School District of Pasco County 2018 - 2019

Instructional Personnel Evaluation System

Deanna DeCubellis, Supervisor
Accountability, Research, & Measurement
ddecubel@pasco.k12.fl.us

Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

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

Table of Contents

Part I: Evaluation System Overview

Pasco schools will utilize a teacher evaluation system with the intention of developing and improving instructional practices to positively impact student achievement. Pasco's system is directly aligned with the six standards of the Florida Educator Accomplished Practices. All instructional staff, both classroom and non-classroom, will be evaluated using the same tool. These FEAP standards provide us with six clear and concise standards that represent best practice outcomes for excellence in teaching and learning.
The Evaluation System will focus on the following standards:

- Instructional Design
- The Learning Environment
- Instructional Delivery and Facilitation
- Assessment
- Continuous Professional Improvement
- Professional Responsibilities and Ethical Conduct
- Deliberate Practice

- The Pasco system with include four categories of classification: Highly Effective, Effective, NI/Developing, and Unsatisfactory.
- The Student performance measure (VAM/SPM) will be based upon the students the teacher teaches.
- Deliberate Practice will serve as a third metric.

Scoring Components

- Instructional Practices (IPS): 65%
  o FEAPs
  o Deliberate Practice (Third Metric)
- Student Performance Measure (SPM): 35%

Observation Components

- Several visits (classroom, PLC, etc.) conducted throughout the year to gather evidence and provide feedback. Best practice is a minimum of 2 visits.
- Conferences will be conducted to provide feedback and status updates.
- Scripting/feedback will be provided in the electronic platform (myPGS) on conference forms.
- Scripting/feedback of observations/visits will be provided in between conferences.
- New teachers will receive Middle of Cycle ratings in each FEAP standard.
- Scripting/Evidence is required for any ratings other than *Effective* in any standard for the new teacher MOC and the EOC for all.
- Scripting/feedback, notice, and conference forms are to be shared with the teacher within 10 days of completion.

Conferences

There are three Required Conferences: Beginning of Cycle (BOC), Middle of Cycle (MOC), and End of Cycle (EOC)

- At least one of these conferences will be face to face.
- Administrators will complete conference forms in the electronic platform.

Beginning of Cycle conference (BOC)

This conference focuses on the Deliberate Practice Plan. This conference will take place after the teacher develops and submits the DP plan. Administrators will approve the DP plan at this time or provide feedback for revisions.

Middle of Cycle conference (MOC)

The MOC Serves as a status update on the FEAP standards. Administrators will complete the form in the electronic platform and provide feedback to teachers within 10 days of completing the form.

- The MOC form for returning teachers includes a checkbox in each standard to indicate satisfactory progress.
- New teachers will receive mid year ratings in the six FEAP standards.
- Notice will be provided to teachers performing at the Unsatisfactory or Needs Improvement/Developing level.

End of Cycle conference (EOC)

The EOC conference takes place when administrators are ready to close out the evaluation by assigning ratings for the six FEAPs as well as the Deliberate Practice.

- Teachers will review ratings and the Instructional Practice Score (IPS) and acknowledge receipt.

Teachers or administrators may request additional conferences if desired.

Deliberate Practice

- Teachers develop a Deliberate Practice Plan in the electronic platform by selecting FEAP standard 1,2,3, or 4 as the focus and using the Critical Skills/Indicators of that standard to write the goal and develop the Deliberate Practice Plan.

- Teachers are responsible for completing two progress updates on their Deliberate Practice Plan in the electronic platform. These progress updates are typically completed in Semester 1 and Semester 2.

Scoring

- The FEAP standards 1-6 are scored using a four point rubric for each standard.
- The Deliberate Practice will also be scored on a four point scale using the DP rubric.
- If a teacher has not developed a Deliberate Practice Plan, they can not receive a rating of Highly Effective in FEAP Standard #5.

Each FEAP is equally weighted so that the score is an average of the six standards.
This is done by giving a corresponding number score to each rating:

- **Highly Effective = 4**
- **Effective = 3**
- **Developing/NI = 2**
- **Unsatisfactory = 1**

The Deliberate Practice score is additive at 20%.
The average FEAP score will be added to 20% of the Deliberate Practice Score to calculate the Instructional Practices Score.

If the final FEAP score is 3.33 and the DP score is 3, then the IPS will be 3.93
$$3.33 + .6 = 3.93$$

The final SPM score will be calculated based upon a 3 year average of SPM scores. Final SPM scores for teachers working 2 years will be based upon the 2 year SPM average. Final SPM scores for teachers in year 1 will be based upon the SPM for that year.

The Summative Score or Final Evaluation score calculation and Rubric will be based on the four point scale below.

IPS	**= 3.93**	**X .65**		**2.55**
SPM	**= 3**	**X .35**		**1.05**

Final Summative Evaluation Score: 3.60   Highly Effective

Highly Effective	Effective	Developing/NI	Unsatisfactory
> = 3.5	2.5 – 3.49	1.5 – 2.49	1.0 – 1.49

Instructional staff who do not work a minimum of ½ the school year (99 days) will be exempt from evaluation for that school year. Evaluators will indicate an Exclusionary Reason in the electronic platform for these staff members.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education.

☒ The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

Training

☒ The district provides training programs and has processes that ensure

➢ Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and

➢ Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

☒ The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

☒ The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.

☒ The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.

☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.

☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.

☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:

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

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

> ➢ Planning of professional development; and
> ➢ Development of school and district improvement plans.

☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.

☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who

> ➢ Receive two consecutive unsatisfactory evaluation ratings; or
> ➢ Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

> ➢ Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
> ➢ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
> ➢ Evaluators provide necessary and timely feedback to employees being evaluated;

➢ Evaluators follow district policies and procedures in the implementation of evaluation system(s);
➢ Use of evaluation data to identify individual professional development; and,
➢ Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	August	• Whole system communications – email • Beginning of Year course in Canvas/SharePoint • Video (provided via email, BOY course, resource area in evaluation platform) • Printable materials/resources in evaluation platform
Newly Hired Classroom Teachers	August	• Whole system communications – email • Beginning of Year course in Canvas/SharePoint • Video (provided via email, BOY course, resource area in evaluation platform) • Printable materials/resources in evaluation platform
Late Hires	Ongoing	• Beginning of Year course in Canvas/SharePoint • Video (provided via email, BOY course, resource area in evaluation platform) • Printable materials/resources in evaluation platform

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	Minimum of 1	September - April	Within 10 days of observation
Hired after the beginning of the school year	Minimum of 1	September - April	Within 10 days of observation
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	Minimum of 2	September - April	Within 10 days of observation
Hired after the beginning of the school year	Minimum of 2	September - April	Within 10 days of observation

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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	September -April	Within 10 days of finalizing
Hired after the beginning of the school year	1	September -April	Within 10 days of finalizing
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	January and April	Within 10 days of finalizing
Hired after the beginning of the school year	2	January and April	Within 10 days of finalizing

Part IV: Evaluation Criteria

A. Instructional Practice

In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Pasco County, instructional practice accounts for 65% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

    Classroom and non-classroom personnel are evaluated utilizing the same evaluation instrument.

    Instructional Practice scores are calculated based on an average of the six Florida Educator Accomplished Practice standard scores. This average serves as the Status Score.

    Scoring

    - The FEAP standards 1-6 are scored using a four point rubric for each standard.
    - The Deliberate Practice will also be scored on a four point scale using the DP rubric.

Each FEAP is equally weighted so that the score is an average of the six standards.
This is done by giving a corresponding number score to each rating:

- **Highly Effective = 4**
- **Effective   = 3**
- **Developing/NI   = 2**
- **Unsatisfactory   = 1**

The Deliberate Practice score is additive at 20%.
The average or FEAP score (Status Score) will be added to 20% of the Deliberate Practice Score to calculate the Instructional Practices Score.

If final FEAP score is 3.33 and the DP score is 3, then the IPS will be 3.93
$$3.33 + .6 = 3.93$$

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Pasco County, other indicators of performance account for an additive of 20% of the instructional personnel performance evaluation.

2. Deliberate Practice serves as a third metric in the Instructional Practice scores.

3. The Deliberate Practice (DP) is rated and scored on the same 4 point scale used for each FEAP standard. 20% of the DP score is added to the FEAPs score (SS) to calculate the Instructional Practice Score.

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Pasco County, performance of students accounts for 35% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

The Student Performance Measure (SPM) will be calculated for each measure weighted for the courses taught by the teacher and the students the teacher teaches. The score will be reported as a 1, 2, 3, or 4. This value will be a 3 year average that includes the SPM for the teacher's prior 2 years. SPM for teachers working 2 years will be based upon the 2 year SPM average. SPM scores for teachers in year 1will be based upon the SPM for that year. This averaged SPM will be weighted as 35% of the teacher's summative score. 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 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		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
Pre-Kindergarten (PK)	School-wide VAM	School-wide % meeting expectations on VAM model
Kindergarten (K)	Locally created end of course assessment	Inter-school comparisons
First Grade (1)	Locally created end of course assessment	Inter-school comparisons
Second Grade (2)	Locally created end of course assessment	Inter-school comparisons
Third Grade (3)	FSA ELA & Math	Inter-school comparisons
Fourth Grade (4)	VAM	VAM rating
Fifth Grade (5)	VAM	VAM rating
Other (K-5) (including non-classroom instructional personnel)	FSAA, ABLLS, or Brigance for Access Points Locally created end of course assessments for specials areas School-wide VAM for non-classroom personnel	Learning gains Inter-school comparisons School-wide % meeting expectations on VAM model
English/Language Arts, Reading Courses (6-8)	VAM	VAM rating
Math Courses (6-8)	VAM	VAM rating
Science Courses (8)	FCAT Science	% meeting expectation
Other (6-8) (including non-classroom instructional personnel)	Locally created end of course assessment for non-VAM courses (with end of course exam) Load-based VAM ELA (for non-VAM courses without end of course exam) School-wide VAM for non-classroom personnel	% meeting expectation % meeting expectation on VAM model School-wide % meeting expectations on VAM model
English 1	VAM	VAM rating
English 2	VAM	VAM rating
English 3	Locally created end of course assessment	% meeting expectation
English 4	Locally created end of course assessment	% meeting expectation
AP English Comp	AP	% meeting expectation
Algebra 1 (Honors); Algebra 1B	Alg 1 EOC (or VAM for grades 8 & 9)	% meeting expectation or VAM rating
Pre-AICE Mathematics 1	Alg 1 EOC	% meeting expectation
IB Middle Years	Alg 1 VAM	VAM rating

Algebra 1 Honors		
Geometry (Honors)	Geo EOC	% meeting expectation
IB Middle Years Geometry Honors	Geo EOC	% meeting expectation
Pre-AICE Mathematics 2	Geo EOC	% meeting expectation
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB; Integrated Science 3 (Honors)	Bio EOC	% meeting expectation
Pre-AICE Biology	Bio EOC	% meeting expectation
IB Middle Years Biology Honors	Bio EOC	% meeting expectation
Civics	Civics EOC	% meeting expectation
U.S. History	US History EOC	% meeting expectation
ROTC	Locally created end of course assessment Load-based VAM ELA (for courses without an end of course exam)	% meeting expectation % meeting expectation on VAM model
Other (9-12) (including non-classroom instructional personnel)	Locally created end of course assessment Load-based VAM ELA (for courses without an end of course exam)	% meeting expectation % meeting expectation on VAM model
School Administrators	School-wide VAM	School wide % meeting expectation on VAM model
District Non-Classroom Instructional Personnel	District-wide VAM	District wide % meeting expectation on VAM model

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel.

2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a fourth grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

Summative Evaluation Score Calculation:

Instructional Practice Score multiplied by 65%
Student Performance Measure multiplied by 35%
These two scores are added together to calculate the Final Summative Evaluation Score

Final Summative Evaluation Score Scale

3.5 – 4.0 Highly Effective	2.5 – 3.4 Effective	1.5 – 2.4 Needs Improvement/ Developing	< 1.5 Unsatisfactory

Appendix A – Evaluation Framework Crosswalk

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

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

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

Appendix B – Observation Instruments for Classroom Teachers

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.

1. Instructional Design and Lesson Planning
Applying concepts from human development and learning theories

Critical Skills:

- Aligns instruction with state-adopted standards at appropriate level of rigor.
- Sequences lesson and concepts to ensure coherence and required prior knowledge.
- Designs instruction for students to achieve mastery.
- Selects appropriate formative assessments to monitor learning.
- 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.
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

Highly Effective	Effective	Developing/NI	Unsatisfactory
The educator demonstrates exceptional performance through implementation of the accomplished practice. The teacher monitors for effectiveness and adapts to meet the needs of learners.	The educator demonstrates solid performance through implementation of the accomplished practice and monitors for effectiveness.	The educator attempts to employ the accomplished practice, but uses it incorrectly and/or fails to monitor for effectiveness.	The educator demonstrates little or no knowledge and minimal implementation of the accomplished practice.

Possible "Look-fors"/Outcomes (not an exhaustive list)

Highly Effective:
- Contributes to the professional learning community
- Contributes to the development of formative assessments
- Differentiates instruction based on monitoring of common formative assessments
- Designs lessons with a variety of strategies to engage students in collaborative and independent application of learning
- Lesson plans allow for adjustment based on formative data

Effective:

- Lesson plans clearly align with the standard(s)
- Engages students in appropriately rigorous content
- Plans for content specific questions that meet the rigor of the standards
- Participates in the professional learning community
- Designs lessons using student data
- Designs differentiated instruction to meet the needs of all students
- Sequences lessons and units to build knowledge toward standard mastery
- Provides opportunities for students to explain their thinking
- Provides opportunities to work collaboratively
- Designs lessons to ensure students are engaged in their learning and self-regulate their behavior
- Anticipates and plans for student misconceptions

- Relates and integrates subject matter with other disciplines or student life experiences
- Learning goals presented in grade appropriate, student friendly language
- Independent tasks are aligned to the standards
- Prioritizes high impact standards that lead to mastery

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2. The Learning Environment

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative
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Critical Skills:

- Organizes, allocates, and manages the resources of time, space, and attention. (Assessed and evaluated on the Lesson Plan-Management Techniques).
- Manages individual and class behaviors through a well-planned management system.
- Conveys high expectations to all students.
- Respects students' cultural, linguistic and family background.
- Models clear, acceptable oral and written communication skills.
- Maintains a climate of openness, inquiry, fairness and support.
- Integrates current information and communication technologies.
- Adapts the learning environment to accommodate the differing needs and diversity of students.
- Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
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<tr>
<td>Highly Effective</td>
<td>Effective</td>
<td>Developing/NI</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>The educator demonstrates exceptional performance through implementation of the accomplished practice. The teacher monitors for effectiveness and adapts to meet the needs of learners.</td>
<td>The educator demonstrates solid performance through implementation of the accomplished practice and monitors for effectiveness.</td>
<td>The educator attempts to employ the accomplished practice, but uses it incorrectly and/or fails to monitor for effectiveness.</td>
<td>The educator demonstrates little or no knowledge and minimal implementation of the accomplished practice.</td>
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Possible "Look-fors"/Outcomes (not an exhaustive list)

Highly Effective:
- Routines, procedures, expectations, and resources have been internalized by students; the class runs itself
- Students self-regulate or intervene with peers in response to misunderstandings or off-task behavior
- Knowledge of student interests, background, and needs serves as the foundation for which lessons are crafted
- Respect and rapport are demonstrated through student interactions with each other and the teacher (e.g., in a class discussion, students dialogue with each other, not just respond to teacher questions; students comfortable asking "real" questions)

Effective:
- Clear, evident routines and procedures to maximize instructional time for student learning (relevant to class level and time of year)
- Uses appropriate management techniques when needed to reinforce procedures or redirect students
- Classroom layout is safe and conducive to the work of the lesson/activity for all learners
- Grouping of students (if present) is done intentionally with the students and the task in mind
- High expectations communicated to all students via scaffolding (e.g., supports, probing questions for wrong answers) and/or specific praise (e.g., verbal, written, public or private)

- Demonstrates rapport with and respect for students in interactions with students
- Communicates clearly in multiple forms (e.g., verbally and in writing) using student-friendly language to promote student understanding
- Resources, including technology, are accessible to students and relevant for the lesson

3. Instructional Delivery and Facilitation
Utilizes a deep and comprehensive knowledge of the subject taught

Critical Skills:

- Deliver engaging and challenging lessons.
- Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
- Identify gaps in students' subject matter knowledge.
- Modify instruction to respond to preconceptions or misconceptions.
- Relate and integrate the subject matter with other disciplines and life experiences.
- Employ higher-order questioning techniques.
- Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.
- Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.
- Support, encourage, and provide immediate and specific feedback to students to promote student achievement.
- Utilize student feedback to monitor instructional needs and to adjust instruction.

Highly Effective	Effective	Developing/NI	Unsatisfactory
The educator demonstrates exceptional performance through implementation of the accomplished practice. The teacher monitors for effectiveness and adapts to meet the needs of learners.	The educator demonstrates solid performance through implementation of the accomplished practice and monitors for effectiveness.	The educator attempts to employ the accomplished practice, but uses it incorrectly and/or fails to monitor for effectiveness.	The educator demonstrates little or no knowledge and minimal implementation of the accomplished practice.

Possible "Look-fors"/Outcomes (not an exhaustive list)
Highly Effective:
- Elicits real-world connections from students during instruction
- Feedback is differentiated based on individual student needs during instruction
- Adjusts instruction during the lesson in response to student learning
- Facilitates student-led learning

Effective:
- Educator's content knowledge is evident in instruction
- Implements differentiated instruction that positively impacts student learning
- Utilizes multiple checks for understanding throughout the lesson
- Employs appropriate technology during instruction when relevant
- Instruction includes real-world connections

4. Assessment

Critical Skills:

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

Highly Effective	Effective	Developing/NI	Unsatisfactory
The educator employs the accomplished practice, monitors for effectiveness, and adapts, as necessary, to meet the needs of learners.	The educator employs the accomplished practice and monitors for effectiveness.	The educator attempts to employ the accomplished practice, but uses it incorrectly and/or fails to monitor for effectiveness.	The educator demonstrates little or no knowledge and minimal implementation of the accomplished practice.

Possible "Look-fors"/Outcomes (not an exhaustive list)
Highly Effective:
- Facilitates student-led conferencing
- Facilitates the process where students synthesize their data to drive the learning process
- Uses ongoing assessments to adapt the lesson during instruction

Effective:
- Aligns assessments with the rigor of the standard(s)
- Collaborates with others to accurately assess student performance
- Accommodates assessments based on student need
- Monitors assessments for understanding throughout the lesson
- Communicates the importance of assessments to stakeholders

5. Continuous Professional Improvement

Critical Skills:

- Designs purposeful professional goals to strengthen the effectiveness of instruction based on student needs.
- Examines and uses data-informed research to improve instruction and student achievement.
- 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
- Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement.
- Engages in targeted professional growth opportunities and reflective practices.
- Implements knowledge and skills learned in professional development/TCP in the teaching and learning process.

Highly Effective	Effective	Developing/NI	Unsatisfactory
The educator employs the accomplished practice and extends their learning to the benefit of the profession.	The educator employs the accomplished practice.	The educator attempts to employ the accomplished practice, but fails to apply new knowledge to improve teaching and learning.	The educator does not employ the accomplished practice.

Possible "Look-fors"/Outcomes (not an exhaustive list)
Highly Effective:
- Seeks out (initiates) opportunities for professional development to enhance instruction
- Reflects on a lesson's effectiveness to inform future planning
- Shares professional expertise with colleagues
- Contributes to the professional learning community

Effective:
- Participates in personal professional learning to increase depth of content knowledge
- Assesses a lesson's effectiveness
- Pursues professional growth opportunities in addition to the Deliberate Practice plan
- Participates in the professional learning community

6. Professional Responsibilities and Ethical Conduct
Understanding that educators are held to a high moral standard in a community, the educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C. and fulfills the expected obligations to students, the public and the education profession.

Critical Skills:

- 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.

Highly Effective	Effective	Developing/NI	Unsatisfactory
The educator <u>always</u> demonstrates ethical conduct and fulfills the expected obligations to students, the public and the education profession in the accomplished practice.	The educator <u>consistently</u> demonstrates ethical conduct and fulfills the expected obligations to students, the public and the education profession in the accomplished practice.	The educator requires coaching to develop practices consistent with professional responsibilities and ethical conduct.	The educator demonstrates little or no knowledge and minimal implementation of professional responsibilities and ethical conduct.

"Look-fors" established in the Code of Ethics as described above

Deliberate Practice

Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
Develops a plan and implements all of the plan. Monitors progress and reflects on results.	Develops a plan and implements all of the plan. Monitors Progress.	Develops a plan and implements part or all of the plan.	No plan.

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★ Ratings	📄 Evidence Session	❶ Details	💬 Discussion

Start Evidence Session

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▶ Resume session ▾

Evidence Session 5/30/2019

Started on May 30, 2019, at 12:14 PM.

12:14 PM	Observation notes:	Edit	Remove
12:15 PM	Evidence gathered in observations, classroom visits, PLC visits, etc.	Edit	Remove
12:15 PM	Notes include evidence gathered	Edit	Remove
12:15 PM	Notes include feedback	Edit	Remove
12:16 PM	This evidence is considered when rating each FEAP standard	Edit	Remove

Ended on May 30, 2019, at 12:16 PM. Total time elapsed 0:02:18.

★ Ratings	📄 Evidence Session

Start Evidence Session

Evidence Session 5/30/2019

Started on May 30, 2019, at 12:14 PM.

12:14 PM	Observation notes:
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12:15 PM	Notes include feedback
12:16 PM	This evidence is considered when rating each FEAP standard

Ended on May 30, 2019, at 12:16 PM. Total time elapsed 0:02:18.

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.

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N/A

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Appendix D – Student Performance Measures

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

Student Performance Measures		
Teaching Assignment	**Assessment(s)**	**Performance Standard(s)**
Pre-Kindergarten (PK)	School-wide VAM	School-wide % meeting expectations on VAM model
Kindergarten (K)	Locally created end of course assessment	Inter-school comparisons
First Grade (1)	Locally created end of course assessment	Inter-school comparisons
Second Grade (2)	Locally created end of course assessment	Inter-school comparisons
Third Grade (3)	FSA ELA & Math	Inter-school comparisons
Fourth Grade (4)	VAM	VAM rating
Fifth Grade (5)	VAM	VAM rating
Other (K-5) (including non-classroom instructional personnel)	FSAA, ABLLS, or Brigance for Access Points Locally created end of course assessments for specials areas School-wide VAM for non-classroom personnel	Learning gains Inter-school comparisons School-wide % meeting expectations on VAM model
English/Language Arts, Reading Courses (6-8)	VAM	VAM rating
Math Courses (6-8)	VAM	VAM rating
Science Courses (8)	FCAT Science	% meeting expectation
Other (6-8) (including non-classroom instructional personnel)	Locally created end of course assessment for non-VAM courses (with end of course exam) Load-based VAM ELA (for non-VAM courses without end of course exam) School-wide VAM for non-classroom personnel	% meeting expectation % meeting expectation on VAM model School-wide % meeting expectations on VAM model

Instructional Evaluation System

English 1	VAM	VAM rating
English 2	VAM	VAM rating
English 3	Locally created end of course assessment	% meeting expectation
English 4	Locally created end of course assessment	% meeting expectation
AP English Comp	AP	% meeting expectation
Algebra 1 (Honors); Algebra 1B	Alg 1 EOC (or VAM for grades 8 & 9)	% meeting expectation or VAM rating
Pre-AICE Mathematics 1	Alg 1 EOC	% meeting expectation
IB Middle Years Algebra 1 Honors	Alg 1 VAM	VAM rating
Geometry (Honors)	Geo EOC	% meeting expectation
IB Middle Years Geometry Honors	Geo EOC	% meeting expectation
Pre-AICE Mathematics 2	Geo EOC	% meeting expectation
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB; Integrated Science 3 (Honors)	Bio EOC	% meeting expectation
Pre-AICE Biology	Bio EOC	% meeting expectation
IB Middle Years Biology Honors	Bio EOC	% meeting expectation
Civics	Civics EOC	% meeting expectation
U.S. History	US History EOC	% meeting expectation
ROTC	Locally created end of course assessment Load-based VAM ELA (for courses without an end of course exam)	% meeting expectation % meeting expectation on VAM model
Other (9-12) (including non-classroom instructional personnel)	Locally created end of course assessment Load-based VAM ELA (for courses without an end of course exam)	% meeting expectation % meeting expectation on VAM model
School Administrators	School-wide VAM	School wide % meeting expectation on VAM model
District Non-Classroom Instructional Personnel	District-wide VAM	District wide % meeting expectation on VAM model

Appendix E – Summative Evaluation Forms

In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.

Pasco County Schools

7227 Land O'Lakes Boulevard, Land O' Lakes, Florida 34638 - (813) 794-2000

| Evaluation for: | teacher1, testingnew | Employee ID#: |

School Year: 2018-19	Final Summative Rating	
Student Performance Measure:	**Instructional Practice Score:** 3.4	**Final Summative Score:**

Florida Educator Accomplished Practices Standards Score (FEAPS)		
Standard 1: 3	Standard 3: 3	Standard 5: 3
Standard 2: 3	Standard 4: 3	Standard 6: 3

| FEAPS | = | Average of 6 Standards: | **3** |

Deliberate Practice (DP)		
D.P. (20%):	2	**0.4**

Instructional Practice Score (IPS)	
FEAPS + DP = (20%):	**3.4**

Student Performance Measure (SPM)
2018-19
2017-18
2016-17

3 Year Average _____

Final Summative Score			
IPS	3.4	65% Calculation:	**2.21**
SPM:		35% Calculation:	

_____

Final Summative Score: (IPS x 65%) + (SPM x 35%) =

Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
1.0 - 1.49	1.5 - 2.49	2.5 - 3.49	≥ 3.5

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