

2018-2019

Instructional Evaluation System



Rule 6A-5.030
Form IEST-2015
Effective Date: August 2018

School Board of Levy County
Jeffery R. Edison, Superintendent
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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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Student Growth and Performance Data is collected for each teacher based upon the students assigned to the teacher and the courses they teach. Teachers will be required to verify and correct their class roster for each assessment in which student learning results are applied towards their evaluation.

If a teacher is teaching a course in which a state assessment is given, the state VAM must be used as the only assessment for that course. The VAM results will compromise at least one-third of the teachers' evaluation. A school-wide VAM is not permissible by law except where the individual educator is actually responsible for the entire school population on the assessed area.

For classroom teachers who teach subjects not covered by the FSA or a statewide standardized assessment, a district developed end-of-course exam will be developed and administered. School Board Policy 4.40 was approved on January 20, 2015 to set guidelines for the selection, development, administration and scoring of local assessments.

For non-VAM teachers with three or more years of student growth data, the last three years of data (including the current year and the two years immediately preceding the current year when available), will be averaged and count for 34% of the overall evaluation. For teachers newly hired to the district, they will receive a student growth score for their student achievement in Levy County which will count for 34% of their overall evaluation.

For instructional personnel who are not classroom teachers, the district-determined student performance measure will be based upon their impact on students flagged on the early warning system. Measurements might be based upon improved student attendance, reduced course failures and/or a reduced number of discipline referrals.

Levy 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.

Levy County will accept the state determined VAM score of each teacher. This score will be a three year aggregate or whichever years are available. 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

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)	N/A – Taught by Aides	N/A
Kindergarten (K)	iReady target scores/growth	34%
First Grade (1)	iReady target scores/growth	34%
Second Grade (2)	iReady target scores/growth	34%
Third Grade (3)	iReady target scores/growth FSA Reading and Math Proficiency 3 rd Grade Science District EOC	34%
Fourth Grade (4)	FSA Reading and Math 4 th Grade Science District EOC	34%
Fifth Grade (5)	FSA Reading and Math FCAT Science 2.0	34%
Other (K-5), including non-classroom instructional personnel (for example, reading coach, media specialist, etc.)	Personal Student Achievement goals based upon assigned students. This may include FSA data or Alternative Assessment data	34%
Math Courses (6-8)	FSA Math	34%
Science Courses (8)	FCAT Science	34%
English/Language Arts/Reading Courses (6-8)	FSA Reading/Writing	34%
Other (6-8), including non-classroom instructional personnel (for example, reading coach, media specialist, etc.)	Personal Student Achievement goals based upon assigned students. This may include FSA data or Alternative Assessment data	34%
Civics	EOC	34%
English 1	FSA Reading/Writing	34%

English 2	FSA Reading/Writing	34%
English 3	Eng. 3 District EOC	34%
English 4	Eng. 4 District EOC	34%
AP English Comp	AP Eng. Comp Exam	34%
Algebra 1; Algebra 1 Honors; Algebra 1B	FSA Math	34%
Pre-AICE Mathematics 1	N/A	N/A
IB Middle Years Program – Algebra 1 Honors	N/A	N/A
Geometry; Geometry Honors	State EOC	34%
IB Middle Years Geometry Honors	N/A	N/A
Pre-AICE Mathematics 2	N/A	N/A
Biology 1; Biology 1 Honors; Biology Technology; Biology 1 Pre-IB; Integrated Science 3; Integrated Science 3 Honors	State Biology EOC	34%
Pre-AICE Biology	N/A	N/A
IB Middle Years Program Biology Honors	N/A	N/A
United States History	EOC	34%
ROTC	EOC	34%
Other (9-12), including non-classroom instructional personnel (for example, reading coach, media specialist, etc.)	Personal Student Achievement goals based upon assigned students. This may include FSA data or Alternative Assessment data	34%
District Non-Classroom Instructional Personnel	N/A	N/A

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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Introduction to Danielson Framework for Teaching

According to Charlotte Danielson:

An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning; a school district's system of teacher evaluation is the method by which it ensures that teaching is of high quality. Therefore, the system developed for teacher evaluation must have certain characteristics; it must be rigorous, valid, reliable and defensible, and must be grounded in a research-based and accepted definition of good teaching. –C. Danielson

Grounded in research and practical application, the Danielson Framework for Teaching consists of 4 Domains, 22 Components, and 76 Elements defining a comprehensive set of teaching responsibilities connected to increased student learning. It establishes the foundation for the School Board of Levy County Evaluation System.

Levy County's Teacher Evaluation System acknowledges developmental levels of teachers and differentiates among four levels of performance as follows: highly effective, effective, needs improvement (developing for teachers in their first 3 years of employment), and unsatisfactory. School-based administrators will conduct the annual informal and formal observations and

complete the Final Evaluation Summary. The final summative rating is based on aggregating data from each of the two evaluation components: Student Growth and Instructional Practice. The instructional practice component comprises 66% of a teacher's overall evaluation score with the remaining 34% counting for student achievement growth and performance.

The School Board of Levy County uses the Danielson Rubric to collect data during observations. This rubric is shared with the faculty of each school within the first six weeks of school. Additionally, professional development is tied to the Danielson research and framework. The Danielson rubric of Domains 1-4 are cross-walked to the Florida Educator Accomplished Practices. Domains 2 and 3 are specifically tied to the classroom observations. After a teacher is observed, the administrator provides feedback on their observation either electronically, written or verbally. Both formal and informal observations are used for each classroom teacher to collect data on teachers' instructional practices. Feedback is given on each type of observation and the observations are looked at over a period of a year to determine the overall evaluation score on instructional practices. For Domains 1 and 4, teachers submit artifacts to assist the administrator in determining their effectiveness.

Instructional Practice Score	= Points
3.50 - 4	4
2.50 – 3.49	3
1.5 – 2.49	2
1.0 -1.4	1

Levy County Walkthrough

Domain 2: Classroom Environment

2a: Respect and Rapport

- ☐ Teacher is respectful
- ☐ Students are respectful
- ☐ Teacher encourages students
- ☐ Students promote civility
- ☐ Disrespect is observed
- ☐ Comments:

2b: Culture

- ☐ Cognitively busy place
- ☐ Students understand their role as learner
- ☐ Students show pride in work
- ☐ High expectations
- ☐ Students produce high quality work
- ☐ Students take initiative/intellectual risks
- ☐ Outcomes, activities and assignments convey high expectations/rigorous work
- ☐ Students are passive learners
- ☐ Models/exemplars of authentic student work posted

☐ Comments:

2c: Managing Procedures

- ☐ Routines and procedures are evident
- ☐ Teacher manages materials
- ☐ Students contribute to management
- ☐ Procedures are confused and chaotic
- ☐ Instructional time is lost
- ☐ Comments:

2d: Managing Behavior

- ☐ Student behavior is generally appropriate
- ☐ Response to behavior is appropriate
- ☐ Monitoring of student behavior is subtle and preventative
- ☐ The classroom environment is chaotic, with no apparent standards of conduct
- ☐ Management of classroom behaviors is inconsistent
- ☐ Comments:

2e: Organizing Physical Space:

- ☐ Arrangement supports instructional goals
- ☐ Appropriate use of available technology
- ☐ Physical environment is safe
- ☐ Physical hazards in the classroom endangers student safety
- ☐ Comments:

Domain 3: Instruction

3a: Communication

- ☐ Instructional Objective:
- ☐ Posted, written correctly
- ☐ Posted, written incorrectly
- ☐ Not posted
- ☐ Posted, not current
- ☐ Comments

Essential Question

- ☐ Posted, written correctly
- ☐ Posted, written incorrectly
- ☐ Not posted
- ☐ Posted, not current
- ☐ Purpose/Expectations for learning are clearly explained
- ☐ Students indicate understanding
- ☐ Instruction is linked to the essential question
- ☐ Comments

Explanations of Content

- ☐ Teacher effectively models process to be followed using high yield strategies
- ☐ Students explain content
- ☐ Teacher links the content to the students' background knowledge
- ☐ Lesson is unclear or difficult to follow
- ☐ Explanation of content contains errors
- ☐ Explanation of content is clear
- ☐ Comments:

Directions and Procedures

- ☐ Students indicate through their questions that they are confused about the learning task
- ☐ Directions and procedures are clear
- ☐ Comments

Use of Oral and Written Language

- ☐ The teacher's spoken or written language contains errors of syntax or grammar
- ☐ Teacher uses rich language and vocabulary
- ☐ Teacher uses language/vocabulary that is inappropriate to the age and/or culture of the students
- ☐ Communications are appropriate to students' cultures and level
- ☐ Comments

3b: Questioning/Discussion Techniques (Webb's)

- ☐ Level One Questions- recall ex: (select, recall, recognize, identify)
- ☐ Level Two Questions- skill/concept ex: (How would you compare, classify, summarize, organize)
- ☐ Level Three Questions- strategic thinking ex: (draw conclusions, support rationale, how would you test)
- ☐ Level Four Questions- extended thinking ex: (design and conduct and experiment, what information can you gather to support idea)
- ☐ Open-ended questions
- ☐ Teachers promote meta- cognition
- ☐ Students discuss with one another
- ☐ Students initiate questions, topics, and unsolicited contributions connected to content
- ☐ Comments:

3c: Engagement

- ☐ Learning demands higher order thinking
- ☐ Adequate pacing is evident

3c: Engagement in Learning

- ☐ Highly engaged- Most students are authentically engaged.
- ☐ Well managed- Students are compliant, ritually engaged.

- ☐ Not engaged- Many students actively reject the assigned task or substitute another activity.

3c: Engagement in Grouping

- ☐ Whole group
- ☐ Small group
- ☐ Paired
- ☐ Individual

3c: Engagement-Students initiate choice (as a product of learning)

- ☐ Completion of an activity
- ☐ Grouping
- ☐ Materials and resources

3d: Assessment:

- ☐ Feedback is provided to students
- ☐ Students provide feedback to each other
- ☐ Students are assessed at the group level
- ☐ Students are assessed individually
- ☐ Assessment is integrated into instruction (checks for understanding)
- ☐ Teachers make no effort to check for understanding and make adjustments
- ☐ Comments:

3d: Assessment-Assessments are evident

- ☐ Formative
- ☐ Summative
- ☐ Student self-assessment
- ☐ Teacher observation

3e: Flexibility and Responsiveness

- ☐ Teacher shows persistence in reaching students having difficulty
- ☐ Teacher incorporates student interests into the lesson
- ☐ Teacher conveys to students that s/he has other approaches to try when the students experience difficulty (differentiated instruction)
- ☐ Teacher uses a limited repertoire of strategies
- ☐ Teacher modifies lesson when needed
- ☐ Teacher does not attempt to adjust lesson in spite of evidence of students' lack of interest or understanding
- ☐ Comments:

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 1a
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Domain 1c
c. Designs instruction for students to achieve mastery;	Domain 1e
d. Selects appropriate formative assessments to monitor learning;	Domain 1f
e. Uses diagnostic student data to plan lessons; and,	Domain 4
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Domain 13
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;	Domain 1b & 2e
b. Manages individual and class behaviors through a well-planned management system;	Domain 2d
c. Conveys high expectations to all students;	Domain 2b
d. Respects students' cultural linguistic and family background;	Domains 2a & 2b
e. Models clear, acceptable oral and written communication skills;	Domain 3a
f. Maintains a climate of openness, inquiry, fairness and support;	Domain 2a & 2b
g. Integrates current information and communication technologies;	
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Domains 1b & 2
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;	Domain 3
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	Domain 3
c. Identify gaps in students' subject matter knowledge;	Domain 3
d. Modify instruction to respond to preconceptions or misconceptions;	Domain 3
e. Relate and integrate the subject matter with other disciplines and life experiences;	Domain 1, 2 & 3
f. Employ higher-order questioning techniques;	Domain 3b
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Domain 1e
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Domain 3d
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	Domain 3a
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Domain 3e
4. Assessment The effective educator consistently:	

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	Domain 3
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Domain 1f
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Domain 1f & 3d
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Domain 3e
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	Domain 3d
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;	Domain 4
b. Examines and uses data-informed research to improve instruction and student achievement;	Domain 4
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;	Domain 4
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Domain 4
e. Engages in targeted professional growth opportunities and reflective practices; and,	Domain 4 (weak)
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	Domain 4f
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.	Domain 4

School Board of Levy County

Type of employee goes here

Teacher Self-assessment___ Evaluator Assessment___				
Domain 1: Planning and Preparation				
Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective

<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' background, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

		coordination or integration.	opportunities for coordination.	
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution

	with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning	at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
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Domain 2: The Classroom Environment

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the	The classroom culture is characterized by high expectations for most students, genuine	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the

	by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only “going through the motions.”	commitment to the subject by both teacher and students, with students demonstrating pride in their work.	importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students’ dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher’s monitoring of student behavior is subtle and preventive, and teacher’s response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical</i>	The physical environment is unsafe, or some students don’t have	The classroom is safe, and essential learning is accessible to most students, and the	The classroom is safe, and learning is accessible to all students; teacher	The classroom is safe, and the physical environment ensures the learning of all students, including

<i>space</i>	access to learning. There is poor alignment between the physical arrangement and the lesson activities.	teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
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Domain 3: Instruction

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student	Some of the teacher's questions elicit a thoughtful response, but most are low-level,	Most of the teacher's questions elicit a thoughtful response, and the teacher allows	Questions reflect high expectations and are culturally and developmentally appropriate.

	participation, and recitation rather than discussion.	posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback

			criteria used to evaluate their work.	to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions

		improved.	lesson improvement.	drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities is either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/response to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are	Professional relationships are cordial and fulfill	Professional relationships are characterized by	Professional relationships are characterized by

	negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices

	regulations.	regulations.	compliance with regulations.	, in ensuring full compliance with regulations.
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School Board of Levy County

Therapeutic Specialist

Summative

Name: _____ **Date:** _____

Therapeutic Specialist's Self-assessment____ Evaluator Assessment____				
Domain 1: Planning and Preparation				
Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
1a: Demonstrating knowledge and skill in the	Specialist demonstrates little or no knowledge and skill in the	Specialist demonstrates basic knowledge and skill in the therapy area; holds the	Specialist demonstrates thorough knowledge and skill in the	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an

specialist therapy area; holding the relevant certificate or license	therapy area; does not hold the necessary certificate or license.	necessary certificate or license.	therapy area; holds the necessary certificate or license.	advanced certificate or license.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.

1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the therapy program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
2a Establish rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b:	Specialist exercises poor	Specialist's time-management	Specialist exercises good	Specialist demonstrates excellent time-

Organizing time effectively	judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing therapy.	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

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Domain 3: Instruction

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
3a: Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plan for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d:	Specialist neglects to	Specialist collects most of the	Specialist collects all the important	Specialist is proactive in

Collecting information writing reports	collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	information on which to base treatment plans; reports are accurate and appropriate to the audience.	collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
4a: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest

			program might be improved.	alternative strategies.
4b: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data-management system	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role

	events and projects.	projects when specifically asked to do so.	colleagues.	with colleagues.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays honesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Teacher Signature: _____

Administrator Signature: _____

School Board of Levy County

Classroom Teacher Assessment Rubric Summative

Name: _____ **Date:** _____

Teacher Self-assessment____ Evaluator Assessment____				
Domain 1: Planning and Preparation				
Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

	practices specific to that discipline.		specific to that discipline.	
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' background, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge,	Teacher is fully aware of the resources available through the school or district to enhance own	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use

	use in teaching, or for students who need them. Teacher does not seek such knowledge	to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	knowledge, to use in teaching, or for students who need them.	in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

			instruction for groups of students.	
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Domain 2: The Classroom Environment

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
2a: <i>Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: <i>Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.

	work.	through the motions.”		
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students’ dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher’s monitoring of student behavior is subtle and preventive, and teacher’s response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don’t have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher’s use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the

		physical arrangement to suit learning activities, with partial success.	resources, including computer technology.	lesson.
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Domain 3: Instruction

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

		successful.	stepping aside when appropriate.	
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating</i>	Teacher adheres to the instruction plan, even when	Teacher attempts to modify the lesson when	Teacher promotes the successful learning of all	Teacher seizes an opportunity to enhance learning,

<i>flexibility and responsiveness</i>	a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
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Domain 4: Professional Responsibilities

	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.

4b: Maintaining Accurate Records	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities is either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
4c: Communicating with Families	The educator provides little/no culturally-appropriate information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/response to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a

	becoming involved in school events and/or school and district projects.	and/or school/district projects when asked.	inquiry, school events and school/district projects, with teacher making substantial contributions.	culture of inquiry and making substantial contributions to school/district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
4f: Showing Professionalism	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.

Teacher Signature:_____

Administrator Signature: _____

School Board of Levy County

Library/Media Specialists

Summative Evaluation

Name: _____ **Date:** _____

Library/Media Specialist's Self-assessment____ Evaluator Assessment____

Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
1a: Demonstrating knowledge of literature and current trends in library/media practice and information in technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends to practice and information technology.	Library/media specialist demonstrates knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
1c: Establishing goals for the library/media program appropriate to the setting and the students	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and

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

			have been met.	
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Domain 2: The Classroom Environment

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
2a: Creating an environment of respect and rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b: Establishing a culture for investigation and love of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
2c: Establishing	Media center routines and procedures (for	Media center routines and procedures (for	Media center routines and procedures (for	Media center routines and procedures (for example, circulation of

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

	to work areas and computer use, and general confusion.		computer use.	inviting.
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Domain 3: Instruction

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated materials. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish the balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

3c: Engaging students in enjoying literature in learning information skills.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
3e: Demonstrating flexibility and responsiveness	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

	Unsatisfactory	Developing/Need	Effective	Highly Effective
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		s Improvement		
4a: Reflecting on practice	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: Communicating with the larger	Library/media specialist makes no effort to engage in	Library/media specialist makes sporadic efforts to engage in	Library/media specialist engages in outreach efforts to parents and the	Library/media specialist is proactive in reaching out to

community	outreach efforts to parents or the larger community.	outreach efforts to parents or the larger community.	larger community.	parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
4d: Participating in a professional community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing Professionalism	Library/media specialist displays dishonesty in interactions with colleagues,	Library/media specialist is honest in interactions with colleagues,	Library/media specialist displays high standards of honesty and integrity in	Library/media specialist can be counted on to hold the highest standards of

	students and the public; violates copyright laws.	students, and the public; respects copyright laws.	interactions with colleagues, students and the public; adheres carefully to copyright laws.	honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.
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Teacher Signature: _____

Administrator Signature: _____

School Board of Levy County
Instructional Specialists / Coaches
Summative Evaluation

Name: _____ **Date:** _____

Teacher Self-assessment____ **Evaluator Assessment**____

Domain 1: Planning and Preparation				
Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
<i>1a: Demonstrating knowledge of current trends in specialty area and professional development</i>	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
<i>1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program</i>	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
<i>1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served</i>	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
<i>1d: Demonstrating knowledge of resources, both within</i>	Instructional specialist demonstrates little or no knowledge of resources	Instructional specialist demonstrates basic knowledge of resources available in the	Instructional specialist is fully aware of resources available in the school and	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the

<i>and beyond the school and district</i>	available in the school or district for teachers to advance their skills.	school and district for teachers to advance their skills.	district and in the larger professional community for teachers to advance their skills.	school's program.
<i>Ie: Planning the instructional support program, integrated with the overall school program</i>	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
<i>If: Developing a plan to evaluate the instructional support program</i>	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
<i>2a: Creating an environment of trust and</i>	Teachers are reluctant to request assistance from the instructional	Relationships with the instructional specialist are cordial; teachers don't resist initiatives	Relationships with the instructional specialist are respectful, with some contacts	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.

<i>respect</i>	specialist, fearing that such a request will be treated as assign of deficiency.	established by the instructional specialist.	initiated by teachers.	
<i>2b: Establishing a culture for ongoing instructional improvement</i>	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
<i>2c: Establishing clear procedures for teachers to gain access to instructional support</i>	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
<i>2d: Establishing and maintaining norms of behavior for professional interactions</i>	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
<i>2e: Organizing physical space for</i>	Instructional specialist makes poor use of the physical environment,	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment,	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to

<i>workshops or training</i>	resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.		resulting in engagement of all participants in the workshop activities.	the physical arrangement.
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Domain 3: Instruction

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
<i>3a: Collaborating with teachers in the design of instructional units and lessons</i>	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<i>3b: Engaging teachers in learning new instructional skills</i>	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.

<i>3c: Sharing expertise with staff</i>	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriated to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
<i>3d: Locating resources for teachers to support instructional improvement</i>	Instructional specialists fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialists locates resources for instructional improvement for teachers when asked to do so.	Instructional specialists is highly proactive in locating resources for instructional improvement for teachers anticipating their needs.
<i>3e: Demonstrating flexibility and responsiveness</i>	Instructional specialists adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialists makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialists makes revisions to the support program when it is needed.	Instructional specialists is continually seeking ways to improve the support program and make changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
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<p><i>4a:</i></p> <p><i>Reflecting on practice</i></p>	<p>Instructional specialists does not reflect on practice, or the reflections are inaccurate or self-serving.</p>	<p>Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.</p>	<p>Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialists makes some specific suggestions as to how the support program might be improved.</p>	<p>Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialists draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.</p>
<p><i>4b:</i></p> <p><i>Preparing and submitting budgets and reports</i></p>	<p>Instructional specialists does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.</p>	<p>Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.</p>	<p>Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.</p>	<p>Instructional specialist's anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.</p>
<p><i>4c:</i></p> <p><i>Coordinating work with other instructional</i></p>	<p>Instructional specialists makes no effort to collaborate with other instructional</p>	<p>Instructional specialists responds positively to the efforts of other</p>	<p>Instructional specialists initiates efforts to collaborate with other instructional</p>	<p>Instructional specialists takes a leadership role in coordinating projects with</p>

<i>specialists</i>	specialists within the district.	instructional specialists within the district to collaborate.	specialists within the district.	other instructional specialist within and beyond the district.
<i>4d: Participating in a professional community</i>	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialists participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialists makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
<i>4e: Engaging in professional development</i>	Instructional specialists does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialists seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialists actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialist.
<i>4f: Showing professionalism,</i>	Instructional specialists displays dishonesty in	Instructional specialists is honest in interactions with	Instructional specialists can be counted on to hold the highest	Instructional specialists can be counted on to hold the highest

<i>including integrity and confidentiality</i>	interactions with colleagues and violates norms of confidentiality.	colleagues and respects norms of confidentiality.	standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
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Teacher Signature: _____

Administrator Signature: _____

School Board of Levy County

School Counselors

Summative Assessment

Name: _____ **Date:** _____

School Counselor's Self-assessment____ Evaluator Assessment____				
Domain 1: Planning and Preparation				
Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective

1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

district			resources external to the school.	
1e: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encourage positive interactions among students are partially	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

	students.	successful.	student-student interactions.	
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture through- out the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are non-existent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have

			activities.	contributed ideas to the physical arrangement.
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Domain 3: Instruction

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
3a: Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students for future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d:	Counselor does not make	Counselor's efforts to broker services	Counselor brokers with other	Counselor brokers with

Brokering resources to meet needs	connections with other programs in order to meet student needs.	with other programs in the school are partially successful.	programs within the school or district to meet student needs.	other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.

4b: Maintaining records and submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for	Counselor's participation in professional development activities is limited to those that are convenient or are	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to

	the development of counseling skills.	required.		the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Counselor displays dishonesty in inter- actions with colleagues, students, and the public, violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confiden- tiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Teacher Signature:_____

Administrator Signature: _____

School Board of Levy County

Instructional Specialists

Teacher Self-assessment____ Evaluator Assessment____				
Domain 1: Planning and Preparation				
Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
<i>1a: Demonstrating knowledge of current trends in specialty area and professional development</i>	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
<i>1b: Demonstrating</i>	Instructional specialist demonstrates	Instructional specialist demonstrates basic	Instructional specialist demonstrates	Instructional specialist is deeply familiar with the school's program

<i>knowledge of the school's program and levels of teacher skill in delivering that program</i>	little or no knowledge of the school's program or of teacher skill in delivering that program.	knowledge of the school's program and of teacher skill in delivering that program.	thorough knowledge of the school's program and of teacher skill in delivering that program.	and works to shape it future direction and actively seeks information as to teacher skill in that program.
<i>Ic: Establishing goals for the instructional support program appropriate to the setting and the teachers served</i>	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
<i>Id: Demonstrating knowledge of resources, both within and beyond the school and district</i>	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
<i>Ie: Planning the instructional support program, integrated with the overall school program</i>	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and

				teachers.
<i>If: Developing a plan to evaluate the instructional support program</i>	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
<i>2a: Creating an environment of trust and respect</i>	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as assign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
<i>2b: Establishing a culture for ongoing instructional improvement</i>	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

	is not important to school improvement.		instructional skills.	
2c: <i>Establishing clear procedures for teachers to gain access to instructional support</i>	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
2d: <i>Establishing and maintaining norms of behavior for professional interactions</i>	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: <i>Organizing physical space for workshops or training</i>	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Instruction

Component	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
<i>3a: Collaborating with teachers in the design of instructional units and lessons</i>	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<i>3b: Engaging teachers in learning new instructional skills</i>	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
<i>3c: Sharing expertise with staff</i>	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriated to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
<i>3d:</i>	Instructional specialists fails	Instructional specialist's efforts	Instructional specialists locates	Instructional specialists is

<i>Locating resources for teachers to support instructional improvement</i>	to locate resources for instructional improvement for teachers, even when specifically requested to do so.	to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	resources for instructional improvement for teachers when asked to do so.	highly proactive in locating resources for instructional improvement for teachers anticipating their needs.
<i>3e: Demonstrating flexibility and responsiveness</i>	Instructional specialists adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialists makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialists makes revisions to the support program when it is needed.	Instructional specialists is continually seeking ways to improve the support program and make changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
<i>4a: Reflecting on practice</i>	Instructional specialists does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialists makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialists draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of

				each.
<p><i>4b:</i></p> <p><i>Preparing and submitting budgets and reports</i></p>	<p>Instructional specialists does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.</p>	<p>Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.</p>	<p>Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.</p>	<p>Instructional specialist's anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.</p>
<p><i>4c:</i></p> <p><i>Coordinating work with other instructional specialists</i></p>	<p>Instructional specialists makes no effort to collaborate with other instructional specialists within the district.</p>	<p>Instructional specialists responds positively to the efforts of other instructional specialists within the district to collaborate.</p>	<p>Instructional specialists initiates efforts to collaborate with other instructional specialists within the district.</p>	<p>Instructional specialists takes a leadership role in coordinating projects with other instructional specialist within and beyond the district.</p>
<p><i>4d:</i></p> <p><i>Participating in a professional community</i></p>	<p>Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and</p>	<p>Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when</p>	<p>Instructional specialists participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<p>Instructional specialists makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.</p>

	projects.	specifically requested.		
<p><i>4e:</i></p> <p><i>Engaging in professional development</i></p>	Instructional specialists does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialists seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialists actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialist.
<p><i>4f:</i></p> <p><i>Showing professionalism, including integrity and confidentiality</i></p>	Instructional specialists displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialists is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialists can be counted on to hold the highest standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialists can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

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

.....

The School Board of Levy County chose to use only two indicators for the instructional evaluation instrument: Instructional Practice and Student Performance Measures.

4. Summative Evaluation Score

Directions:

The district shall provide:

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

The summative evaluation forms are located under Appendix B.

Ratings

Unsatisfactory:

Level of performance that shows that the teacher does not understand the concepts underlying the component.
Represents teaching that is below the licensing standard of “do no harm” and requires intervention.

Developing/

Needs Improvement:

Level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.

Effective:

Level of performance that shows that the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional, and effective teaching.

Highly Effective:

Level of performance that shows that the teacher has mastered all the underlying concepts of the component and the classroom functions as a community of learners with students assuming responsibility for their learning.

Instructional Practices constitute 66% of overall evaluation. This percentage is divided up into four sub categories:

20% Planning and Preparation

30% Classroom Environment (CWT)

30% Instruction (CWT)

20% Professional Responsibilities

Student Growth/Proficiency constitutes 34% of overall evaluation for teachers.

**SCHOOL
YEAR**

Category 1

Mid-Year

Summative

Category 2 Summative

Mid-Year

Summative

Category 3

Mid-Year

Summative

Name _____	Position _____
School/Work Location _____	Date _____

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

I. Areas of Professional and Instructional Standards Indicators		Rating Key:	Rating (Place "x" in appropriate column)				
		HE – Highly Effective					
		E = Effective					
		N= Needs Improvement (Category 2 - 4)	U	D/NI	E	HE	Weigh
		D = Developing(Category 1)	1	2	3	4	
		U= Unsatisfactory/Requires Improvement					
20%	DOMAIN 1: Planning and Preparation						0.00
30%	DOMAIN 2: The Classroom						0.00

	Environment					
30%	DOMAIN 3: Instruction					0.00
20%	DOMAIN 4: Professional Responsibilities					0.00
						0.00

Comments

Administrator Signature

Date

Teacher Signature

Date

**SCHOOL
YEAR**

Category 1

_____ Mid-Year
_____ Summative

Category 2 Summative

_____ Mid-Year
_____ Summative

Category 3

_____ Mid-Year
_____ Summative

	II. Student Growth/Proficiency	II. Total	
	Overall Summative Score		Weight
66%	I. Instructional Practices	0.00	0.00
34%	II. Student Growth/Proficiency	0	0
		OVERALL SCORE	0.00

Overall Evaluation Highly Effective Effective Developing/Needs Improvement	Overall Rating	Check one
	3.50 - 4.00	
	2.50 - 3.49	
	1.50 - 2.49	

Unsatisfactory	1.00 - 1.49	
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Comments

Signature of Assessor

Position of Assessor

Date

Signature of Teacher (does not necessarily imply agreement)

Date

Original copy to Personnel and copy to Principal and Teacher

Non-Classroom Instructional

**SCHOOL
YEAR**

Category 1

Mid-Year

Summative

Category 2 Summative

Category 3

Mid-Year

Summative

Name _____	Position _____
School/Work Location _____	Date _____

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

I.	Areas of Professional and Instructional Standards Indicators	Rating Key:	Rating				
		HE – Highly Effective	(Place "x" in appropriate column)				
		E = Effective					
		N= Needs Improvement (Category 2 - 4) D = Developing(Category 1)	U	D/NI	E	HE	Weigh
			1	2	3	4	

		U= Unsatisfactory/Requires Improvement					
20%	DOMAIN 1: Planning and Preparation						0.00
30%	DOMAIN 2: The Classroom Environment						0.00
30%	DOMAIN 3: Instruction						0.00
20%	DOMAIN 4: Professional Responsibilities						0.00
							0.00

Comments

Administrator Signature

Date

Teacher Signature

Date

SCHOOL
YEAR

Category 1

Mid-Year

Summative

Category 2 Summative

Category 3

Mid-Year

Summative

	II.Student Growth/Proficiency	II. Total	
	Overall Summative Score		Weight
66%	I. Instructional Practices	0.00	0.00
34%	II. Student Growth/Proficiency	0	0
		OVERALL SCORE	0.00

Overall Evaluation Highly Effective	Overall Rating	Check one
	3.50 - 4.00	

Effective Developing/Needs Improvement Unsatisfactory	2.50 - 3.49	
	1.50 - 2.49	
	1.00 - 1.49	

Comments

Signature of Assessor

Position of Assessor

Date

Signature of Teacher (does not necessarily imply agreement)

Date

Original copy to Personnel and copy to Principal and Teacher

ESE Summative Evaluation Form

**SCHOOL
YEAR**

Category 1

_____ Mid-Year
_____ Summative

Category 2 Summative

Category 3

_____ Mid-Year
_____ Summative

Name _____	Position _____
School/Work Location _____	Date _____

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

I.	Areas of Professional and Instructional Standards Indicators	Rating Key:		Rating				
		HE – Highly Effective		(Place "x" in appropriate column)				
		E = Effective						
		N= Needs Improvement (Category 2 - 4)		U	D/NI	E	HE	Weigh
		D = Developing(Category 1)		1	2	3	4	

		U= Unsatisfactory/Requires Improvement					
20%	DOMAIN A: Data-Based Decision Making						0.00
30%	DOMAIN B: Instruction/Intervention Planning and Design						0.00
30%	DOMAIN C: Instruction/Intervention Delivery and Facilitation						0.00
10%	DOMAIN D: Learning Environment						0.00
10%	DOMAIN E: Professional Learning Responsibility						0.00
		I. Total					0.00

Comments

Administrator Signature

Date

Teacher Signature

Date

SCHOOL
YEAR

Category 1

Mid-Year

Summative

Category 2 Summative

Category 3

Mid-Year

Summative

	II.Student Growth/Proficiency	II. Total	
	Overall Summative Score		Weight
66%	I. Instructional Practices	0.00	0.00
34%	II. Student Growth/Proficiency	0	0
		OVERALL SCORE	0.00

Overall Evaluation	Overall Rating	Check one
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Highly Effective Effective Developing/Needs Improvement Unsatisfactory	3.50 - 4.00	
	2.50 - 3.49	
	1.50 - 2.49	
	1.00 - 1.49	

Comments

Signature of Assessor

Position of Assessor

Date

Signature of Teacher (does not necessarily imply agreement)

Date

Original copy to Personnel and copy to Principal and Teacher

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.]

Each teacher is required to review and submit changes or corrections to their class roster. This is completed for both state and local assessments.

- 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.].

By labor contract, the school administrator must tell the instructional personnel who will be evaluating them for the school year. Under most circumstances this is done by the school based administrator(s). However, in a case where we have a large school and only one school-based administrator is assigned, the district has provided a district administrator to assist in collecting classroom walk-through data and provide feedback to teachers. The administrator will be the one completing all final evaluations. Input is also given to other school based administrators from the District Instructional Team members who are assigned to the school. They walk through the schools with or without the school-based administrator and give them feedback on what they saw.

- 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.].

As stated in our labor contract, all employees must know the evaluation tool that will be used as well as the administrator assigned to them for evaluation purposes by the first six weeks of school. The evaluation tool and procedures are given to the instructional personnel at the beginning of each school year. Professional development is provided during the school year and tied back to the evaluation domains so instructional personnel understand what administrators are looking for when they are evaluating performance.

School based administrators and district level administrators are trained each year on the teacher evaluation tool. Additionally, Cambridge training is provided to ensure

that there is inter-rater reliability amongst the district and school-based administrators. Training is ongoing throughout the year.

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

By labor contract, a teacher must have formal feedback within 10 days after an observation.

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

Data on the Danielson Domains are collected school-wide and district wide to determine which areas are in need of professional development. Principals use this information at their school site to provide individual or small group professional development. The district uses school based data and district wide data to provide district-wide professional development.

- 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.].

Those who score a needs improvement or unsatisfactory are given an assistance plan as well as a mentor teacher. The assistance plan specifically provides for and mandates personal professional development in the areas in need of improvement.

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

Category 1 – Teachers with 0-3 years of experience.

Teachers on Year 1and 2:

- Self-Assessment (optional)
- 2 formal observations including pre-conferencing and post-conferencing
- 2 Summative Evaluations
- A mentor will be assigned to assist the teacher during their first two years of employment. For those with experience from other counties, this mentor assignment should be for one year only unless deemed necessary for continuation by the administrator.
- Classroom walkthroughs will be conducted throughout the year.
- Informal observations will be conducted throughout the year as needed.

Teachers on Year 3:

- Self-Assessment
- 2 formal observations including pre-conferencing and post-conferencing
- 1 Summative Evaluation
- Classroom walkthroughs will be conducted throughout the year.

- Informal observations will be conducted throughout the year as needed.

Category 2 – Teachers with 4+ years of experience.

- Self-Assessment
- 1 formal observation including pre-conferencing and post-conferencing
- 1 Summative Evaluation
- Classroom walkthroughs will be conducted throughout the year.
- Informal observations will be conducted throughout the year as needed.

Category 3 – Teachers with 4 or more years of experience and in need of intensive support*

Teachers scoring a Needs Improvement.

- Self-Assessment
- Assistance Plan
- A mentor will be assigned to assist the teacher in area(s) of need.
- 2 formal observations including pre-conferencing and post-conferencing
- 1 Summative Evaluation
- Classroom walkthroughs will be conducted throughout the year.
- Informal observations will be conducted throughout the year as needed.

Teachers scoring Unsatisfactory:

- Self-Assessment
- Assistance Plan
- A mentor will be assigned to assist the teacher in area(s) of need.
- 2 formal observations including pre-conferencing and post-conferencing
- 1 Summative Evaluation
- Classroom walkthroughs will be conducted throughout the year.
- Informal observations will be conducted throughout the year as needed.

See below for the statute pertaining to teachers with unsatisfactory performance.

**Notification of Unsatisfactory Performance: If an employee who holds a professional service contract as provided in F.S. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:*

- (a) Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.*
- (b) The employee who holds a professional service contract shall be placed on performance probation and governed by the provisions of this section for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action.*

School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and apprised of progress achieved and must be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, if a transfer is granted pursuant to ss. 1012.27(1) and 1012.28(6), it does not extend the period for correcting performance deficiencies.

2. *Within 14 days after the close of the 90 calendar days, the evaluator must evaluate whether the performance deficiencies have been corrected and forward a recommendation to the district school superintendent. Within 14 days after receiving the evaluator's recommendation, the district school superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the district school superintendent will recommend that the district school board continue or terminate his or her employment contract. If the employee wishes to contest the district school superintendent's recommendation, the employee must, within 15 days after receipt of the district school superintendent's recommendation, submit a written request for a hearing.*

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

The district currently has a Parent Survey from Advance Ed. That we use to gather data. While this is not included in the metric, the surveys are taken very seriously and plans are developed at the school level to work on any deficiencies.

- 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.]
Therapists have a different evaluation and the plan is taken from the state evaluation model. It includes five domains rather than 4.
- 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.].

Peer Assistance is provided to all new teachers for the first two years automatically. If they require an additional year, it is approved through the personnel office.

Additionally, anyone who scores a needs improvement or an unsatisfactory OR who has changed a grade level and needs assistance are also given a peer mentor. The peer mentor is there to assist in planning, observations and feedback and help with various elements that require more support.

6. District Evaluation Procedures

Directions:

Levy County will 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.

The Principal of each school submits all evaluations to the Superintendent's designee, the Director of Personnel. The Director of Personnel notifies the Superintendent of any employees with deficiencies.

- 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.].

Each Principal must meet with each instructional employee no later than 10 days after their evaluation to give them written and oral feedback of the evaluation.

- 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.]. By contract, an employee who does not agree with their performance rating may write a rebuttal to be attached to their evaluation and placed in their personnel file.

- The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements.

Notification of Unsatisfactory Performance: If an employee who holds a professional service contract as provided in F.S. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:

- (a) *Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.*

(b) *The employee who holds a professional service contract shall be placed on performance probation and governed by the provisions of this section for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and apprised of progress achieved and must be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, if a transfer is granted pursuant to ss. 1012.27(1) and 1012.28(6), it does not extend the period for correcting performance deficiencies.*

2. *Within 14 days after the close of the 90 calendar days, the evaluator must evaluate whether the performance deficiencies have been corrected and forward a recommendation to the district school superintendent. Within 14 days after receiving the evaluator's recommendation, the district school superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the district school superintendent will recommend that the district school board continue or terminate his or her employment contract. If the employee wishes to contest the district school superintendent's recommendation, the employee must, within 15 days after receipt of the district school superintendent's recommendation, submit a written request for a hearing.*

- 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.].

At this point, the district does not have any teacher who falls within this category. If this does occur, the district will notify the Department of their intent to non-renew or terminate its contract with said employee.

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7. District Self-Monitoring

Directions:

Levy County will 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.]

Each year the district provides professional development and inter-rater reliability training for all administrators. The district contracted with Cambridge to conduct trainings at schools and also uses the North East Florida Educational Consortium program to continue the inter-rater reliability training for school-based and district-based administrators.

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

By contract, administrators must meet with employees within 10 days of their formal observation to provide both written and oral feedback. See below for actual contract language.

• ARTICLE XI

• EMPLOYEE EVALUATION

- 1. The parties agree that the primary objective of the program to evaluate performance is to improve the quality of instruction and services.
- 2. Further, the parties recognize the importance and value of developing a procedure for assisting and evaluating the progress and success of teachers and educational staff professionals (ESPs). Therefore, to this end, the following procedure has been agreed to:
 - A. The principal, or other administrator designated by the Superintendent in charge of employee supervision, shall be responsible for the administration of the procedure for evaluating performance.
 - B. The designated administrator shall orient all employees under their

supervision to the evaluation procedures, criteria, and forms during the first six (6) weeks of each school year and advise the employees as to who shall observe and evaluate their performance.

- C. Each formal written evaluation of teaching performance shall be preceded by at least one (1) classroom observation and/or one (1) on-site observation in an academic setting with a minimum duration of fifteen (15) minutes.
- D. Each written evaluation of educational staff professional's (ESP's) performance shall be preceded by at least one (1) on-site observation.
- E. A copy of each formal written evaluation of job related performance shall be given to the employee. An interactive conference shall be held between the employee and evaluator within ten (10) working days to discuss the formal observation.
- F. For educational staff professionals (ESPs), a copy of each written evaluation of performance shall be given to the employee and a conference held between the employee and evaluator.
- G. In the event the employee feels that their formal written evaluation of performance was incomplete or inaccurate, he/she may put their objections in writing and have them attached to the evaluation report to be placed in their personnel file(s).
- H. For any employee who receives written notice of performance deficiencies or receives an overall rating of unsatisfactory performance, the principal or supervisor and the employee shall develop a written plan for remediation of said deficiencies. The employee shall be informed of the consequences of their failure to correct said deficiencies within a reasonable prescribed period.
- I. The classroom teaching performance of **Category I** teachers and the performance of ESP probationary employees shall be formally observed at least twice a

year. One such evaluation shall be during the first semester and the second shall be during the second semester prior to April 1. Formal observation of the classroom teaching performance on **Category II, Category III**, Continuing Contract and Professional Service Contract teachers and the evaluation of all regular educational staff professionals (ESPs) shall be made at least once a year.

- J. The deadline for completion of the non-student performance evaluation criteria will be May 1. The Student Performance section of the written evaluation must be completed no later than 2 weeks after the receipt of student data.
- K. Upon request of an employee, that employee's personnel file(s) shall be subject to review and if requested in writing, reproduction shall be made within five (5) working days.
- L. All formal evaluations of performance of an employee shall be conducted openly and with full knowledge of the employee.
- 3. Teachers who receive written notice of performance deficiencies or a “Needs Improvement” or an “Unsatisfactory” rating shall be provided assistance in accordance with the provisions of 1012.34, F.S., and are eligible for the Peer Assistance Program. If the teacher’s overall evaluation rating is “Unsatisfactory” and the employee fails to improve and/or correct said deficiencies, any disciplinary actions taken must be in accordance with the provisions of 1012.33, F.S.
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]

The Personnel Department has a system in place where all completed evaluations are sent to their department. The Personnel Department makes sure all evaluations are accounted for and the data from the evaluations is shipped to the state via survey 5.

- Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]

Evaluation data is collected both at the school and district level. The district takes a universal approach to determining which Danielson Domains require additional Professional Development across the district. Additionally, if specific areas or grade levels are weak in an academic area, the district develops professional development for the teachers involved. The school-based administrators are disaggregating data as well and determining if personal professional development/assistance is needed on the individual level.

- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

Our District Instructional Team disaggregated data from state and local exams to determine the areas of weakness for our schools. Based upon those findings, the district improvement plan was developed.

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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. P. 2-3
- ☐ An explanation of the scoring method, including how it is calculated and combined. P. 6-7
- ☐ At least one-third of the evaluation is based on performance of students. P. 2-3

For classroom teachers newly hired by the district:

- ☐ The student performance measure(s). P. 4-5
- ☐ Scoring method for each evaluation, including how it is calculated and combined. P. 6-7

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. P. 2-3
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used. P. 2-3
- ☐ If more than three years of student performance data are used, specified the years that will be used. N/A

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

- ☐ Documented that VAM results comprise at least one-third of the evaluation. P. 2
- ☐ 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. P. 2-3

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. P. 2-3
- ☐ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations. P. 2-3

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. P. 7
- ☐ At least one-third of the evaluation is based on instructional practice. P. 7
- ☐ An explanation of the scoring method, including how it is calculated and combined. P. 7
- ☐ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices. P. 6

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. P. 8-9

For classroom teachers:

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

For non-classroom instructional personnel:

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

For all instructional personnel:

- ☐ Procedures for conducting observations and collecting data and other evidence of instructional practice. P. 7

Other Indicators of Performance

The district has provided and meets the following criteria: N/A

- ☐ 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). Appendix C
- ☐ Scoring method, including how it is calculated and combined. P. 12
- ☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory). P. 11

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. P. 2-3, P. 13
- ☐ Documented that the evaluator is the individual who is responsible for supervising the employee. P. 13, 18
- ☐ Identified additional positions or persons who provide input toward the evaluation, if any. P. 13, 18

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. P. 18
- ☐ 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. P. 13

Documented:

- ☐ Processes for providing timely feedback to the individual being evaluated. P. 13, 19
- ☐ Description of how results from the evaluation system will be used for professional development. P. 13
- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective. P. 11, 14, 19
- ☐ All instructional personnel must be evaluated at least once a year. P. 14, 15
- ☐ All classroom teachers must be observed and evaluated at least once a year. P. 14-15
- ☐ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. P. 14

For instructional personnel:

- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate. P. 16
- ☐ Description of the district's criteria for inclusion of parental input. N/A
- ☐ Description of manner of inclusion of parental input. N/A
- ☐ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary. Appendix B, P. 16
- ☐ Description of the district's peer assistance process, if any. P. 16

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. P. 17

- That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place. P. 13-19 That the evaluator must discuss the written evaluation report with the employee. P. 19
- 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. P. 19
- ☐ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.P. 15
- ☐ 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. P. 17

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. P. 18
- ☐ Evaluators provide necessary and timely feedback to employees being evaluated. P. 18-20
- ☐ Evaluators follow district policies and procedures in the implementation of evaluation system(s). P. 20
- ☐ The use of evaluation data to identify individual professional development. P. 20
- ☐ The use of evaluation data to inform school and district improvement plans. P. 20