questions of low expectancy students <p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • C 2 Organizing students to interact with new knowledge • C 10 Organizing students to practice and deepen knowledge • C 12 Examining similarities and differences • C 13 Examining errors in reasoning • C 14 Practicing skills, strategies, and processes • C 15 Revising knowledge • C 16 Organizing students for cognitively complex tasks <p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer • 2.3.1 Planning and preparing for the needs of English

	<p>language learners</p> <ul style="list-style-type: none"> • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
<p style="text-align: center;">2. The Learning Environment</p> <p style="text-align: center;">To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</p>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 4 Establishing classroom rules and procedures • RE 5 Organizing the physical layout of the classroom • EOS 10 Demonstrating "withitness" • EOS 12 Acknowledging adherence to rules and procedures • EOS 13 Understanding students' interests and backgrounds • EOS 15 Displaying objectivity and control <p>Domain 4: Collegiality and Professionalism</p> <ul style="list-style-type: none"> • 4.1.2 Promoting positive interactions with students and parents
b. Manages individual and class behaviors through a well-planned management system;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 4 Establishing classroom rules and procedures • RE 5 Organizing the physical layout of the classroom • EOS 1 Noticing when students are not engaged • EOS 10 Demonstrating "withitness" • EOS 11 Applying consequences for lack of adherence to rules and procedures • EOS 12 Acknowledging adherence to rules and procedures • EOS 15 Displaying objectivity and control
c. Conveys high expectations to all students;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • C 1 Identifying critical information • C 2 Organizing students to interact with new knowledge • EOS 16 Demonstrating value and respect for low expectancy students
d. Respects students' cultural linguistic and family background;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • C 1 Identifying critical information • C 2 Organizing students to interact with new knowledge • EOS 14 Using verbal and nonverbal behaviors that indicate affection for students • EOS 16 Demonstrating value and respect for low expectancy students • EOS 17 Asking questions of low expectancy students • EOS 18 Probing incorrect answers with low expectancy students • EOS 6 Demonstrating intensity and enthusiasm

e. Models clear, acceptable oral and written communication skills;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 4 Establishing classroom rules and procedures • EOS 10 Demonstrating "withitness" • EOS 11 Applying consequences for lack of adherence to rules and procedures • EOS 12 Acknowledging adherence to rules and procedures • C 1 Identifying critical information • C 2 Organizing students to interact with new knowledge • C 3 Previewing new content • C 4 Chunking content into "digestible bites"
f. Maintains a climate of openness, inquiry, fairness and support;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • EOS 14 Using verbal and nonverbal behaviors that indicate affection for students • EOS 16 Demonstrating value and respect for low expectancy students • EOS 17 Asking questions of low expectancy students • EOS 18 Probing incorrect answers with low expectancy students • C 1 Identifying critical information • C 2 Organizing students to interact with new knowledge <p>Domain 4: Collegiality and Professionalism</p> <ul style="list-style-type: none"> • 4.1.2 Promoting positive interactions with students and parents
g. Integrates current information and communication technologies;	<p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • RE 4 Establishing classroom rules and procedures • RE 5 Organizing the physical layout of the classroom • C 1 Identifying critical information • C 2 Organizing students to interact with new knowledge • C 10 Organizing students to practice and deepen new knowledge • C 16 Organizing students for cognitively complex tasks • EOS 1 Noticing when students are not engaged • EOS 5 Maintaining a lively pace • EOS 6 Demonstrating intensity and enthusiasm • EOS 10 Demonstrating "withitness" • EOS 11 Applying consequences for lack of adherence and adherence to rules and procedures • EOS 12 Acknowledging adherence to rules and procedures • EOS 13 Understanding students' interests and backgrounds • EOS 14 Using verbal and nonverbal behaviors that

	<p>indicate affection for students</p> <ul style="list-style-type: none"> • EOS 15 Displaying objectivity and control • EOS 16 Demonstrating value and respect for low expectancy students • EOS 17 Asking questions of low expectancy students • EOS 18 Probing incorrect answers with low expectancy students <p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.1.1 Planning and preparing for effective scaffolding within lessons • 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • 2.1.3 Planning and preparing for appropriate attention to established content standards • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	<p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
<p align="center">3. Instructional Delivery and Facilitation</p> <p align="center">The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</p>	
a. Deliver engaging and challenging lessons;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • EOS 10 Demonstrating "withitness" • EOS 11 Applying consequences for lack of adherence to rules and procedures • EOS 12 Acknowledging adherence to rules and procedures • C 2 Organizing students to interact with new knowledge • C 10 Organizing students to practice and deepen knowledge • C 16 Organizing students for cognitively complex tasks • EOS 5 Maintaining a lively pace <p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.1.1 Planning and preparing for effective scaffolding within lessons • 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who

	<p>come from home environments that offer little support for schooling</p>
<p>b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • C 2 Organizing students to interact with new knowledge • C 10 Organizing students to practice and deepen knowledge • C 16 Organizing students for cognitively complex tasks • EOS 10 Demonstrating "withitness" • EOS 11 Applying consequences for lack of adherence to rules and procedures • EOS 12 Acknowledging adherence to rules and procedures <p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
<p>c. Identify gaps in students' subject matter knowledge;</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE2 Tracking student progress • RE 3 Celebrating success • EOS 3 Managing response rates • C 7 Recording and representing knowledge
<p>d. Modify instruction to respond to preconceptions or misconceptions;</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • EOS 1 Noticing when students are not engaged • EOS 3 Managing response rates • EOS 5 Maintaining a lively pace • EOS 8 Providing opportunities for students to talk about themselves • EOS 13 Understanding students' interests and backgrounds <p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
<p>e. Relate and integrate the subject matter with other disciplines and life experiences;</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • C 2 Organizing students to interact with new knowledge • C 10 Organizing students to practice and deepen knowledge • C 16 Organizing students for cognitively complex tasks

	<p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.1.1 Planning and preparing for effective scaffolding within lessons • 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • 2.1.3 Planning and preparing for appropriate attention to established content standards • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
f. Employ higher-order questioning techniques;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • EOS 3 Managing response rates • EOS 7 Using friendly controversy • C 5 Processing new information • C 6 Elaborating on new information • C 7 Recording and representing knowledge • C 8 Reflecting on learning • C 9 Reviewing content • C 12 Examining similarities and differences • C 13 Examining errors in reasoning • C 14 Practicing skills, strategies, and processes • C 15 Revising knowledge
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • C 2 Organizing students to interact with new knowledge • C 10 Organizing students to practice and deepen knowledge • C 16 Organizing students for cognitively complex tasks • EOS 5 Maintaining a lively pace • EOS 10 Demonstrating "withitness" • EOS 11 Applying consequences for lack of adherence to rules and procedures • EOS 12 Acknowledging adherence to rules and procedures <p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.1.1 Planning and preparing for effective scaffolding within lessons • 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who

	come from home environments that offer little support for schooling
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> EOS 13 Understanding students' interests and backgrounds <p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> RE 1 Providing clear learning goals and scales/rubrics RE 2 Tracking student progress RE 3 Celebrating success EOS 3 Managing response rates C 7 Recording and representing knowledge
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> RE 1 Providing clear learning goals and scales/rubrics RE 2 Tracking student progress RE 3 Celebrating success EOS 3 Managing response rates C 7 Recording and representing knowledge
<p align="center">4. Assessment</p> <p align="center">The effective educator consistently:</p>	
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;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> RE 1 Providing clear learning goals and scales/rubrics RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures C 2 Organizing students to interact with new knowledge C 5 Processing new information C 6 Elaborating on new information C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge EOS 1 Noticing when students are not engaged

	<ul style="list-style-type: none"> • C 16 Organizing students for cognitively complex tasks • C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing • C 18 Providing resources and guidance • EOS 2 Using academic games • EOS 3 Managing response rates • EOS 4 Using physical movement • EOS 5 Maintaining a lively pace • EOS 7 Using friendly controversy • EOS 8 Provide opportunities for students to talk about themselves • EOS 9 Presenting unusual or intriguing information • EOS 10 Demonstrating "withitness" • EOS 13 Understanding students' interests and backgrounds • EOS 15 Displaying objectivity and control • EOS 16 Demonstrating value and respect for low expectancy students • EOS 17 Asking questions of low expectancy students • EOS 18 Probing incorrect answers with low expectancy students <p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.1.1 Planning and preparing for effective scaffolding within lessons • 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer • 2.3.1 Planning and preparing for the needs of English language learners • 2.3.2 Planning and preparing for the needs of students receiving special education • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success <p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.1.1 Planning and preparing for effective scaffolding within lessons • 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content • 2.1.3 Planning and preparing for appropriate attention to established content standards
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • C 5 Processing new information • C 7 Recording and representing knowledge • C12 Examining similarities and differences • C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing

	<ul style="list-style-type: none"> • EOS 2 Using academic games • EOS 3 Managing response rates • EOS 18 Probing incorrect answers with low expectancy students • EOS 17 Asking questions of low expectancy students
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • EOS 1 Noticing when students are not engaged • EOS 3 Managing response rates • EOS 4 Using physical movement • EOS 5 Maintaining a lively pace • EOS 8 Provide opportunities for students to talk about themselves • EOS 13 Understanding students' interests and backgrounds <p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> • RE 1 Providing clear learning goals and scales • RE 2 Tracking student progress • RE 3 Celebrating success • EOS 3 Managing response rates <p>Domain 4: Collegiality and Professionalism</p> <ul style="list-style-type: none"> • 4.1.2 Promoting positive interactions with students and parents
f. Applies technology to organize and integrate assessment information.	<p>Domain 2: Planning & Preparing</p> <ul style="list-style-type: none"> • 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) • 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
5. Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	<p>Domain 3: Reflecting on Teaching</p> <ul style="list-style-type: none"> • 3.1.1 Identifying specific areas of pedagogical strength and weakness • 3.1.2 Evaluating the effectiveness of individual lessons and units • 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) • 3.2.1 Developing a written growth plan • 3.2.2 Monitoring progress relative to the professional growth plan • 3.2.2b Attainment of Growth Goal Relative to the Professional Growth and Development Plan
b. Examines and uses data-informed research to improve instruction and student achievement;	<p>Domain 3: Reflecting on Teaching</p> <ul style="list-style-type: none"> • 3.1.1 Identifying specific areas of pedagogical strength and weakness • 3.1.2 Evaluating the effectiveness of individual lessons and

	<p>units</p> <ul style="list-style-type: none"> • 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) • 3.2.1 Developing a written growth plan • 3.2.2 Monitoring progress relative to the professional growth plan <p>3.2.2b Attainment of Growth Goal Relative to the Professional Growth and Development Plan</p> <p>Domain 4: Professionalism and Collegiality</p> <ul style="list-style-type: none"> • 4.1.1 Promoting positive interactions with colleagues • 4.3.1 Adhering to district and school rules and procedures • 4.3.2 Participating in district and school initiatives
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;	<p>Domain 3: Reflecting on Teaching</p> <ul style="list-style-type: none"> • 3.1.1 Identifying specific areas of pedagogical strength and weakness • 3.1.2 Evaluating the effectiveness of individual lessons and units • 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) • 3.2.1 Developing a written growth plan • 3.2.2 Monitoring progress relative to the professional growth plan • 3.2.2b Attainment of Growth Goal Relative to the Professional Growth and Development Plan <p>Domain 4: Professionalism and Collegiality</p> <ul style="list-style-type: none"> • 4.1.1 Promoting positive interactions with colleagues • 4.3.1 Adhering to district and school rules and procedures • 4.3.2 Participating in district and school initiatives
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	<p>Domain 4: Professionalism and Collegiality</p> <ul style="list-style-type: none"> • 4.1.2 Promoting positive interactions with students and parents • 4.3.1 Adhering to district and school rules and procedures • 4.3.2 Participating in district and school initiatives
e. Engages in targeted professional growth opportunities and reflective practices; and,	<p>Domain 3: Reflecting on Teaching</p> <ul style="list-style-type: none"> • 3.1.1 Identifying specific areas of pedagogical strength and weakness • 3.1.2 Evaluating the effectiveness of individual lessons and units • 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) • 3.2.1 Developing a written growth plan • 3.2.2 Monitoring progress relative to the professional growth plan • 3.2.2b Attainment of Growth Goal Relative to the Professional Growth and Development Plan <p>Domain 4: Professionalism and Collegiality</p> <ul style="list-style-type: none"> • 4.1.1 Promoting positive interactions with colleagues

	<ul style="list-style-type: none"> 4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	<p>Domain 3: Reflecting on Teaching</p> <ul style="list-style-type: none"> 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan 3.2.2b Attainment of Growth Goal Relative to the Professional Growth and Development Plan <p>Domain 4: Professionalism and Collegiality</p> <ul style="list-style-type: none"> 4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	<p>Domain 1: Classroom Strategies and Behaviors</p> <ul style="list-style-type: none"> EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students <p>Domain 4: Professionalism and Collegiality</p> <ul style="list-style-type: none"> 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents 4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives

Classroom Teacher Instrument:







Domain 1 Observation Form for Teacher100, Training

Evaluator: PHILLIP EDWARD KUPCZYK

Assessment Date: 09/23/2015

Lesson Segment Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

	Rating	Comments	Attachment
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)			
The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.	N/A	 New Note	
1.1 Teacher Evidence			
1.2 Student Evidence			
2. Tracking Student Progress			
The teacher facilitates tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment.	N/A	 New Note	
2.1 Teacher Evidence			
2.2 Student Evidence			
3. Celebrating Success			
The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal or target.	N/A	 New Note	
* 3.1 Teacher Evidence			
3.2 Student Evidence			

Lesson Segment Involving Routine Events

Design Question #6: What will I do to establish and maintain classroom rules and procedures?

	Rating	Comments	Attachment
4. Establishing Classroom Routines			
The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.	N/A	 New Note	
4.1 Teacher Evidence			

4.2 Student Evidence
5. Organizing the Physical
Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and support learning.

N/A

 New Note



5.1 Teacher Evidence

5.2 Student Evidence

**Lesson Segment
Addressing Content**

Design Question #2: What will I do to help students effectively interact with new knowledge?

Rating

Comments

Attachment

6. Identifying Critical Content

The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content.

N/A

 New Note



6.1 Teacher Evidence

6.2 Student Evidence

7. Organizing Students to Interact with New Content

The teacher organizes students into appropriate groups to facilitate the processing of new content.

N/A

 New Note



7.1 Teacher Evidence

7.2 Student Evidence

8. Previewing New Content

The teacher engages students in previewing activities that require students to access prior knowledge and analyze new content.

N/A

 New Note



8.1 Teacher Evidence

8.2 Student Evidence

9. Chunking Content into "Digestible Bites"

Based on student evidence, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students to generate a clear conclusion.

N/A

 New Note



9.1 Teacher Evidence

9.2 Student Evidence

10. Helping Students Process New Content

The teacher systematically engages student groups in processing and generating conclusions about new content.

N/A

 New Note

?

10.1 Teacher Evidence

10.2 Student Evidence

11. Helping Students Elaborate on New Content

The teacher asks questions that require inferences about the new content but also requires students to provide evidence for their inferences.

N/A

 New Note

?

11.1 Teacher Evidence

11.2 Student Evidence

12. Helping Students Record and Represent Knowledge
The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

N/A

 New Note

?

12.1 Teacher Evidence

12.2 Student Evidence

13. Helping Students Reflect on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

N/A

 New Note

?

13.1 Teacher Evidence

13.2 Student Evidence

Lesson Segment Addressing Content

Design Question #3: What will I do to help students practice and deepen new knowledge?

Rating

Comments

Attachment

14. Reviewing Content

The teacher engages students in a brief review of content that highlights the cumulative nature of the content.

N/A

 New Note

?

14.1 Teacher Evidence

14.2 Student Evidence

15. Organizing Students to Practice and Deepen

Knowledge

The teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.

N/A

 New Note



15.1 Teacher Evidence

15.2 Student Evidence

16. Using Homework

The teacher designs homework activities that allow students to access and analyze content to deepen knowledge or practice a skill, strategy, or process.

N/A

 New Note



16.1 Teacher Evidence

16.2 Student Evidence

17. Helping Students Examine Similarities and Differences

When presenting content, the teacher helps students deepen their knowledge by examining similarities and differences.

N/A

 New Note



17.1 Teacher Evidence

17.2 Student Evidence

18. Helping Students Examine Their Reasoning

The teacher helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures.

N/A

 New Note



18.1 Teacher Evidence

18.2 Student Evidence

19. Helping Students Practice Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

N/A

 New Note



19.1 Teacher Evidence

19.2 Student Evidence

20. Helping Students Revise Knowledge

The teacher engages students in revision of previous knowledge by correcting errors

N/A

 New Note



and misconceptions as well as adding new information.

20.1 Teacher Evidence

20.2 Student Evidence

Lesson Segment Addressing Content

Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

	Rating	Comments	Attachment
21. Organizing Students for Cognitively Complex Tasks			

The teacher appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypotheses.

N/A

 New Note



21.1 Teacher Evidence

21.2 Student Evidence

22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in short- and long-term complex tasks that require them to generate and test hypotheses and analyze their own thinking.

N/A

 New Note



22.1 Teacher Evidence

22.2 Student Evidence

23. Providing Resources and Guidance for Cognitively Complex Tasks

The teacher acts as resource provider and guide as students engage in short- and long-term complex tasks.

N/A

 New Note



23.1 Teacher Evidence

23.2 Student Evidence

Lesson Segment Enacted on the Spot

Design Question #5: What will I do to engage students?

	Rating	Comments	Attachment
24. Noticing When Students are Not Engaged			

The teacher scans the room and notices when students are not paying attention or not cognitively engaged and takes overt action.

N/A

 New Note



24.1 Teacher Evidence

24.2 Student Evidence

25. Using Academic Games

The teacher uses academic games to cognitively engage or re-engage students.

N/A

 New Note



25.1 Teacher Evidence

25.2 Student Evidence

26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement through questioning processes.

N/A

 New Note



* 26.1 Teacher Evidence

26.2 Student Evidence

27. Using Physical Movement

The teacher uses physical movement to maintain student engagement in content.

N/A

 New Note



27.1 Teacher Evidence

27.2 Student Evidence

28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain student engagement in content.

N/A

 New Note



28.1 Teacher Evidence

28.2 Student Evidence

29. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for content by sharing a deep level of content knowledge in a variety of ways.

N/A

 New Note



29.1 Teacher Evidence

29.2 Student Evidence

30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement in content.

N/A

 New Note



30.1 Teacher Evidence

30.2 Student Evidence

31. Providing Opportunities for Students to Talk about

Themselves The teacher provides students with opportunities to relate content being presented in class to their personal interests. 31.1 Teacher Evidence	<input type="text" value="N/A"/>	New Note	
31.2 Student Evidence			
32. Presenting Unusual or Intriguing Information The teacher uses unusual or intriguing and relevant information about the content to enhance cognitive engagement. 32.1 Teacher Evidence	<input type="text" value="N/A"/>	New Note	
32.2 Student Evidence			
Lesson Segment Enacted on the Spot Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?			
	Rating	Comments	Attachment
33. Demonstrating "Withitness" The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures. 33.1 Teacher Evidence	<input type="text" value="N/A"/>	New Note	
33.2 Student Evidence			
34. Applying Consequences for Lack of Adherence to Rules and Procedures The teacher consistently and fairly applies consequences for not following rules and procedures. 34.1 Teacher Evidence	<input type="text" value="N/A"/>	New Note	
34.2 Student Evidence			
35. Acknowledging Adherence to Rules and Procedures The teacher consistently and fairly acknowledges adherence to rules and procedures. 35.1 Teacher Evidence	<input type="text" value="N/A"/>	New Note	
35.2 Student Evidence			
Lesson Segment Enacted on the Spot Design Question #8: What will I do to establish and maintain effective relationships with students?			
	Rating	Comments	Attachment
36. Understanding Students'			

Interests and Backgrounds

The teacher uses students' interests and backgrounds to produce a climate of acceptance and community.

N/A

 New Note

?

36.1 Teacher Evidence

36.2 Student Evidence

37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

The teacher uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative.

N/A

 New Note

?

37.1 Teacher Evidence

37.2 Student Evidence

38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner to demonstrate a commitment to students and academic rigor.

N/A

 New Note

?

38.1 Teacher Evidence

38.2 Student Evidence

Lesson Segment Enacted on the Spot

Design Question #9: What will I do to communicate high expectations for all students?

Rating

Comments

Attachment

39. Demonstrating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content.

N/A

 New Note

?

39.1 Teacher Evidence

39.2 Student Evidence

40. Asking Questions of Low Expectancy Students

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

N/A

 New Note

?

40.1 Teacher Evidence

40.2 Student Evidence

41. Probing Incorrect Answers

with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their conclusions and examine the sources of their evidence.

N/A

 New Note








41.1 Teacher Evidence

41.2 Student Evidence

Evaluator: PHILLIP EDWARD KUPCZYK

Assessment Date: 09/23/2015

Domain 2: Planning and Preparing for Lessons and Units	Rating	Comments
42: Effective Scaffolding of Information within Lessons Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece. Student Evidence Teacher Evidence	N/A	 New Note
43: Lessons within Units The teacher organizes lessons within units to progress toward a deep understanding of content. Student Evidence Teacher Evidence	N/A	 New Note
44: Attention to Established Content Standards The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced. Student Evidence Teacher Evidence	N/A	 New Note

Domain 2: Planning and Preparing for Use of Resources and Technology	Rating	Comments
45: Use of Available Traditional Resources The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons. Student Evidence Teacher Evidence	N/A	 New Note
46: Use of Available Technology The teacher identifies the use of available technology that can	N/A	 New Note

enhance students' understanding
of content in a lesson or unit.
Student Evidence

Teacher Evidence

- ☐ When asked, the teacher can describe the technology that will be used.
- ☐ When asked, the teacher can articulate how the technology will be used to enhance student learning.

Domain 2: Planning and Preparing for the Needs of English Language Learners

Rating

Comments

47. Needs of English Language
Learners

The teacher provides for the
needs of English Language
Learners (ELL) by identifying the
adaptations that must be made
within a lesson or unit.

N/A

 New Note

Student Evidence

Teacher Evidence

Domain 2: Planning and Preparing for the Needs of Students Receiving Special Education

Rating

Comments

48: Needs of Students Receiving
Special Education

The teacher identifies the needs
of students receiving special
education by providing
accommodations and
modifications that must be made
for specific students receiving
special education.

N/A

 New Note

Student Evidence

Teacher Evidence

- ☐ When asked, the teacher can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for a lesson.
- ☐ When asked, the teacher can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction.

Domain 2: Planning and Preparing for the Needs of Students Who Lack Support for Schooling

Rating

Comments

49: Needs of Students Who Lack
Support for Schooling

The teacher identifies the needs
of students who come from home
environments that offer little
support for schooling.

N/A

 New Note

Student Evidence

Teacher Evidence

Domain 3: Reflecting on Teaching - Evaluating Personal Performance**Rating****Comments**

50. Identifying Areas of Pedagogical Strength and Weakness

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).

N/A

 New Note

Teacher Evidence

51. Evaluating the Effectiveness of Individual Lessons and Units

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

N/A

 New Note

Teacher Evidence

52: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for dis

N/A

 New Note

Teacher Evidence

Domain 3: Reflecting on Teaching - Developing and Implementing a Professional Growth Plan**Rating****Comments**

53: Developing a Written Growth and Development Plan

The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines and appropriate resources.

N/A

 New Note

Teacher Evidence

54a: Monitoring Progress Relative to the Professional Growth and Development Plan

The teacher charts his or her progress toward goals using established action plans,

N/A

 New Note

milestones and timelines.
Teacher Evidence

54b: Attainment of Growth Goal
Relative to the Professional
Growth and Development Plan

The teacher's Final Growth Goal
score is calculated by the number
of levels the Teacher has
Demonstrated Improvement on
their Targeted Element from the
Self-Assessment to the highest
scored rating from their
observations.

N/A

 New Note

Teacher Evidence

C

Domain 4: Collegiality and Professionalism - Promoting a Positive Environment

Rating

Comments

55: Promoting Positive
Interactions with Colleagues

The teacher interacts with other
teachers in a positive manner to
promote and support student
learning.

N/A

 New Note

Teacher Evidence

56: Promoting Positive
Interactions about Students and
Parents

The teacher interacts with
students and parents in a
positive manner to foster learning
and promote positive
home/school relationships.

N/A

 New Note

Teacher Evidence

Domain 4: Collegiality and Professionalism - Promoting Exchange of Ideas and Strategies

Rating

Comments

57: Seeking Mentorship for
Areas of Need or Interest

The teacher seeks help and input
from colleagues regarding
specific classroom strategies
and behaviors.

N/A

 New Note

Teacher Evidence

58: Mentoring Other Teachers
and Sharing Ideas and
Strategies

The teacher provides other
teachers with help and input
regarding specific classroom
strategies and behaviors.

N/A

 New Note

Teacher Evidence

Domain 4: Collegiality and Professionalism - Promoting District and School Development

Rating

Comments

59. Adhering to District and School Rules and Procedures

The teacher is aware of the district's and school's rules and procedures and adheres to them.

N/A

 New Note

Teacher Evidence

60: Participating in District and School Initiatives

The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

N/A

 New Note

Teacher Evidence

Non-Classroom Teacher Instrument:

Domain 1 Observation Form for noninstructional1, testnew

Evaluator: PHILLIP EDWARD KUPCZYK

Assessment Date: 09/23/2015

Domain 1: Instructional Support Strategies and Behaviors	Rating	Comments	Attachment
1. Providing Clear Goals and Scales (Rubrics)	N/A	New Note	?
Sample Instructional Support Member Evidence			
Sample Participant Evidence			
2. Tracking Progress	N/A	New Note	?
Sample Instructional Support Member Evidence			
Sample Participant Evidence			
3. Celebrating Success	N/A	New Note	?
Sample Instructional Support Member Evidence			
Sample Participant Evidence			
4. Identifying Critical Information	N/A	New Note	?
Sample Instructional Support Member Evidence			
Sample Participant Evidence			
5. Organizing Participants to Interact with New Knowledge	N/A	New Note	?
Sample Instructional Support Member Evidence			
Sample Participant Evidence			
6. Previewing New Content	N/A	New Note	?
Sample Instructional Support Member Evidence			
Sample Participant Evidence			
7. Elaborating on New Information	N/A	New Note	?
Sample Instructional Support Member Evidence			
Sample Participant Evidence			
8. Recording and Representing Knowledge	N/A	New Note	?
Sample Instructional Support Member Evidence			
Sample Participant Evidence			
9. Reflecting on Learning	N/A	New Note	?

Sample Instructional Support
Member Evidence
Sample Participant Evidence

10. Providing Opportunities for
Participants to Talk about
Themselves

N/A

 New Note

?

Sample Instructional Support
Member Evidence

Sample Participant Evidence

11. Demonstrating "Withitness"

N/A

 New Note

?

Sample Instructional Support
Member Evidence

Sample Participant Evidence

12. Acknowledging Adherence
to Rules and Procedures

N/A

 New Note

?

Sample Instructional Support
Member Evidence

Sample Participant Evidence

13. Understanding Participants'
Interests and Background

N/A

 New Note

?

Sample Instructional Support
Member Evidence

Sample Participant Evidence

14. Using Verbal and Nonverbal
Behaviors that Indicate
Affection for Participants

N/A

 New Note

?

Sample Instructional Support
Member Evidence

Sample Participant Evidence

15. Displaying Objectivity and
Control

N/A

 New Note

?

Sample Instructional Support
Member Evidence

Sample Participant Evidence

16. Demonstrating Value and
Respect for Low Expectancy
Participants

N/A

 New Note

?

Sample Instructional Support
Member Evidence

Sample Participant Evidence

Evaluator: PHILLIP EDWARD KUPCZYK

Assessment Date: 09/23/2015

Domain 2: Planning and Preparing	Rating	Comments	Attachment
17. Effective Goal Setting and Scaffolding of Content or Activities	N/A	New Note	?
Student Evidence			
Student Evidence			
18. Attention to Established Standards or Procedures	N/A	New Note	?
Student Evidence			
Student Evidence			
19. Use of Available Traditional Resources	N/A	New Note	?
Student Evidence			
Student Evidence			
20. Use of Available Technology	N/A	New Note	?
Student Evidence			
Student Evidence			
21. Needs of English Language Learners	N/A	New Note	?
Student Evidence			
Student Evidence			
22. Needs of Participants Receiving Special Education	N/A	New Note	?
Student Evidence			
Student Evidence			
23. Needs of Participants Who Lack Support for Schooling	N/A	New Note	?
Student Evidence			
Student Evidence			

Domain 3: Reflecting on Teaching and Supporting	Rating	Comments	Attachment
24. Identifying Areas of Pedagogical Strength and Weakness	N/A	New Note	?
Student Evidence			
25. Evaluating the Effectiveness of Specific Pedagogical	N/A	New Note	?

Strategies and Behaviors

Student Evidence

26. Developing a Written Growth and Development Plan

N/A

 New Note



Student Evidence

27a. Monitoring Progress Relative to the Professional Growth and Development Plan

N/A

 New Note



Student Evidence

27b. Attainment of Growth Goal Relative to the Professional Growth and Development Plan

N/A

 New Note



Domain 4: Collegiality and Professionalism

Rating

Comments

Attachment

28. Promoting Positive Interactions with Colleagues

N/A

 New Note



Student Evidence

29. Promoting Positive Interactions with Participants, Parents and the Community

N/A

 New Note



Student Evidence

Student Evidence

30. Seeking Mentorship for Areas of Need or Interest

N/A

 New Note



Student Evidence

31. Mentoring Other Colleagues and Sharing Ideas and Strategies

N/A

 New Note



Student Evidence

32. Adhering to School and District Rules and Procedures

N/A

 New Note



Student Evidence

33. Participating in School and District Initiatives

N/A

 New Note



Student Evidence

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

INSTRUCTIONAL DESIGN AND LESSON PLANNING	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1a Aligns instruction with state-adopted standards at the appropriate level	2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards			
	2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer			
1b Sequences lessons and	2.1 Planning and Preparing for Lessons and Units	Routine Events		

concepts to ensure coherence and required prior knowledge	<p>2.1.1 Planning and preparing for effective scaffolding within lessons</p> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p>2.1.3 Planning and preparing for appropriate attention to established content standards</p>	<p>RE 1 Providing clear learning goals and scales</p> <p>RE 2 Tracking student progress</p> <p>RE 3 Celebrating success</p>		
1c Designs instruction for students to achieve mastery	2.2 Planning and Preparing for Use of Materials and Technology	Content		
	<p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>			
	2.3 Planning and Preparing for Special Needs Students			
1d Selects appropriate formative assessments to monitor learning		<p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of students receiving special education</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>		
		<p>Routine Events</p> <p>RE 1 Providing clear learning goals and scales</p> <p>RE 2 Tracking student progress</p> <p>RE 3 Celebrating success</p>		

1e 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	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	Routine Events RE 2 Tracking student progress RE 3 Celebrating success	3.1 Evaluating Personal Performance 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units	4.1 Promoting a Positive Environment 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents
		Content C 11 Homework	3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)	4.2 Promoting Exchange of Ideas and Strategies 4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies
		Enacted on the Spot EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students	3.2 Developing a Professional Growth Plan 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan	4.3 Promoting District and School Development 4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives
1f Develops learning experiences that requires	2.2 Planning and Preparing for the Use of Materials and Technology	Content		

students to demonstrate a variety of applicable skills and competencies	2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer	C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks		
	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling			

Florida Department of Education Support for Local Education Agencies

FEAPs Crosswalk to Marzano Art and Science of Teaching a) Quality of Instruction

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

THE LEARNING ENVIRONMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
2a Organizes, allocates, and manages the resources of time, space, and attention	2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	Routine Events RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom		
	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	Enacted on the Spot EOS 13 Understanding students' interests and backgrounds EOS 10 Demonstrating "withitness" EOS 15 Displaying objectivity and control		
2b Manages individual and		Routine Events		

class behaviors through a well-planned management system		RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 15 Revising knowledge		
2c Conveys high expectations to all students		Routine Events RE 2 Tracking student progress RE 3 Celebrating success Content C 1 Identifying critical information Enacted on the Spot EOS 6 Demonstrating intensity and enthusiasm EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students		
2d Respects students' cultural, linguistic and family background		Routine Events RE 2 Tracking student progress RE 3 Celebrating success Content C 1 Identifying critical information Enacted on the Spot		

		EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students		
2e Models clear, acceptable oral and written communication skills	2.1 Planning and Preparing for Lessons and Units 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content	Routine Events		
		RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures		
		Content		
		C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into “digestible bites”		
2f Maintains a climate of openness, inquiry, fairness and support		Enacted on the Spot		
		EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures		
		Routine Events		
		RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		
		Content		
		C 1 Identifying critical information		
		Enacted on the Spot		

		EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students		
2g Integrates current information and communication technologies	2.2 Planning and Preparing for Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer			
2h Adapts the learning environment to accommodate the differing needs and diversity of students	2.1 Planning and Preparing for Lessons and Units 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom		4.2 Promoting Exchange of Ideas and Strategies 4.2.2 Mentoring other teachers and sharing ideas and strategies
		Content		

		C 1 Identifying critical information C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen new knowledge C 16 Organizing students for cognitively complex tasks		
	2.3 Planning and Preparing for Special Needs Students	Enacted on the Spot		

	<p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of students receiving special education</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>EOS 1 Noticing when students are not engaged</p> <p>EOS 5 Maintaining a lively pace</p> <p>EOS 6 Demonstrating intensity and enthusiasm</p> <p>EOS 10 Demonstrating "withitness"</p> <p>EOS 11 Applying consequences for lack of adherence and adherence to rules and procedures</p> <p>EOS 12 Acknowledging adherence to rules and procedures</p> <p>EOS 13 Understanding students' interests and backgrounds</p> <p>EOS 14 Using verbal and nonverbal behaviors that indicate affection for students</p> <p>EOS 15 Displaying objectivity and control</p> <p>EOS 16 Demonstrating value and respect for low expectancy students</p> <p>EOS 17 Asking questions of low expectancy students</p> <p>EOS 18 Probing incorrect answers with low expectancy students</p>		
2i Utilizes current and emerging assistive	2.2 Planning and Preparing for Use of Materials and Technology			

technology that enables students to participate in high quality communication interactions and achieve their educational goals	2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer			
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Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

a) Quality of Instruction

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

INSTRUCTIONAL DELIVERY AND FACILITATION	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
3a Delivers engaging and challenging lessons	2.1 Planning and Preparing for Lessons and Units	Routine Events		
	2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content	RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating Success RE 4 Establishing classroom rules and procedures		
	2.2 Planning and Preparing for the Use of Materials and Technology	Content		
	2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, videos tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer	C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into “digestible bites” C 5 Processing new information C 7 Recording and representing knowledge C 9 Reviewing content		
	2.3 Planning and Preparing for Special Needs Students	C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks		

3b Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought and application of the subject matter

2.3.1 Planning and preparing for the needs of English language learners
2.3.2 Planning and preparing for the needs of students receiving special education
2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling

C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing
C 18 Providing resources and guidance

Enacted on the Spot

- EOS 1 Noticing when students are not engaged
- EOS 2 Using academic games
- EOS 3 Managing response rates
- EOS 4 Using physical movement
- EOS 5 Maintaining a lively pace
- EOS 7 Using friendly controversy
- EOS 8 Providing opportunities for students to talk about themselves
- EOS 9 Presenting unusual or intriguing information
- EOS 10 Demonstrating "withitness"
- EOS 11 Applying consequences for lack of adherence to rules and procedures
- EOS 13 Understanding students' interests and backgrounds
- EOS 15 Displaying objectivity and control
- EOS 16 Demonstrating value and respect for low expectancy students
- EOS 17 Asking questions of low expectancy students

<p>3c Identifies gaps in student's subject matter</p> <p>3d Modifies instructions to respond to preconceptions or misconceptions</p>		<p>EOS 18 Probing incorrect answers with low expectancy students</p>		
<p>3e Relates and integrates the subject matter with other disciplines and life experiences</p>	<p>2.1 Planning and Preparing for Lessons and Units</p>	<p>Routine Events</p>		<p>4.2 Promoting Exchange of Ideas and Strategies</p>
	<p>2.1.1 Planning and preparing for effective scaffolding within lessons</p> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p> <p>2.1.3 Planning and preparing for appropriate attention to established content standards</p>	<p>RE 1 Providing clear learning goals and scales</p> <p>RE 2 Tracking student progress</p> <p>RE 3 Celebrating success</p> <p>RE 4 Establishing classroom rules and procedures</p> <p>RE 5 Organizing the physical layout of the classroom</p>		<p>4.2.2 Mentoring other teachers and sharing ideas and strategies</p>
	<p>2.2 Planning and Preparing for the Use of Materials and Technology</p>	<p>Enacted on the Spot</p>		

	<p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>	<p>EOS 1 Noticing when students are not engaged</p> <p>EOS 5 Maintaining a lively pace</p> <p>EOS 6 Demonstrating intensity and enthusiasm</p> <p>EOS 10 Demonstrating "withitness"</p> <p>EOS 11 Applying consequences for lack of adherence to rules and procedures</p>		
	<p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of students receiving special education</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>EOS 14 Using verbal and nonverbal behaviors that indicate affection for students</p> <p>EOS 15 Displaying objectivity and control</p> <p>EOS 16 Demonstrating value and respect for low expectancy students</p> <p>EOS 17 Asking questions of low expectancy students</p> <p>EOS 18 Probing incorrect answers with low expectancy students</p>		
3f Employs high order questioning techniques		<p>Content</p> <p>C 1 Identifying critical information</p> <p>C 5 Processing new information</p> <p>C 6 Elaborating on new information</p> <p>C 7 Recording and representing knowledge</p> <p>C 8 Reflecting on learning</p> <p>C 9 Reviewing content</p> <p>C 12 Examining similarities and differences</p> <p>C 13 Examining errors in reasoning</p> <p>C 14 Practicing skills, strategies, and processes</p> <p>C 15 Revising knowledge</p> <p>Enacted on the Spot</p>		

		EOS 3 Managing response rates EOS 7 Using friendly controversy		
3g Applies varied instructional strategies and resources including appropriate technology to provide comprehensible instruction, and to teach for student understanding	2.2 Planning and Preparing for the Use of Materials and Technology	Routine Events		
	2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer	RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		
	2.3 Planning and Preparing for Special Needs Students	Content		
	2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	C 2 Organizing students to interact with new knowledge C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks		
3h Adapts the learning environment to	2.1 Planning and Preparing for Lessons and Units	Enacted on the Spot		

accommodate the differing needs and diversity of students	2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	EOS 13 Understanding students' interests and backgrounds		
	2.2 Planning and Preparing for the Use of Materials and Technology			
	2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer			
	2.3 Planning and Preparing for Special Needs Students			
3i Supports and encourages immediate feedback	2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling			
	2.1 Planning and Preparing for Lessons and Units	Routine Events		
	2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content	RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures		
		Content		

		C 1 Identifying critical information C 3 Previewing new content C 4 Chunking content into “digestible bites” Enacted on the Spot EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures		
3j Utilizes student feedback to monitor instructional needs and to adjust instruction	2.3 Planning and Preparing for Special Needs Students 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	Enacted on the Spot EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Providing opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds		

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching
a) Quality of Instruction

4. **Assessment.** The effective educator consistently:

ASSESSMENT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
4a Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those	2.1 Planning and Preparing for Lessons and Units	Routine Events		
	2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content	RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures		
	2.2 Planning and Preparing for the Use of Materials and Technology	Content		

needs, and drives the learning process	<p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, videos tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p>	<p>C 2 Organizing students to interact with new knowledge</p> <p>C 3 Managing response rates</p> <p>C 5 Processing new information</p> <p>C 6 Elaborating on new information</p> <p>C 7 Recording and representing knowledge</p> <p>C 8 Reflecting on learning</p> <p>C 9 Reviewing content</p> <p>C 10 Organizing students to practice and deepen knowledge</p> <p>C 12 Examining similarities and differences</p> <p>C 13 Examining errors in reasoning</p> <p>C 14 Practicing skills, strategies, and processes</p> <p>C 15 Revising knowledge</p> <p>C 16 Organizing students for cognitively complex tasks</p> <p>C 17 Engaging students in cognitively complex tasks involving hypothesis generation and testing</p> <p>C 18 Providing resources and guidance</p>		
	<p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of students receiving special education</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>Enacted on the Spot</p> <p>EOS 1 Noticing when students are not engaged</p> <p>EOS 2 Using academic games</p> <p>EOS 3 Managing response rates</p> <p>EOS 4 Using physical movement</p> <p>EOS 5 Maintaining a lively pace</p> <p>EOS 7 Using friendly controversy</p> <p>EOS 8 Providing opportunities for students to talk about themselves</p>		

		EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students		
4b Designs and aligns formative and summative assessments that match learning objectives and lead to mastery	2.1 Planning and Preparing for Lessons and Units	Routine Events		
	2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		
4c Uses a variety of assessment tools to monitor student progress, achievement and learning gains		Routine Events		
		RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success		
4d Modifies	2.3 Planning and Preparing for Special Needs Students	Enacted on the Spot		

assessments and testing conditions to accommodate learning styles and varying levels of knowledge	2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Providing opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds		
4e Shares the importance and outcomes of student assessment data with the student and the student's parents/caregiver(s)		Routine Events RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success Enacted on the Spot EOS 3 Managing response rates		
4f Applies technology to organize and integrate assessment information	2.2 Planning and Preparing for the Use of Materials and Technology 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer			

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

b) Continuous Improvement, Responsibility and Ethics

1. Continuous Improvement. The effective educator consistently:

CONTINUOUS IMPROVEMENT, RESPONSIBILITY, AND ETHICS	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
1a Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	2.3 Planning and Preparing for Special Needs Students	Routine Events	3.1 Evaluating Personal Performance	4.1 Promoting a Positive Environment
	2.3.1 Planning and preparing for the needs of English language learners	RE 2 Tracking student progress RE 3 Celebrating success	3.1.1 Identifying specific areas of pedagogical strength and weakness	4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents
	2.3.2 Planning and preparing for the needs of students receiving special education	Content	3.1.2 Evaluating the effectiveness of individual lessons and units	
	2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling	C 11 Homework	3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)	4.2 Promoting Exchange of Ideas and Strategies
		Enacted on the Spot		4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies
		EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students	3.2 Developing a Professional Growth Plan	4.3 Promoting District and School Development

			3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan	4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives
1b Examines and uses data-informed research to improve instruction and student achievement	2.1 Planning and Preparing for Lessons and Units	Routine Events	3.1 Evaluating Personal Performance	4.1 Promoting a Positive Environment
	2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards	RE 1 Providing clear learning goals and scales RE 2 Tracking student progress RE 3 Celebrating success	3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)	4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents
	2.2 Planning and Preparing for the Use of Materials and Technology	Content	3.2 Developing a Professional Growth Plan	4.2 Promoting Exchange of Ideas and Strategies

	<p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of students receiving special education</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>	<p>C 18 Providing resources and guidance</p> <p>Enacted on the Spot</p> <p>EOS 11 Applying consequences for lack of adherence to rules and procedures</p> <p>EOS 12 Acknowledging adherence to rules and procedures</p>	<p>3.2.1 Developing a written growth plan</p> <p>3.2.2 Monitoring progress relative to the professional growth plan</p>	<p>4.2.1 Seeking mentorship for areas of need and interest</p> <p>4.2.2 Mentoring other teachers and sharing ideas and strategies</p>
1c Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	<p>2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.1 Planning and preparing for effective scaffolding within lessons</p> <p>2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content</p>	<p>-</p> <p>-</p>	-	<p>4.2 Promoting Exchange of Ideas and Strategies</p> <p>4.2.1 Seeking mentorship for areas of need and interest</p> <p>4.2.2 Mentoring other teachers and sharing ideas and strategies</p>

	<p>2.1.3 Planning and preparing for appropriate attention to established content standards</p> <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of students receiving special education 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>			<p>4.3 Promoting District and School Development</p> <p>4.3.1 Adhering to district and school rules and procedures 4.3.2 Participating in district and school initiatives</p>
<p>1d Engages in targeted professional growth opportunities and reflective practices</p>	<p>2.1 Planning and Preparing for Lessons and Units</p> <p>2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards</p> <p>2.2 Planning and Preparing for the Use of Materials and Technology</p>		<p>3.1 Evaluating Personal Performance</p> <p>3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups)</p> <p>3.2 Developing a Professional Growth Plan</p>	<p>4.2 Promoting Exchange of Ideas and Strategies</p> <p>4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies</p>

	<p>2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes)</p> <p>2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer</p> <p>2.3 Planning and Preparing for Special Needs Students</p> <p>2.3.1 Planning and preparing for the needs of English language learners</p> <p>2.3.2 Planning and preparing for the needs of students receiving special education</p> <p>2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling</p>		<p>3.2.1 Developing a written growth plan</p> <p>3.2.2 Monitoring progress relative to the professional growth plan</p>	
1e Implements knowledge and skills learned in professional	2.1 Planning and Preparing for Lessons and Units		3.2 Developing a Professional Growth Plan	4.2 Promoting Exchange of Ideas and Strategies

development in the teaching and learning process	2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards		3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan	4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies
	2.2 Planning and Preparing for the Use of Materials and Technology	Content		
	2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer	C 18 Providing resources and guidance		
	2.3 Planning and Preparing for Special Needs Students	Enacted on the Spot		

2.3.1 Planning and preparing for the needs of English language learners
2.3.2 Planning and preparing for the needs of students receiving special education
2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling

EOS 18 Probing incorrect answers with low expectancy students

Florida Department of Education Support for Local Education Agencies

FEAPS Crosswalk to Marzano Art and Science of Teaching

b) Continuous Improvement, Responsibility and Ethics

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in the community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.006, F.A.C. and fulfills the expected obligations to students, the public and the education profession.

PROFESSIONAL RESPONSIBILITY AND ETHICAL CONDUCT	DOMAIN 2: PLANNING AND PREPARING	DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	DOMAIN 3: REFLECTING ON TEACHING	DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM
2a Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida		Enacted on the Spot		4.1 Promoting a Positive Environment
		EOS 16 Demonstrating value and respect for low expectancy students		4.1.1 Promoting positive interactions with colleagues
		EOS 17 Asking questions of low expectancy students		4.1.2 Promoting positive interactions with students and parents
				4.3 Promoting District and School Development
				4.3.1 Adhering to district and school rules and procedures
				4.3.2 Participating in district and school initiatives

3. Other Indicators of Performance

Directions:

The district shall provide:

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

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Development Plan
- Other indicators, as selected by the district

.....

Scoring for Domain 3 (Deliberate Practice):

- This year, domain 3 will be scored and included as a 15% additive to the Status Score (Domains 1, 2, & 4).
- There will be an additional element added to Domain 3 that scores the level at which the teacher attains his/her goal on the targeted element in their Deliberate Practice Plan using the metric below:
 - Highly Effective (4): When a teacher improves three (3) levels on his/her targeted element, or when a teacher improves from “Applying” to “Innovating” on his/her targeted element.
 - Effective (3): When a teacher improves two (2) levels on his/her targeted element, or when a teacher improves from “Developing” to “Applying” on his/her targeted element.
 - Developing/Needs Improvement (2): When a teacher improves one (1) level on his/her targeted element.
 - Unsatisfactory (1): When a teacher does not improve on his/her targeted element.
- All elements in Domain will be given a score from 0(Not Using)-4 (Innovating). All elements, including the new element, will be averaged together to come up with the overall Domain 3 Score

The overall Domain 3 score will be multiplied by 15% and this amount will be added to the Status Score (Domains 1, 2 & 4 observations)

Status Score:

- The status score is calculated by multiplying the overall Domain 1 score by 60%, overall Domain 2 score by 30%, and overall Domain 4 score by 10% and then adding all three scores together.

Instructional Practice Score:

- The Instructional Practice Score will be the Status Score (see above) plus the Domain 3 15% additive.
- The Instructional Practice Score will make up 65% of the teacher's Summative Evaluation

Deliberate Practice Rubric:

Rubric	Score	Points Used in Summative Formula
When a teacher improves three (3) levels on his/her targeted element, or when a teacher improves from "Applying" to "Innovating" on his/her targeted element.	HE	4
When a teacher improves two (2) levels on his/her targeted element, or when a teacher improves from "Developing" to "Applying" on his/her targeted element.	E	3
When a teacher improves one (1) level on his/her targeted element.	NI/D	2
When a teacher does not improves on his/her targeted element.	U	1

4. Summative Evaluation Score

Directions:

The district shall provide:

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

Scoring for Domain 1 Observations:

- Each Domain 1 observation will be scored separately using the metric below and then averaged together to make up the overall Domain 1 score.
 - Highly Effective (4): Meets all requirements for Effective and at least 15% of scorable elements in the Domain 1 observation at Level 4 (Innovating).
 - Effective (3): At least 60% of scorable elements at Level 3 (Applying) or higher
 - Developing/Needs Improvement (2): Less than 60% of scorable elements at Level 3 (Applying) or higher and less than 50% of scorable elements at Levels 0 and/or 1 (Not Using and/or Beginning)
 - Unsatisfactory (1): At least 50% of scorable elements at Levels 0 and/or 1 (Not Using and/or Beginning)

Scoring for Domains 2 & 4:

- Highly Effective (4): At least 65% of scorable elements at Level 3 (Applying) or higher and no scorable elements at Levels 0 and/or 1 (Not Using and/or Beginning)
- Effective (3): At least 60% of scorable elements at Level 3 (Applying) or higher
- Developing/Needs Improvement (2): Less than 60% of scorable elements at Level 3 (Applying) or higher and less than 50% of scorable elements at Levels 0 and/or 1 (Not Using and/or Beginning)
- Unsatisfactory (1): At least 50% of scorable elements at Levels 0 and/or 1 (Not Using and/or Beginning)
-

Summative Evaluation Score:

- The Final Summative Evaluation Score will be made up of:
 - Instructional Practice Score multiplied by 65%
 - Student Performance Measure multiplied by 35%
 - The two scores above are added together to makeup the Final Summative Evaluation Score
 - Final Scores between 3.5 – 4.0 will represent “Highly Effective,” final scores between 2.5-3.4 will represent “Effective,” final scores between 1.5-2.4 will

represent “Developing/Needs Improvement,” and final scores less than 1.5 will represent “Unsatisfactory”

Below is a screen shots of the evaluation forms:

Summative Evaluation for Classroom Teachers

☐ Mid-Year Summative Evaluation ☐ Summative Evaluation

Name _____ Position _____

School/Work Location _____ Date _____

Assessment Procedures Used: ☐ Formal Observation ☐ Informal Observation ☐ Conferences ☐ Student Data ☐ Other

		Score	Calculation
Metric 1: Instructional Practice Score (50%)			Instructional Practice 50% Score is multiplied by 50%
Domain 1 (60%)			
Domain 2 (30%)			
Domain 4 (10%)			
Instructional Practice Score	= Points		
3.50 - 4	4		
2.50 - 3.49	3		
1.5 - 2.49	2		
1.0 - 1.4	1		
Metric 2: Deliberate Practice (15%)			Deliberate Practice 15% Score is multiplied by 15%
Metric 3: Student Performance Score (35%) 1 – 4 score			Student Performance Score 35% Score is multiplied by 35%
Final Summative Score - $(IPS \times 50\%) + (DP \times 15\%) + (SPM \times 35\%) =$			

Summative Evaluation Final Score	= Points
3.50 - 4	4 (Highly Effective)
2.50 – 3.49	3 (Effective)
1.5 – 2.49	2 (Needs Improvement/Developing)
1.0 -1.4	1 (Unsatisfactory)

Summative Evaluation for Non-Classroom Instructional Teachers

☐ Mid-Year Summative Evaluation
 ☐ Summative Evaluation

Name _____ Position _____

School/Work Location _____ Date _____

Assessment Procedures Used:
☐ Formal Observation
 ☐ Informal Observation
 ☐ Conferences
 ☐ Student Data
 ☐ Other

		Score	Calculation
Metric 1: Instructional Practice Score (50%)			Instructional Practice 50% Score is multiplied by 50%
Domain 1 (60%)			
Domain 2 (30%)			
Domain 4 (10%)			
Instructional Practice Score	= Points		
3.50 - 4	4		
2.50 - 3.49	3		
1.5 - 2.49	2		
1.0 - 1.4	1		
Metric 2: Deliberate Practice (15%)			Deliberate Practice 15% Score is multiplied by 15%
Metric 3: Student Performance Score (35%) 1 – 4 score			Student Performance Score 35% Score is multiplied by 35%
Final Summative Score - (IPS x 50%) + (DP x 15%) + (SPM x 35%) =			

Summative Evaluation Final Score	= Points
3.50 - 4	4 (Highly Effective)
2.50 - 3.49	3 (Effective)
1.5 - 2.49	2 (Needs Improvement/Developing)
1.0 - 1.4	1 (Unsatisfactory)

5. Additional Requirements

Directions:

The district shall provide:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]
- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
- Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
- Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that 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.].
- Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].
- Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].

The memo below is sent out to all school principals, whom send the directions to their staff to verify class rosters.



Pasco County Schools

Kurt S. Browning, Superintendent of Schools
7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638

Office for Technology and Information Services
John W. Simon, Director
813/ 794-2416 727/ 774-2418
352/ 524-2416 Fax: 813/ 794-2172
e-mail: jsimon@pasco.k12.fl.us

TO: All Principals October 19, 2015

FROM: Denise Steuer, Supervisor of Information Services
Tonya Campbell, Information Services Support Specialist FTE
Lisa Kelly, Information Services Help Desk
Mary Post, Information Services Help Desk
Doreen Reed, Information Services Help Desk

RE: Initial Reports for FTE Survey 2, Date Certain October 16, 2015

Under separate cover you will receive a single set of the following reports for your school which represents initial Survey 2 FTE data. The reports were sent to your attention. You will receive instructions on how to read and edit the reports and how to respond to errors in them. The reports are:

XP401 FTE School Summary	XB419 Exceptional Student
XP403 Class Roll from External Files	XB421 English Language Learners
XP404 Student Schedules from External Files	XB420 Discipline/Referral Action
XB452 Prior School Status/Student Attendance	XB448 Environmental Safety
XB423 Federal/State Indicator Status	SB127 Class Rolls for ESE Consult
Various Error Reports	

Additional reports can be printed from panels L351 and L352 and should be reviewed at the school level.

XP403/SB127 – Class Roll from External Files and Class Roll for ESE Consult must be verified, signed and dated by the teachers and kept along with all other FTE paperwork for audit purposes.

XP401 – FTE School Summary must be signed by the administrator and one copy returned to Technology and Information Services.

****FINAL CORRECTION TIMES ARE AVAILABLE MONDAY, OCTOBER 26TH THROUGH WEDNESDAY, OCTOBER 28TH BY APPOINTMENT, PLEASE CALL TO MAKE YOUR APPOINTMENT TIME. IT IS VERY IMPORTANT THAT ALL CORRECTIONS ARE MARKED ON THE STUDENT SCHEDULE REPORT (XP404) WHERE THE CORRECTION IS LOCATED AND BROUGHT WITH YOU. All corrections must be made at Information Services by 4:00 pm on Wednesday, October 28, 2015.**

If you have any questions please call the Student Information Systems Help Desk at extension 42848 or email termshelpdesk@pasco.k12.fl.us.

Cc: John Simon, Jeffrey Yungman, Student System Data Entry Operators

(813) 794-2000 • (352) 524-2000 • (727) 774-2000 • www.pascoschools.org

- Pasco County School's will provide instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes
- Pasco County School's will ensure that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders
- Pasco County School's will 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.
- Per the MOU, all observation data, ratings, and feedback must be inputted into myPGS and shared with the teacher no later than ten (10) days from each observation. The teacher will have access to this written report in the "Evaluation" section of myPGS.
- Pasco County Schools will use the results from the evaluation system in planning professional development to address areas of weakness.
- Pasco County School's will require participation in specific professional development programs by those who have been evaluated as less than effective
- Pasco County School's will ensure that all instructional personnel must be evaluated at least once a year
- Pasco County School's ensure that classroom teachers are observed and evaluated at least once a year
- Pasco County School's will ensure classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district
- Pasco County School's will ensure there are 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
- Pasco County School's will identify teaching fields, if any, for which special evaluation procedures and criteria are necessary
- Pasco County School's requires all Administrators who conducted observations on Instructional Employees (i.e. teachers), to be credentialed in the Marzano Teacher Evaluation Model. Only administrators who have been credentialed are allowed to conducted observations on Instructional Employees. The administrator(s), who is(are) assigned to each employee, is the evaluator for each employee (see Appendix B: Memorandum of Understanding for evaluation process).
- Pasco County Schools has utilized the Marzano Teacher Evaluation Model for the past 4 school years. Therefore, returning employees are aware of the Marzano Teacher

Evaluation Model and new employees receive this information during the New Teacher Induction training prior to the beginning of the school year.

- While the Marzano Teacher Evaluation Model has remained constant for the past four years, the Memorandum of Understanding usually varies from year-to-year in regards to the number & type of observations, the scoring metric for each observation and the calculation of the summative evaluation form. Pasco County School's provides various resources and avenues to communicate these changes. A memo developed by the Office for Professional Development and School Supports and Employee Relations was developed and sent to all school principals to share with their teachers. Principals took time during the pre-planning to go over the evaluation system for this school year.
- The Office of Professional Development and School Supports also created a self-paced Prezi for both teachers and administrators that discuss the 2015-16 Teacher Evaluation plan with videos to help explain the various steps in the evaluation process.
- Other videos and resources are uploaded to the Office of Professional Development and School Supports, Teacher Evaluation website and is featured in the Superintendent's weekly newsletter, "School Matters."
- The Pasco County Schools', Memorandum of Understanding (MOU) provides the specific language for the 2015-16 Teacher Evaluation plan (see Appendix B). In the MOU, it clearly states that all teachers will receive 2 evaluations (1 Formal/Announced and 1 Informal/Unannounced) during the 2015-16 school year.
- All teachers newly hired by the District will receive 2 evaluations, one in the first semester (Formal/Announced) and one in the second semester (Informal/Unannounced). Each observation will receive an evaluation rating of Highly Effective, Effective, Developing/Needs Improvement, or Unsatisfactory.
- Section E, Notification of the Evaluation Process and Performance Deficiencies, outlines the District will hold in abeyance the notification & explanation of the 2015-16 evaluation plan as well as the procedures taken when a teacher receives a rating of "Unsatisfactory" or "Developing/Needs Improvement."
- The Pasco County Schools', Memorandum of Understanding (MOU) states any teacher receiving a summative evaluation rating of "Unsatisfactory," or any teacher receiving his/her second consecutive summative evaluation rating of "Unsatisfactory" or "Developing/Needs Improvement" will be entitled to union representation during this summative evaluation conference, and will also be provided the opportunity to participate in the Teacher Assistance Team.
- Since each teacher scoring less than effective has an individual skill deficit, All PD is offered through an online platform allowing teachers to browse and register for PD for areas of need and those that correlate with the teacher's Deliberate Practice Plan. Administrators will also direct teachers to PD around areas of need as determined through both the observation cycle and through informal walkthroughs.

- All teachers in Pasco County are required to participate in professional development through their Professional Learning Communities.

6. District Evaluation Procedures

Directions:

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

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

-
- Pasco County School's will submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract
 - Pasco County School's will submit the written report to the employee no later than 10 days after the evaluation takes place
 - Pasco County School's will discuss the written evaluation report with the employee
 - Pasco County School's will ensure employees shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file
 - The Pasco County Schools', Memorandum of Understanding (MOU) provides the specific language for the 2015-16 Teacher Evaluation plan (see Appendix B for full details).
 - Pasco County Schools, in contract with TrueNorthLogic, has developed an electronic platform, called my Professional Growth System (myPGS) in which all aspects of the teacher evaluation system will be processed. Administrators will utilize myPGS to conduct all observations and complete the summative evaluation for all teachers.

- Per the MOU, all observation data, ratings, and feedback must be inputted into myPGS and shared with the teacher no later than ten (10) days from each observation. The teacher will have access to this written report in the “Evaluation” section of myPGS.
- myPGS provides teachers with the means to provide comments about each observation and an electronic acknowledgment that they have received their scores and feedback. All observations and teacher comments are archived and become part of the teacher’s personnel file.
- The Superintendent and select staff have a myPGS account, which gives him access to review all observations and evaluations for all teachers for the purpose of reviewing employees’ contracts.
- Pasco County Schools’ procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- Pasco County’s school superintendent will annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and will 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.

7. District Self-Monitoring

Directions:

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

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

-
- Pasco County Schools' will make sure that evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability
 - Pasco County Schools' will make sure that evaluators provide necessary and timely feedback to employees being evaluated
 - Pasco County Schools' will make sure that evaluators follow district policies and procedures in the implementation of evaluation system
 - Pasco County Schools' will ensure the use of evaluation data to identify individual professional development
 - Pasco County Schools' will ensure the use of evaluation data to inform school and district improvement plans
 - Pasco County Schools' Office for Professional Development and Schools Supports Supervisor of Teacher Evaluation, runs data reports on a weekly basis based on the requirements and timelines for the current school year. The data can be on Deliberate Practice, Announced Observation data, and Unannounced Observations.
 - The Supervisor analyzes the data provides the break down of the data via email to the Director of the Office for Professional Development and School Supports. The Director then provides the information to the other Directors, Area Superintendents, Assistant Superintendents and the Superintendent through email or during their weekly Directors meeting.
 - Since the entire evaluation system is completed in an electronic platform, each area of the evaluation plan is required in the system and is date/time stamped so we can ensure that teachers and administrators are following all procedure and meeting all time lines. There are safety nets in place and reports are analyzed based on the time lines and requirements

to ensure accuracy, validity, and to look at trends that can lead to further development for either teachers and/or administrators.

- Teacher Evaluation data are looked at on a weekly basis at many levels. There is the accuracy and compliance component of the data. However, the deeper analysis of the data shows us each school's (and the District as a whole) areas of strengths and areas of potential growth. This data is discussed no less than once a week within the Office for Professional Development and School Supports and no less than once a month at the Director's meeting.
- For the 2014-15 school year, Pasco County Administrators will go through certification through TrueNorthLogic's Inter-Rater Reliability platform within the myPGS system. Each administrator will be required to obtain certification through the program and will participate in the training offered through the program until they receive the certification.
- The data that is collected throughout the year, including end of the year summative evaluations and Student Performance Measures will be analyzed at both the school and District levels to determine the appropriate course of action needed to improve student achievement.
 - The various departments at the District level will analyze and use the data to determine the supports and training needed at the individual schools, regions or across the entire District.
 - Schools will use the data to help drive their School Improvement Plans, including the School Based Professional Development that is needed for their teachers and/or administrators.Teachers can use their own observation data and Student Performance Measures to help develop their Deliberate Practice Plan for the following school year.

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

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.

Appendix B – 2015-16 Memorandum of Understanding.

MEMORANDUM OF UNDERSTANDING

Implementation of the Student Success Act for the 2015-2016 and 2016-2017 School Years

The Board and the Union have agreed to the following in an effort to comply with the Student Success Act passed by the Florida Legislature during the 2011 legislative session. This memorandum will supersede sections of the current collective bargaining agreement, where indicated, to comply with the Student Success Act.

A. Definitions

1. The term state assessment shall refer to any standardized state approved assessment for a given course or subject.
2. The term district assessment shall refer to any district created and/or adopted assessment for a given course or subject.
3. The term alternative assessment shall refer to assessments other than state assessments or district assessments described above. The Board and the Union agree that they will continue discussions throughout the 2015-2016 and 2016-2017 school year regarding the use of such alternative assessments.
4. The term value added model shall refer to any formulae adopted by the state for the purpose of measuring student learning growth for summative evaluation purposes.
5. The term student performance measure (or metric) shall refer to the percentage of students meeting or exceeding the expectations established by a state approved added value model formula(e), state assessment standards, or district approved assessment/instrument unless otherwise specified.
6. The term three years of data shall refer to the current year plus the two immediately preceding school years of student growth measures.
7. The term teacher observation instruments shall refer to the forms and rubrics developed by Dr. Robert Marzano and adopted and/or modified by the District for teacher evaluation purposes. These Marzano forms are:
 - a. Rubrics – Lesson Segments Involving Routine Events (5 components)
 - b. Rubrics – Lesson Segments Addressing Content (18 components)
 - c. Rubrics – Lesson Segments Enacted on the Spot (18 components)
 - d. Rubrics – Planning and Preparing (8 components)
 - e. Rubrics – Reflecting on Teaching (5 components)
 - f. Rubrics – Collegiality and Professionalism (6 components)
 - g. Planning Conference – Structured Interview form (Pre-Conference)
 - h. Reflection Conference – Structured Interview form (Post-Conference)
8. The term nonclassroom teacher observation instruments shall refer to the forms and rubrics developed by the District and the Florida Department of Education and adopted and/or modified by the District for teacher evaluation purposes or to the Marzano Causal Evaluation Model.
9. The term formal/announced observation shall refer to extended classroom visits by administrators to document a teacher's use of the classroom behaviors and strategies identified on the classroom and nonclassroom teacher observation instruments, as well as to assess a teacher's progress towards his/her Deliberate Practice goal(s). For the purpose of conducting a pre-conference, teachers will be given a one week window during which the formal/announced observation will be held.

10. The term formal/announced observation cycle shall refer to the pre-observation conference, the formal observation and the post-observation conference. The pre and post observation conferences are an integral part of the formal observation cycle, however only completion of the post-observation conference shall be required in the electronic observation platform.
11. The term informal/unannounced observation shall refer to unannounced classroom visits by administrators to document a teacher's use of the classroom behaviors and strategies identified on the teacher and nonclassroom observation instruments, as well as to monitor a teacher's progress towards his/her Deliberate Practice goal(s). Such visits will generally be for the length of a lesson, not to exceed 50 minutes. Feedback will be provided to the teacher through the electronic observation platform and will be additional data points in the observation cycle.
12. The term scorable element shall refer to a classroom behavior or strategy that was used, or should have been used, by a teacher during an observed lesson.
13. The term electronic observation platform shall refer to the online instructional and leadership improvement system that the district has acquired to provide a technological platform for the new teacher evaluation system.

B. Summative Evaluation Components

The teacher evaluation system shall consist of three (3) components:

1. Status Score –The Status Score is generated through administrative observation using the classroom or nonclassroom observation instruments. Domains One (60%), Two (30%), and Four (10%) shall be weighted within this component.
2. Student Performance Measure Score –The Student Performance Measure Score for the State's Value Added Model (VAM) represents the percentage of students who meet or exceed the learning goal established by the appropriate assessment/instrument unless otherwise specified in Florida Statutes or State Board of Education rules.
3. Deliberate Practice Score – This component will be additive and represents points that will be added to the teacher's Status Score prior to it being averaged with the Student Performance Measure Score for the final summative evaluation score. Deliberate Practice score is generated through administrative observation of one (1) Domain 1 element that the teacher and observing administrator select as a targeted element of instructional practice focus. Deliberate Practice will be scored in Domain Three with fifteen percent (15%) of the total score earned for this Domain being the additive points. Teachers design a Deliberate Practice Plan for continuous improvement and analyze progress on professional development activities, including those related to the Deliberate Practice Plan.

C. Instructional Practices Score

1. The District has selected the state approved Marzano Causal Teacher Evaluation Model, including Domains One, Two, and Four, for the purposes of evaluating the quality of teachers' instructional practices and the Florida Department of Education model for some nonclassroom teachers. The District shall utilize the teacher observation instruments provided as part of these models. The Instructional Practices Score will be comprised of the Status Score plus the Deliberate Practice Score.

D. Administrative Observations

1. Observations will include informal/unannounced and formal/announced observations. Regardless of the type of observation, it will be entered into the electronic observation platform as close to the observation date as possible, but no later than ten (10) work days, to provide

current and reliable feedback to teachers. Teachers will receive at least one formal/announced observation in the first semester of the year and at least one informal/unannounced observations in the second semester of the year. Should an Administrator attempt an unannounced, informal observation on a day or class period that the teacher believes will result in a less than Effective rating, the Administrator and teacher will agree to conduct the observation at another time for one occasion only unless a scheduling conflict precludes this option.

2. For the purposes of evaluating Domain 1 teachers will have their observations individually rated and then averaged to determine the final Domain 1 score. If Deliberate Practice has not been sufficiently observed during the observations, the teacher will provide to the administrator a window of time (i.e. a week) during which an informal/unannounced observation will take place for the purposes of capturing data for the teacher in this element.
3. Teachers working less than half the year plus one day, either due to late hire or approved leave, will receive an informal/unannounced observation solely for the purpose of providing exposure to the observation system and formative feedback.
4. Teachers will be given a one week window during which the formal/announced observation will be held at which time a teacher may request a pre-conference. All summative teacher observations and feedback meetings for Domain 1 will be completed no later the last school day of April. The administrator will enter into the electronic observation platform a mid-year status for Domains 2, 3, and 4 no later than the end of first week of Semester Two in order to provide feedback to teachers. This will be a progress monitoring tool only. All observations and feedback meetings for the Instructional Practices Score will be completed no later than three weeks prior to the end of the school year. Should the administrator responsible for providing the assessment not meet the date designated for the completion of the assessment, the administrator will inform the teacher of the reason for the delay.

E. Notification of the Evaluation Process and Performance Deficiencies

1. The timelines for explaining and discussing the evaluation process specified in Article VII, Section H shall be held in abeyance.
2. All teachers will receive continued development in the Marzano Causal Teachers Evaluation model including embedded professional development. Information regarding the Marzano Causal Teacher Evaluation model will also be available on the Office for Professional Development and School Supports Website.
3. The observation cycle has been designed to incorporate the elements of the NEAT process into the post-observation conference and reflection process. In the event that a principal determines that a teacher is performing at an “Unsatisfactory” or “Developing/Needs Improvement” level, the procedures outlined in Article VII, Section H-6 shall be implemented to the extent they are not included or already covered by the formal observation cycle. Teachers are entitled to union representation in meetings scheduled outside of the formal evaluation/observation cycle to discuss the teacher’s performance.

F. Student Performance Measure Score

1. Where less than three (3) years of data are available for teachers new to the District, the data that are available will be used.

G. Scoring of the Summative Evaluation

The District will use the state identified rating labels of “Highly Effective,” “Effective,” “Developing/Needs Improvement,” and “Unsatisfactory.” The District’s adoption of the Marzano Causal Teacher Evaluation Model incorporates rubrics, weighting scales, and a scoring system to define and decide a teacher’s summative evaluation rating. The following scoring system will be utilized for all teachers:

1. Status Score Component (65% of the overall summative score)

Teachers will receive a numeric score ranging from 1 to 4, with 4 representing “Highly Effective” and 1 representing “Unsatisfactory” for each Domain. An average of the weighted scores for Domains 1, 2, and 4 will serve as the Status Score.

For Domain 1 (60% of the Status Score):

- a. “Highly Effective” – All requirements for Effective and at least 15% of scorable elements in Domain One at Level 4 (Innovating) in 2015-2016, and 25% in 2016-2017.
- b. “Effective” – At least 60% of scorable elements at Level 3 (Applying) or higher
- c. “Developing/Needs Improvement” – Less than 60% of scorable elements at Level 3 (Applying) or higher and less than 50% of scorable elements at Levels 0 and/or 1 (Beginning and/or Not Using).
- d. “Unsatisfactory” – At least 50% of scorable elements at Levels 0 and/or 1 (Beginning and/or Not Using).

For Domain 2 (30% of the Status Score) and Domain 4 (10% of the Status Score):

- a. “Highly Effective” – At least 65% of scorable elements at Level 3 (Applying) and no scorable elements at Levels 0 and/or 1 (Not Using and/or Beginning),
- b. “Effective” – At least 60% of scorable elements at Level 3 (Applying) or higher.
- c. “Developing/Needs Improvement” – Less than 60% of scorable elements at Level 3 (Applying) or higher and less than 50% of scorable elements at Levels 0 and/or 1 (Beginning and/or Not Using).
- d. “Unsatisfactory” – At least 50% of scorable elements at Levels 0 and/or 1 (Beginning and/or Not Using).

2. Student Performance Component (35% of the overall summative score)

- a. The following will be used where a value added model is available and as appropriate, unless state statute or state board rule specifies otherwise. For other instruments an appropriate classification will be determined to best reflect student performance measure attributed to the teacher.
 - 1. “Highly Effective” – At least 75% of applicable students meet or exceed the expectations established by the state approved value added model(s) for a rolling three (3) year period.

2. “Effective” – At least 40% but less than 75% of applicable students meet or exceed the expectations established by the state approved value added model(s) for a rolling three (3) year period.
 3. “Developing/Needs Improvement” – “At least 20% but less than 40% of applicable students meet or exceed the expectations established by the state approved value added model(s) for a rolling three (3) year period.
 4. “Unsatisfactory” – Less than 20% of applicable students meet or exceed the expectations established by the state approved value added model(s) for a rolling three (3) year period.
3. Deliberate Practice Score (Additional points added to the Status Score)
- The level at which a teacher attains his or her goal on the Domain 1 element will be given a numeric score ranging from 1 to 4, with 4 representing “Highly Effective” and 1 representing “Unsatisfactory.” This number will be calculated as part of the average for Domain Three which will serve as the Deliberate Practice Score.
- a. “Highly Effective” – When a teacher improves three (3) levels on his/her target Deliberate Practice element(s), or when a teacher improves from “Applying” to “Innovating” on his/her target Deliberate Practice element(s).
 - b. “Effective” -When a teacher improves two (2) levels on his/her target Deliberate Practice element(s), or when a teacher improves from “Developing” to “Applying” on his/her target Deliberate Practice element(s).
 - c. “Developing/Needs Improvement” – When a teacher improves one (1) level on his/her target Deliberate Practices element(s).
 - d. “Unsatisfactory” – When a teacher does not improve on his/her target Deliberate Practice element(s).
4. Final Score Calculation
- a. Teachers will receive numeric score ranging from 1 to 4, with 4 representing “Highly Effective” and 1 representing “Unsatisfactory” for the Status Score, Student Performance Measure, and Deliberate Practice components.
 - b. A teacher’s Deliberate Practice Score will be multiplied by fifteen percent (15%) and added to the teacher’s Status Score to form the Teacher’s Instructional Practices Score.
 - c. The Instructional Practices Score and Student Performance Measure Score will be averaged together to provide the final summative evaluation score.
 - d. Final scores between 3.5 and 4.0 will represent “Highly Effective;” final scores between 2.5 and 3.4 will represent “Effective;” final scores between 1.5 and 2.4 will represent

“Developing/Needs Improvement;” and a final score of less than 1.5 will represent “Unsatisfactory.”

5. Once the final summative score and ratings are calculated, an administrator will arrange to meet with the teacher to discuss the teacher’s overall summative evaluation score for the school year. Any teacher receiving a summative evaluation rating of “Unsatisfactory,” or any teacher receiving his/her second consecutive summative rating of “Unsatisfactory” or “Developing/Needs Improvement” will be entitled to union representation during this summative evaluation conference, and will also be provided the opportunity to participate in the Teacher Assistance Team.

H. Teacher Contracts and Impact of the Summative Evaluation of Teachers’ Contractual Status

1. Effective July 1, 2011, the procedure for awarding employment contracts to teachers was amended as defined by Florida Statutes. Should any language in the Instructional Master Contract regarding employment contracts be contrary to Florida Statutes, Florida Statutes shall prevail.

I. Reduction in Force

1. Should the District need to reduce the number of teachers in the District prior to the completion of the summative evaluations for the 2013-2014 school year, the provisions of Article VII, Section G shall apply with the following modifications:
 - a. Any required reductions will first be based upon teacher’s previous school year’s evaluations.
 - b. Those teachers with an unsatisfactory rating or who are on performance probation in accordance with Florida Statute 1012.34 shall be reduced first.
 - c. If additional reductions are required, the provisions of Article VII, Section G shall apply.
2. After the completion of the summative evaluations for the previous school year, any required reductions will first be based upon teachers’ most recent final summative evaluation rating. Teachers rated as “Unsatisfactory” shall be reduced first, teachers rated as “Developing/Needs Improvement” within the area of assignment being reduced shall be reduced next, teachers rated as “Effective” within the area of assignment being reduced shall be reduced third, and teachers rated as “Highly Effective” within the area of assignment being reduced shall be reduced last. The order of reduction within a given performance level shall be determined in accordance with Article VII, Section G.

J. Evaluation Review and Monitoring

1. The Board and the Union agree to establish a Teacher Evaluation System Sub-Committee to be comprised of members mutually agreed upon by the Superintendent and President of USEP. This committee will be convened as needed to review the implementation of the teacher evaluation system, to monitor the results of the evaluation process, the electronic observation platform,, and to make recommendations for ways to modify the teacher evaluation system for compliance with applicable laws, grant requirements, and best practices.
2. The Board and the Union have reserved the right with the Florida Department of Education to amend the teacher evaluation process within the guidelines established by applicable laws, grant requirements, and the applicable collective bargaining agreement.

K. Conformity to Law and the Instructional Master Contract

Nothing contained herein shall be construed to deny teachers of any rights conferred by the Instructional Master Contract with the exception of the provisions contained within this Memorandum of Understanding and/or the state approved Teacher Evaluation Plan submitted to the Florida Department of Education as agreed to by both parties. Should any provision of this Memorandum of Understanding or the statutes serving as its foundation be found to be contrary to law, the provisions of Article XII, Section A shall apply.