2019-2020

Instructional Evaluation System

Alachua County Public Schools

Karen D. Clarke, Superintendent

Kevin Purvis, District Contact

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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.**

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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Final teacher evaluations will be based upon three components with the indicated weightings as follows: principal appraisal of instructional practices 33 percent; student performance data component 34 percent; and participation in lesson study 33 percent.

Student Data Component
Where available, three years of student data shall be used in calculating the student data portion of the final evaluation rating. The following conditions apply in determining the student data component.

Current year data:
Three year aggregate data will be used as the student data component for all teachers where such data are available. Data will include the current year and the two years immediately preceding the current year. If less than the three most recent years of data are available, those years for

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which data are available will be used. Current year and previous year data may be drawn from any and all student data used in the current and previous years including state-provided and district-defined sources.

Where VAM (ELA 4-10, Math 4-8, and Alg. I- 9th) data are available from the state, three years of data for the appropriate subject will be used. For teachers teaching only ELA-tested subjects, the aggregate for FSAELA will be used.   For teachers teaching FSA Math tested subjects, the aggregate FSA math value will be used. For teachers teaching classes where both ELA and math are taught to the same students by the same teacher, the aggregate combined VAM score value will be used.

For teachers who teach courses where state mandated test scores are available but VAM scores are not provided by the state, student performance will be determined as follows:

All student scores for the test administered in the current year will be matched with prior year achievement level data. Student scores will be aggregated, by prior year achievement levels, and t scores calculated for them within the aggregate level. T scores will be based on the scale scores on the current year assessment.

Teachers teaching courses where there are no discipline specific VAM scores or EOCs from the state, but whose students take a district-developed EOC, will have their student data component based on student scores on those tests. Each set of student test scores by test will be aggregated, based on the most recently available ELA achievement level. T scores will be calculated within the aggregate levels, based on percent correct on the district EOC. Teacher t scores will then be calculated based on the combined student t scores of all students in their classes. District developed EOCs will be required for all courses in the district with more than 350 students enrolled at the time the course ends.

Teachers teaching courses with fewer than 350 students enrolled district-wide will utilize FSA ELA scores for the students they teach. If FSA ELA scores are not available (K-2 and 11-12), then district EOC scores for ELA will be used.

Elementary Art, Music, and PE teachers will receive data based on district EOCs as follows: 3rd Grade-Art, 4th Grade- Music, 5th Grade-PE.

Teachers of courses in the International Baccalaureate Program, the Cambridge Program, and Advanced Placement courses will have their student data component for those students based on the results of the course associated examination.

Non-classroom instructional personnel will be assigned the aggregate FSA ELA and district ELA EOC exam scores of all students in the school.

Alachua County will allow the site-based principal to determine the student performance measure for the newly hired for the mid-year evaluation and use non-VAM calculation for scoring.

The final aggregate non-VAM student data component t score for all teachers will be converted to a four point scale. T scores will be placed on the four point scale as follows:
- T score greater than or equal to 70 – Highly Effective – 4 points
- T score greater than or equal to 40 but less than 70 – Effective – 3 points
- T score greater than or equal to 30 but less than 40 – Needs Improvement– 2 points
- T score less than 30 – Unsatisfactory – 1 point

For teachers with VAM data from the state, the corresponding value will be converted to a four point scale as follows (as given to Alachua County by the FL DOE):

A value-added score of greater than zero (0), where all of the scores contained within the associated 95-percent confidence interval also lie above zero (0) - Highly Effective - 4 points

(I) A value-added score of zero (0); (II) A value-added score of greater than zero (0), where some portion of the range of scores associated with a 95-percent confidence interval lies at or below zero (0); or (III) A value-added score of less than zero (0), where some portion of the range of scores associated with both the 68-percent and the 95-percent confidence interval lies at or above zero (0) - Effective - 3 Points

A value-added score that is less than zero (0), where the entire 68-percent confidence interval falls below zero (0), but where a portion of the 95-percent confidence interval lies above zero (0) - Needs Improvement - 2 Points

a value-added score of less than zero (0), where all of the scores contained within the 95-percent confidence interval also lie below zero (0) - Unsatisfactory - 1 Point

When a teacher has student data scores derived from both VAM and non-VAM sources, the final value will be the weighted average of the associated four point scales. The weighting shall be the proportion of the full student roster made up by the student entering into the corresponding calculation

*These cut scores are from the 6A-5.0411. Alachua will accept and use the state cut scores (1-4) determined by the FL DOE.

Combining Multiple-year Non-VAM Student Data
Up to three years of student data will be used to calculate the teacher's student data component. The previous years' student data components will be placed on a four-point scale as follows.
- Highly Effective student data component – 4 points
- Effective student data component – 3 points
- Needs Improvement student data component – 2 points

- Unsatisfactory Student data component – 1 point.

Weightings will be used to give greater emphasis to the most current teaching year as follows: With a single year of data, 100% of the student data component will be based on the current year's data.

With two years of student data, 60% will be based on the current year's student data and 40% based on the prior year's data.

With three years of student data, 50% of the student data component will be based on the current year's data, 30% on the most immediate prior year and 20% on the value from two years prior. The final weighted value will be carried forward into the calculation of the teacher's final appraisal.

VAM scores use a three-year aggregate, or as many years as are available, in the state provided scores.

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.].

OVERVIEW and DEVELOPMENT:

The purpose of the ACPS evaluation process is improving the quality of instructional practices and increased student-learning growth. Appraisal and the Alachua County Public Schools Instructional Framework (attached) is aligned to many of the Florida Educator Accomplished Practices (FEAPs) and is based, in part, on the research of Charlotte Danielson.

Development of this Evaluation System occurred over a period of several years and is a product of ever-changing legislation, negotiation with the Alachua County Education Association (ACEA), and among members of the "District Teacher Appraisal Committee." Committee members included representation from district administration, school-based administration (principals), and teacher members from the ACEA (teachers' union).

Beginning with the 2015-2016 school year, a significantly revised Alachua County Public Schools Instructional Framework was introduced. This Framework, based partially on the Danielson Framework, contains three domains and sixteen indicators. Observation and evaluation of instructional practice by school principals and assistant principals shall be accomplished utilizing the ACPS Instructional Framework and accompanying observation instruments.

The ACPS Instructional Framework Instrument develops a score based on three domains and indicators using a standard rubric.

Formal observations shall be conducted by the principal, assistant principal, or supervisor for non-instructional personnel. Formal observations shall include specific written and oral feedback. Additional informal observations shall also be conducted through normal daily instructional monitoring procedures, including Classroom Walk-Through visits utilizing the "Snapshot" tool and through visits, when necessary, using the ACPS Observation Instrument.

Formal observation and appraisal shall occur twice annually for all beginning teachers and teachers who are newly hired into the district with or without prior teaching experience (probationary). Beginning teachers and newly hired teachers shall be observed formally and appraised by the school principal. All other teachers shall be observed formally twice per year and appraised on the Core of Effective Practices a minimum of one time per year.

Principal Evaluation Component
The principal evaluation will be conducted using the Alachua County Public Schools Instructional Framework instrument. This instrument is attached to this template as Appendix B. Appraisal is comprised of twenty (20) evaluative component statements that range from 1 to 4 possible points per statement. The result of the principal appraisal, using the instrument, is a summative score in the range of 20-80 points. These scores will be converted into a percentage score then placed on a four-point scale based on the following

- 86 or above – Highly Effective – 4 points
- Greater than or equal to 70 but less than 86 – Effective – 3 points
- Greater than or equal to 60 but less that 70 – Needs Improvement – 2 points
- Less than 60 – Unsatisfactory – 1 point.

Only a single year of principal appraisal will be used in determining the final teacher evaluation score. The principal appraisal component to the evaluation shall be valued at 33% of the total evaluation.

Alignment to the Florida Educator Accomplished Practices (FEAP)	
Practice	Evaluation Indicators
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;	II A
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	II C
c. Designs instruction for students to achieve mastery;	II A
d. Selects appropriate formative assessments to monitor learning;	II D
e. Uses diagnostic student data to plan lessons; and,	II C
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	II B
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;	I C, I D
b. Manages individual and class behaviors through a well-planned management system;	I E
c. Conveys high expectations to all students;	I B
d. Respects students' cultural linguistic and family background;	I A
e. Models clear, acceptable oral and written communication skills;	III B
f. Maintains a climate of openness, inquiry, fairness and support;	I A
g. Integrates current information and communication technologies;	III E
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	III F
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	III F
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;	III D
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	III A
c. Identify gaps in students' subject matter knowledge;	III F
d. Modify instruction to respond to preconceptions or misconceptions;	III F
e. Relate and integrate the subject matter with other disciplines and life experiences;	III A
f. Employ higher-order questioning techniques;	III D
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	III C III E
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	III F
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	III G
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	III G
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;	II A
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	II D
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	III G
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	III G
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	IV C
f. Applies technology to organize and integrate assessment information.	III E

Continuous Professional Improvement	
The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	IV A
b. Examines and uses data-informed research to improve instruction and student achievement;	II A
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;	IV B
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	IV C
e. Engages in targeted professional growth opportunities and reflective practices; and,	IV A
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	IV A
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.	IV D

<h1 style="text-align: center;">Other Indicators of Performance</h1>

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

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Lesson Study/PLC Component
An additional indicator, through a designed "Lesson Study/PLC" protocol, shall be included as a component to evaluation. This protocol is designed to be part of a collaborative growth process and is to occur throughout the year. Teachers shall participate in a formal professional learning community/lesson study cohort group and receive input as a result of this participation at the conclusion of the school year.   All instructional staff shall participate in the Lesson Study or PLC protocol, and this metric shall be included in all instructional personnel final evaluation at 33% of the final evaluation value.

The Lesson Study Protocol consists of three phases. Phase I consists of four steps: formation of a Lesson Study Team, selection of a lesson to be studied, planning the lesson to be studied, and preparing for observation. Phase II consists of one step: teaching and observing the selected and planned lesson. Phase III consists of two steps: debriefing and a reflection and revision process.

The Lesson Study process is scored based on the Lesson Study Checklist and Rubric. Teachers participating in the Lesson Study receive points for completing each step of the process. The resulting raw score produced from the Lesson Study component ranges from 0 to 100. The raw score will be converted into a four point scale based in the following
- 90 or above – Highly Effective – 4 points
- Greater than or equal to 80 but less than 90 – Effective – 3 points
- Greater than or equal to 70 but less that 80 – Needs Improvement – 2 points

- Less than 70 – Unsatisfactory – 1 point.

Only the current year of lesson study values will be used in the final teacher appraisal

Schools may opt to engage in a school-wide PLC in lieu of the Lesson Study Protocol. PLCs shall consist of four components:

1. At least one whole-group learning session.
2. PLC focused, small-group, collaborative planning/learning/goal-setting.
3. Opportunities for structured peer or self-observation as a component of the PLC.
4. A written reflection describing how the PLC has shaped the teacher's practice. Teachers should, specifically, describe how they applied what they learned/observed/discussed as a result of their participation in the PLC. Reflections should also address how their own classroom practice has been impacted or improved.

The PLC participation is scored based on the PLC Checklist and Rubric. Teachers participating in the PLC receive points for completing each component of the process. Each component is worth up to 25 points. The resulting raw score produced from PLC participation ranges from 0 to 100. The raw score will be converted into a four-point scale based in the following
- 90 or above – Highly Effective – 4 points
- Greater than or equal to 80 but less than 90 – Effective – 3 points
- Greater than or equal to 70 but less that 80 – Needs Improvement – 2 points
- Less than 70 – Unsatisfactory – 1 point.

Only the current-year of PLC participation values will be used in the final teacher appraisal.

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.].

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Evaluation Rating

Final evaluation shall be determined based on the data provided through each "metric" of the appraisal process (student data, principal appraisal, and lesson study).

The three components—student data, principal appraisal, and lesson study—will be aggregated to reach the teacher's final evaluation through the following process: The components shall be weighted by the following factors: principal appraisal of instructional practices 33 percent;

student performance data component 34 percent; and participation in lesson study 33 percent. Weighted components shall be summed and divided by 4 to place back on a 100-point scale. The resultant calculation will determine the teacher's final annual appraisal value according to the following:

- 86 or above – Highly Effective
- Greater than or equal to 70 but less than 86 – Effective
- Greater than or equal to 60 but less that 70 – Needs Improvement
- Less than 60 – Unsatisfactory

No distinction will be made for newly hired teachers in the calculation of a final score. First-year teachers will subjected to the same weightings as veteran teachers but will have only a single year of data with which to make a decision. Required interim evaluations on these teachers will be based on walk-through data, progress monitoring data, and classroom observations by administrative staff.

Final evaluation ratings shall be reported as follows: highly effective, effective, needs improvement, and unsatisfactory. The district shall report the final performance ratings to the DOE through state surveys. Summative evaluation shall be reported to instructional personnel utilizing the Summative Evaluation Guide (attached as Appendix C).

Additional Requirements

Directions:

The district shall provide:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]
- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
- Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
- Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
- Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].
- Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].

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Class Rosters Utilized for Student Data Score:

Each classroom teacher is provided two opportunities per year to review his/her classroom rosters via the Roster Verification Tool (at survey 2 and survey 3). Teachers may request that students be added to the roster or removed from the roster. Requests for modifications must be made to the school principal, and the school principal must approve any requested modifications to the roster.

Evaluation by Supervisor:

Appraisal of the Core of Effective Practices shall occur through formal and informal classroom observations, consideration of the teacher's student data, and evaluation of performance as it relates to professional and job responsibilities, including commitment to self-reflection and professional growth plans. Appraisal of the Core of Effective Practices component to evaluation shall be the duty of the principal, assistant principal, or supervisor.

Formal observations shall be conducted by the principal, assistant principal, or supervisor. Formal observations shall include specific written and oral feedback.

Beginning teachers and teachers newly hired by the district (probationary) shall be formally observed and appraised a minimum of two times annually on the Core of Effective Practices. All other teachers shall be observed formally twice each year and appraised on the Core of Effective Practices a minimum of one time per year.

Additional informal observations may be conducted through normal daily instructional monitoring procedures, including Classroom Walk-Through visits and through visits using the ACPS Observation Instrument. A teacher's evaluation and final appraisal is an administrative responsibility and shall only be conducted by the school principal, assistant principal, or program/site supervisor; however, trained personnel, such as mentor coaches, instructional coaches, etc., may conduct informal observations.

At the school level, principals and assistant principals shall be responsible for the observation and appraisal of instructional personnel within their designated schools on the Core of Effective Practices portion of the evaluation. The school principal shall be responsible for determining the final evaluation rating based on data provided through each metric of the appraisal process. At the middle and high school levels, the principal and/or the assistant principal(s) shall be responsible for determining the final evaluation rating based on data provided through each metric of the appraisal process.

Principals/supervisors shall take formal parent input into consideration when completing a teacher's final appraisal as part of the Core of Effective Practices portion of the appraisal, when

appropriate. Parents shall be notified that input forms are available in each school office, at the district office, and on the district web site.

EVALUATION PROCESS:

Teachers shall be informed of the appraisal procedures and criteria for appraisal during pre-planning with additional in-depth training during the first month of the school year. Teachers hired after pre-planning shall be required to complete a district training module and shall confirm the completion of the training by their signature on an official sign-off sheet maintained by the principal.

Principal/supervisor appraisal and evaluation shall occur twice annually for all beginning teachers and teachers who are newly hired into the district, including those with prior teaching experience (probationary). Beginning teachers and newly hired teachers shall be observed formally and appraised at least twice per year by the school principal.   The first formal observation and subsequent feedback shall occur prior to the end of the first semester. All formal observations shall be accompanied by a review of the teacher's student data. Data reviewed may include district assessments, statewide assessments, school-based assessments, and teacher assessment data. Principals shall consider observations (formal and informal) and a review of the teacher's classroom and district assessment data in making the mid-year appraisal. The second formal observation and final principal appraisal and accompanying feedback shall occur prior to the last day of school.

All other teachers and instructional personnel shall be observed formally twice annually, the first observation occurring no later than the end of the first semester and the second no later than the last day of school, and shall be appraised by the principal or an assistant principal at least once annually.

Final evaluation of all teachers and instructional personnel shall be based on three components: assessment of student learning growth/achievement, the principal/supervisor appraisal of effectiveness aligned to the Core of Effective Practices (including FEAPs), and a third metric based on the Lesson Study protocol. Final evaluation of classroom teachers and instructional personnel shall occur no less than once annually; classroom teachers newly hired by the district shall receive no less than two observations and evaluations per year.

All teachers shall be provided written results of their final annual evaluation within ten working days of its completion.

All teachers receiving two (2) consecutive "Unsatisfactory" ratings, all teachers receiving two "Unsatisfactory" ratings in a three-year period, or any teacher who receives a combination of two "Unsatisfactory" and one "Needs Improvement" rating in a three-year period shall be considered for non-renewal.

All teachers receiving an overall "Needs Improvement" or and overall "Unsatisfactory" rating in any given year shall participate in the district's peer assistance program (ATAP) with differentiated professional development opportunities during the following school year. ATAP is comprised of steps and procedures designed to improve job performance, including provision of expertise and peer support by a consulting teacher, offering of professional judgment with regard to the identified teacher's performance, and specific recommendations regarding actions that are to be taken. Participation in the ATAP program includes specialized professional development and regular progress reports (every three weeks).

CONTINUOUS PROFESSIONAL IMPROVEMENT

Alachua County Public Schools has acquired a Local Instructional Improvement System (LIIS) that includes an evaluation management component, which is linked to professional development. The software contains modules, or has modules in development, that will align teacher effectiveness and student performance with professional development opportunities.

Teachers and administrators shall participate in training on using the selected LIIS to aggregate, disaggregate, and interpret data and instructional trends. The LIIS will provide live data to classroom teachers allowing them to identify instructional areas in which they may need professional development in order to improve instructional practices. Feedback from evaluation will also be provided directly to teachers through the LIIS. Teachers will have access to recent evaluation results, observation data, and direct feedback provided by the school principal, assistant principal, or other evaluator. Individual teacher feedback following formal and informal observations will also be included on the system. This information will be used to identify areas for improvement and will be used to guide professional development at each school and on individual professional development plans.

Teachers shall be provided opportunities to participate in individualized professional development based on their needs. Such professional development may consist of district resources, on-line resources, mentoring, etc., and shall be tied to areas of need indicated through evaluation.

School data shall be disaggregated from the LIIS and shall be reviewed annually by each administrative team to determine school-wide instructional practices for targeted professional development

Data will be disaggregated annually from the LIIS and shall be reviewed by the district Professional Development team to identify district-wide instructional practices in need of improvement. A plan shall be developed to provide training in the highest-need areas.

District Evaluation Procedures

Directions:

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

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

Evaluation Results and Reporting:

All teachers shall be provided written results of their final annual evaluation within ten working days of its completion. Evaluators shall be available to discuss written evaluations with employees upon request. Employees shall have the right to provide a written response to the evaluation, and the response shall become a permanent attachment to his/her personnel file. Each school principal shall provide a written report of each teacher's evaluation results to the district Human Resources department. The Human Resources department shall subsequently annually provide a report to the superintendent of any employee evaluated as Unsatisfactory or Needs Improvement for the purpose of evaluating employee contracts.

For teachers who receive a final evaluation result of Unsatisfactory, the evaluator shall notify the employee in writing of such determination. The notice shall describe the unsatisfactory performance and include notice of the following procedural requirements: the evaluator shall confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period

of time. Teachers holding a professional services contract shall be placed on a 90-day probation period (excluding school holiday and vacation periods). During the 90-day period, the employee must be periodically evaluated, given feedback, and provided training and other assistance to correct deficiencies. Within 14 days after the conclusion of the 90-day probation, the employee shall be re-evaluated, and notice of the results of this re-evaluation shall be forwarded to the superintendent.

The superintendent shall annually notify the Department of Education of any instructional employee who receives two consecutive unsatisfactory evaluations and shall also notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment.

District Self-Monitoring

Directions:

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

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

....

EVALUATOR TRAINING

All evaluators shall follow established district policies and procedures in the implementation of this evaluation system and shall be prepared to provide necessary and timely feedback to all employees being evaluated. All administrators responsible for teacher evaluations shall, therefore, participate in mandatory district-wide training prior to the start of each school year. Teachers participating in the Aspiring Leadership Academy (AP and Principal Pool) will be trained in the formal and informal observation instruments, as well as the procedure for completing the final appraisal instrument as a component of this program. Training will focus on the Core of Effective Practices and on procedures designed to ensure consistent evaluation of the Core Practices across the district.

All first-year teachers will be assigned a peer mentor/coach. Peer mentors/coaches are experienced teachers who are recruited to provide full-time mentoring to new teachers. Mentors receive specialized training in coaching, research-based high yield teaching practices, and are trained to conduct informal formative observations during the year. Some identified second-year teachers may be selected to participate in this peer mentor program as well. Peer mentors will provide informal observations, but will not provide formal, evaluative observations of the type done by a principal or assistant principal during semiannual and annual appraisal.

In addition to the peer mentors, other district coaches, as well as identified non-classroom teachers in support positions, may be asked to conduct informal observations in order to provide support and effective training and mentoring. All such personnel will participate in formal training in the use of the Classroom Walk-Through (CWT) observation instrument as part of

their orientation to their position and will use the SBAC Instructional Framework based on Danielson as the primary observation instrument for conducting informal observations.

In order to monitor the effectiveness of the district's evaluation process, administrator evaluations shall include a comparison of their teachers' appraisal ratings with respective student growth data. Data from formal and informal observations will be utilized in the selection and recommendation of professional development opportunities. Evaluation data shall also be used to inform both school and district improvement plans.

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

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

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

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

Performance of Students

The district has provided and meets the following criteria:

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

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

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

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

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

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:
- The percentage of the evaluation system that is based on the instructional practice criterion.
- At least one-third of the evaluation is based on instructional practice.

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

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

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

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

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

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

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

Additional Requirements

The district has provided and meets the following criteria:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- Documented that the evaluator is the individual who is responsible for supervising the employee.

Identified additional positions or persons who provide input toward the evaluation, if any.

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

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

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

District Evaluation Procedures

The district has provided and meets the following criteria:

- That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
- That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
- That the evaluator must discuss the written evaluation report with the employee.
- That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
- That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two

consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

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

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

Appendix B

Alachua County Public Schools

Instructional Framework

Domain I: Creating a Culture for Learning

The professional teacher creates a culture for learning that builds positive relationships with and among students, acknowledges and supports the value of diversity and differences among students, fosters a safe environment, and sets high expectations for student learning. The teacher organizes and maintains the physical environment for maximum learning, implements effective classroom procedure, and skillfully manages student behavior.

A: The teacher creates and facilitates, for and among students, a classroom environment of respect and positive relationships, where diversity is accepted and valued.	
Unsatisfactory	The pattern of interaction between teacher and students and/or among students is characterized by negativity. Interactions may include uses of sarcasm, instance of yelling, and/or belittling of students. The teacher ignores or does not effectively address instances of disrespect and/or put-downs.
Needs Improvement	There is evidence that the pattern of interaction between teacher and students and/or among students is generally characterized as appropriate behaviors. Occasionally, interactions may include uses of sarcasm, yelling, and/or belittling of students. The teacher attempts to address instances of disrespect and/or put-downs but does so ineffectively or with inconsistent results.
Effective	The pattern of interaction between teacher and students and/or among students is characterized by appropriate and polite behaviors. There is evidence of respect exhibited between teacher and students and among students. Any instances of disrespect or inappropriate interactions are addressed successfully by the teacher.
Highly Effective	The pattern of interaction between teacher and students and/or among students is characterized by highly respectful behavior. There is evidence of genuine warmth and caring between teacher and students and among students. Students work cooperatively and appropriately among themselves to correct inappropriate interactions with minimal need for teacher intervention.

Domain I: Creating a Culture for Learning (*continued*)

B: The teacher creates and facilitates a culture of high expectations for student learning.

Unsatisfactory	There is little to no evidence of a culture of learning or of high expectations. Students invest only minimal energy into the learning process, may be compliant, but demonstrate no commitment to hard work, excellence, or high achievement. Large groups of students are often disengaged. The teacher does little to communicate expectations for quality or commitment.
Needs Improvement	There is some evidence of a culture of learning and high expectations, but generally only for select students. Most students invest in the learning process at a compliant level, but demonstrate little evidence of hard work or excellence and are focused on mere task completion. Expectations for high achievement are reserved to only certain students. Students sometimes may be disengaged.
Effective	There is ample evidence of a culture of learning and high expectations for all students, and classroom interactions support the learning process and encourage hard work. There is evidence that learning is valued and students invest in the learning process at a cognitive level. The teacher communicates expectations for high achievement for students. Student disengagement is minimal and is skillfully redirected.
Highly Effective	The classroom culture provides clear evidence of consistent cognitive engagement by all students at a high level. Learning is clearly valued, and students invest in the learning process at a highly engaged level. The learning environment is vibrant, and the teacher insists on high achievement for all students. Students assume responsibility for high quality work, such as making revisions, expending effort to add detail, and by helping other students, with minimal teacher support.

Domain I: Creating a Culture for Learning (*continued*)

C: The teacher organizes and maintains the physical environment for maximum learning.	
Unsatisfactory	There is evidence of unsafe arrangement of the physical environment and/or the physical environment is arranged in a manner that prevents access to learning by some students. Coordination of the physical environment (including technology) and learning activities is poorly done or not done at all.
Needs Improvement	It is evident that basic room safety and physical arrangement is adequate and learning is accessible to most students. Physical environment (including technology resources) is coordinated to support basic learning activities. Teacher makes some attempt to modify the environment to meet the requirements of learning activities.
Effective	The physical environment is arranged for safety and learning activities are accessible to all students. Physical environment supports efficient, productive, and active student learning activities. Teacher makes effective use of physical resources (including technology). Learning environment is effectively modified to meet the needs of varied learning activities.
Highly Effective	The physical environment is arranged for safety and learning activities (i.e., creating a print rich environment) are accessible to all students, including students with special needs. Physical environment supports efficient, productive, and active student learning activities. Teacher makes effective use of physical resources (including technology). Learning environment is effectively modified to meet the needs of varied learning activities. Students' work is displayed, as well as students' contributions of exemplary work that serve as models for other students.

Domain I: Creating a Culture for Learning (*continued*)

D:	**The teacher implements effective classroom procedures to maximize student learning.**
Unsatisfactory	Significant instructional time and momentum is lost through inefficient routines and procedures. There is little to no evidence that the teacher manages instructional grouping, material handling, or student transitions to facilitate learning.
Needs Improvement	There is evidence that some routines and procedures are structured to preserve instructional time. Students require multiple prompting and guidance to follow common routines and procedures. There is evidence that the teacher manages some instructional groupings, material handling, and student transitions, but the results are not consistent and instructional time and momentum is still lost.
Effective	There is evidence that effective routines and procedures are used, and very little instructional time is lost. Students require little to no prompting to complete common routines and procedures. The teacher consistently manages instructional groupings, material handling, and student transitions to preserve maximum instructional time and momentum.
Highly Effective	There is evidence of maximum utilization of instructional time due to effective use of routines and procedures. Students contribute to and actively participate in the management of instructional groups, material handling, and transitions. Common routines and procedures are well understood by students and occur with minimal prompting or teacher guidance.

Domain I: Creating a Culture for Learning (*continued*)

E: The professional teacher effectively and skillfully manages student behavior, to ensure a safe and orderly learning environment and to maximize student learning and achievement.	
Unsatisfactory	There is very little to no evidence of established behavioral expectations for students. Misbehavior is ignored. There is little to no evidence of teacher support for positive behavior; teacher response to misbehavior is inappropriate, repressive, and disrespectful of student dignity. Students challenge behavior standards and repeatedly disrupt the learning process.
Needs Improvement	There is evidence of established behavioral expectations for students, but implementation is not consistent or is poorly established. Teacher attempts to deal with misbehavior, but does so inconsistently and with uneven results. There is some evidence of positive behavior support. Some students challenge behavior standards, and the learning process is sometimes disrupted.
Effective	There is clear evidence of established behavior standards; implementation is consistent. Teacher monitors student behavior and holds students accountable in respectful and effective manner. There is clear evidence for the use of positive behavior support. Student behavior is generally developmentally appropriate, and any disruption is handled with minimal impact to the learning process
Highly Effective	There is clear evidence of established behavior standards; implementation is consistent. Teacher monitors behavior subtly and proactively. There is clear evidence for the use of positive behavior support. Student behavior is entirely developmentally appropriate and any disruption is handled efficiently and without loss of instructional momentum.

Domain II: Lesson Planning and designing instruction and assessment for Student Achievement

The professional teacher demonstrates a deep under-standing of subject content/s and plans rigorous and relevant lessons that are aligned to the school's achievement data profile, district's curriculum goals, and state performance standards and instructional models. Lesson plans reflect planning required for implementation of high-yield teaching strategies, instruction designed to meet the needs of all learners, and use of traditional and non-traditional assessments to measure student knowledge and to adjust lessons to meet the needs of individual learners.

A. The teacher evidences a systematic and meaningful process for developing lesson plans. Lesson plans are aligned to instructional delivery, the school's achievement data profile, the district's curriculum goals and pacing guides, and the state's performance standards and instructional models.	
Unsatisfactory	There is little evidence that lesson planning takes place in a systematic and meaningful way. Lesson plans evidence no alignment to the school's achievement data profile, the district's curriculum goals and pacing guides, and the state's performance standards and instructional models.
Needs Improvement	There is some evidence that lesson planning takes place. Planning may not be systematic and/or meaningful to instructional delivery. Lesson plans are not well aligned to the school's achievement data profile, the district's curriculum goals, pacing guides, and the state's performance standards and instructional models.
Effective	The teacher demonstrates and provides evidence of effective lesson planning. Lesson planning is systematic and meaningful to instructional delivery. Lesson plans are aligned to the school's achievement data profile, the district's curriculum goals and pacing guides, and the state's performance standards and instructional models.
Highly Effective	The teacher demonstrates and provides evidence of effective lesson planning. Planning is systematic and is meaningful to instructional delivery. Lesson plans consistently align to the school's achievement data profile, the district's curriculum goals and pacing guides, and the state's performance standards and instructional models. The teacher uses current student data to develop the lesson objectives.

Domain II: Lesson Planning and designing instruction and assessment for Student Achievement *(continued)*

B. The teacher's lesson plans incorporate a variety of resources and reflect planning for use of high-yield teaching strategies and differentiated instruction.	
Unsatisfactory	The teacher's lesson plans demonstrate no evidence of incorporating into lessons resources and strategies that support improved student engagement, student understanding of lesson/s objective/s, and student mastery of lesson objective/s.
Needs Improvement	The teacher's lesson plans demonstrate limited evidence of incorporating into lessons resources and strategies that support improved student engagement, students understanding of lessons objectives, and student mastery of material.
Effective	The teacher's lesson plans evidence incorporation of a variety of high-yield teaching strategies (such as CRISS strategies, Kagan structures, and Marzano strategies). Lessons are designed to support student engagement, student understanding of lesson objectives, and student mastery of material. The teacher's lesson plans reflect planning with relevant and current resources that align to the instructional objective/s and reflect preparation necessary for implementation of the Gradual Release Model of instruction and differentiation to reach all learners.
Highly Effective	The teacher's lesson plans consistently reflect incorporation of high-yield teaching strategies (such as CRISS strategies, Kagan structures, and Marzano strategies). Lessons are designed to support student engagement, student understanding of lesson/s objective/s, and student mastery of material at the highest levels. Lesson plans consistently reflect preparation necessary for implementation of the Gradual Release Model of instruction and differentiation to reach all learners. The teacher consistently develops lesson plans that expand content knowledge through use of current references, technologies, and materials that provide high expectations and relevance to the lesson objective/s.

Domain II: Lesson Planning and designing instruction and assessment for Student Achievement *(continued)*

C. The teacher plans and designs instruction that demonstrates knowledge of his/her students, including levels of development, skills, background, culture, interests, and special needs.	
Unsatisfactory	The teacher plans and designs instruction with little or no understanding or regard for how students learn nor the students' background, culture, skills, and special needs.
Needs Improvement	The teacher plans and designs instruction with some understanding and regard for how students learn and for the students' background, culture, skills, and special needs.
Effective	The teacher plans and designs instruction with understanding and regard for how students learn and for the students' background, culture, skills, and special needs. Lesson plans provide evidence of strategies that meet the individual needs and interests of students.
Highly Effective	The teacher actively seeks out knowledge of the learning style of his/her students and utilizes that knowledge to plan and design instruction with and understanding and regard for that information. Consistent consideration is evident in plan and lesson design for knowledge of the students' background, culture, skills, and special needs. Lesson plans provide strategies that meet the individual needs and interests of all students. Lesson plan and design includes provisions to address all learners regardless of motivation, level, and skill.

Domain II: Lesson Planning and designing instruction and assessment for Student Achievement *(continued)*

D. The teacher plans and designs assessments that are congruent with instructional outcomes and standards. Lesson design includes a plan for formative assessment through formal and informal processes, and lesson design reflects the use of assessment results in planning.	
Unsatisfactory	Assessment design is incongruent with instructional outcomes and standards. The teacher does not plan for or utilize formative assessment as a part of lesson design. Assessment results are not utilized in planning for instruction.
Needs Improvement	The teacher plans for assessment of some outcomes, but others are not addressed. Assessment standards are not clear or well developed and do not align with outcomes and standards. A rudimentary approach is utilized for formative assessments. An attempt is made at utilizing assessment results in planning for instruction, but results are not effectively attained.
Effective	Teacher plans for assessment are aligned with instructional outcomes and standards. Assessment may have been adapted to the needs of groups of students. Assessment standards are clear and align with instructional outcomes and standards. The teacher has a well-developed strategy for using formative assessments and applying results to lesson planning and design. Assessments are utilized in planning for instruction.
Highly Effective	Teacher plans for assessment are fully aligned with instructional outcomes and standards. Assessments are fully adapted to the needs of groups of students and show evidence of student contribution to development (when developmentally appropriate). Assessment standards are clear and align with instructional outcomes and standards and have been adapted to the needs of individual students, when needed. The teacher has a well-developed strategy for using formative assessments and applying results to lesson planning and design, and there is evidence that students utilize formative assessment information as a part of their own learning (when developmentally appropriate). Assessments are utilized in planning for instruction both for whole groups as well as individual students.

Domain III: Instruction and Assessing for Student Achievement

The professional teacher demonstrates a deep understanding of subject content and uses highly effective instructional practices, which sustain instructional momentum and include meaningful, concise, and coherent instructions to students. Instruction includes quality questioning and discussion techniques that encourage higher-order thinking (analysis, synthesis, and evaluation). Instructional technology is utilized effectively as a component of instruction. The professional teacher modifies and adjusts instruction (differentiates) to meet the ongoing needs of individual students; includes remediation, re-teaching, and enrichment lessons; and guides students in goal setting and student self-assessment and self-monitoring.

A. Teacher demonstrates knowledge of pedagogy and subject content area/s.	
Unsatisfactory	The teacher makes errors in content delivery and/or does not correct student errors. Instruction displays little understanding of prerequisite relationships necessary to student learning of the content. Teacher displays little to no understanding of the pedagogical approaches suitable to student learning of the content.
Needs Improvement	The teacher is familiar with important concepts in the discipline but lacks awareness of how concepts relate to one another. The teacher displays awareness of prerequisite relationships, yet some knowledge may be inaccurate or incomplete. The teacher's practice reflects only a limited range of pedagogical approaches suitable to student learning of the content.
Effective	The teacher has solid knowledge of the discipline and of how concepts relate to one another. The teacher displays accurate understanding of prerequisite relationships among topics and concepts. The teacher's practice reflects a wide range of pedagogical approaches suitable to student learning of the content.
Highly Effective	The teacher has extensive knowledge of the discipline and of how concepts relate to one another. The teacher displays accurate understanding of prerequisite relationships among topics and concepts and he/she provides a link to necessary cognitive structures needed for student learning and understanding. The teacher's practice reflects a wide range of pedagogical approaches suitable to student learning of the content, and he/she anticipates and addresses student misconceptions.

Domain III: Instruction and Assessing for Student Achievement *(continued)*

B.	**The teacher demonstrates effective communication with students that facilitates learning.**

Unsatisfactory	The instructional purpose of the lesson is unclear to students. Directions and procedures are confusing. The teacher's spoken language and written directions contain significant errors. Vocabulary is inappropriate and leads to student confusion or lack of understanding.
Needs Improvement	The instructional purpose of the lesson is communicated with limited success. Directions and procedures often need further clarification for student understanding. The teacher's spoken language and written directions contain some errors and may be at times hard to follow. Vocabulary is limited or not fully appropriate to student age and ability level. Communication does not generally invite student intellectual engagement.
Effective	The teacher clearly communicates instructional purpose as well as links purpose to broader learning goals. Procedures and directions are clearly explained. Content explanations are clear, well-scaffolded, and connect with student knowledge and experience. Spoken language and written directions are clear and correct and vocabulary is appropriate for student level of understanding. Communication invites intellectual engagement, and some students may extend content.
Highly Effective	Instructional purpose is linked to student interests and prior knowledge. Procedures and directions are clear and the teacher anticipates possible student misunderstanding. Explanation of content is clear and designed to foster conceptual understanding through scaffolding and links to student interests. Students contribute to extending content and help explain concepts to classmates. The teacher's spoken and written language is expressive and contributes to the expansion of student vocabulary.

Domain III: Instruction and Assessing for Student Achievement *(continued)*

C. The teacher uses strategies that support meaningful, concise, and coherent instruction that leads to student mastery of lesson objectives.	
Unsatisfactory	Provided learning experiences are poorly aligned with instructional objectives and outcomes. Strategies are incoherent. Activities are not designed to engage students in intellectual activity and/or have unrealistic time allocations. Instructional groupings don't support outcomes and lack variety. Few students are intellectually engaged.
Needs Improvement	Some learning experiences are aligned with instructional objectives and outcomes and represent a moderate cognitive challenge but with little to no differentiation for students. Strategies are mostly coherent and have a recognizable structure. Activities engage some students and time allocations are mostly reasonable. Instructional groupings support outcomes with some effort to provide variety. Many students are passively engaged or merely compliant.
Effective	Content, resources, and students are coordinated to create an aligned learning experience suitable for all learners. Strategies are coherent and structured. Students are actively engaged at a moderately high level. Activities represent a cognitive challenge, and time allocations are reasonable. Instructional groupings support and enhance outcomes and are varied.
Highly Effective	Content, resources, and students are coordinated to create an aligned learning experience suitable for all learners and reflect in-depth teacher knowledge and understanding for different student's needs and available resources. Strategies are coherent and structured. Students are consistently engaged at a high level. Activities represent a significant cognitive challenge and are differentiated to meet individual needs. Time allocations are reasonable. Instructional groupings support and enhance outcomes and are meaningful.

Domain III: Instruction and Assessing for Student Achievement *(continued)*

D. The teacher's instruction includes high-quality questioning and discussion techniques and provides opportunities for students to apply, analyze, synthesize, and evaluate information in order to facilitate student mastery of subject material.	
Unsatisfactory	Teacher questions are of low cognitive challenge. Responses require single correct answers and do not provide opportunity for application, analysis, synthesis, and/or evaluation. Teacher/student discussion and interaction is characterized by recitation with teacher mediating all interaction. Questioning and discussion is dominated by a few students.
Needs Improvement	Teacher questions lead students through a single path of inquiry. Responses are seemingly determined in advance with little opportunity for application, an analysis, synthesis, and/or evaluation. Some questions may be designed to promote higher-order thinking, but only a few students are involved. The teacher attempts to engage all students in discussion but with uneven results.
Effective	The teacher uses a mixture of low and high-level questions. Some questions are designed to stimulate application, analysis, synthesis, and/or evaluation. Most students are involved in responding to questions and in discussion, and the teacher utilizes a range of strategies to ensure participation. Genuine discussion is promoted and the teacher steps aside when appropriate to allow students to interact.
Highly Effective	The teacher uses a variety of questions or prompts to challenge students cognitively, advance higher-order thinking, and to promote metacognition. Students formulate questions, initiate discussion topics, and make thoughtful contributions. Students work together and all voices are heard in discussions.

Domain III: Instruction and Assessing for Student Achievement *(continued)*

E. The teacher uses instructional technology resources as a component of instruction to enhance, engage, reinforce, and increase student understanding of the lesson objective/s and mastery of lesson objective/s.	
Unsatisfactory	The teacher is unaware of school or district instructional technology resources for classroom use, for expansion of knowledge, and for use by students.
Needs Improvement	The teacher is aware of school or district instructional technology resources for classroom use, for expansion of knowledge, and for use by students. Technology is used in the classroom and educational setting, but at a limited level. Technology integration into learning activities is at a basic level and is primarily teacher centered.
Effective	The teacher displays solid knowledge of technology resources, not only through the school or district, but through sources external to the school and through the internet. Technology is used regularly in the classroom, for expansion of knowledge, and for use by students. Technology resources are integrated into some learning activities and students use technology resources to complete tasks, solve problems, and to otherwise facilitate learning.
Highly Effective	The teacher displays extensive knowledge of technology resources, not only through the school or district, but through sources external to the school and through the internet. Technology is used consistently in the classroom, for expansion of knowledge, and for use by students. Technology resources are integrated into many learning activities and students use technology resources to complete tasks, solve problems, and to otherwise facilitate learning.

Domain III: Instruction and Assessing for Student Achievement *(continued)*

F. The teacher establishes appropriate learning outcomes for individual and groups of students and modifies and adjusts instruction to meet ongoing needs The teacher provides remediation, re- teaching, and enrichment lessons, as determined by assessment and individual student data analysis.	
Unsatisfactory	Outcomes represent low expectations and/or reflect only one type of learning and group of students' needs. Instruction evidences no modification and/or there is no adjustment of instruction to meet individual student needs. Remediation, re-teaching, and enrichment lessons do not occur.
Needs Improvement	Outcomes reflect limited expectations and may reflect more than one type of learning and group of students' needs. Instruction evidences little modification and/or there is some adjustment of instruction to meet individual student needs. Remediation, re-teaching, and enrichment lessons may occur but may be sporadic and not strategically targeted.
Effective	Most outcomes reflect high expectations and important learning objectives and are suitable for many types of learning and groups of students. There is evidence that modification and adjustment of instruction to meet individual student needs occurs regularly. Remediation, re-teaching, and enrichment lessons occur and those activities are targeted to reach most students.
Highly Effective	All outcomes reflect high expectations, important learning objectives, and are suitable for many types of learning and groups of students. There is evidence that modification and adjustment of instruction to meet individual student needs occurs and is fully integrated into instruction. Remediation, re-teaching, and enrichment occur as an extension of formative assessment and is strategically targeted to individual learners.

Domain III: Instruction and Assessing for Student Achievement *(continued)*

G. The teacher uses assessment to guide students in goal setting and self-assessment and self-monitoring in an effort to facilitate student's reaching the next performance/achievement level/s.	
Unsatisfactory	Students do not appear aware of goals or assessment criteria. Students do not engage in self-assessment assessment (where developmentally appropriate). The teacher does not assess or monitor student learning and/or does not provide feedback to students on assessment to permit goal setting.
Needs Improvement	Students appear partially aware of goals or assessment criteria. A few students engage in self-assessment (where developmentally appropriate). The teacher conducts sporadic assessments and rarely uses questions and prompts to assess student learning. Feedback to students is general.
Effective	Students appear to be aware of goals and/or assessment criteria. Students engage in self-assessment assessment (where developmentally appropriate). Assessment is used regularly by the teacher to monitor learning progress. Accurate feedback is provided to students in order to permit goal setting and advancement in performance/achievement levels.
Highly Effective	There is clear evidence that students are aware of assessment criteria and in some cases may have contributed to setting the criteria or goals. Students systematically assess and monitor their own progress (where developmentally appropriate). The teacher fully integrates assessment into the instruction in a variety of ways, and there is extensive use of formative assessment to inform specific feedback and to permit goal setting and advancement of performance/achievement levels.

Domain IV: Professional Commitment

The professional teacher engages in continuous professional development aligned to specific goals, as determined by school and district needs, data analysis, and self-reflection. The teacher's professional commitment is characterized by collaboration with colleagues to achieve school and district objectives and to foster mutual professional development. The teacher's professional commitment includes developing positive community relationships and communicating effectively with students' families as well as a commitment to school-related professional responsibilities.

A. The teacher engages in professional development designed to permit continuous growth. Growth and professional development is based upon self-reflection of teaching practice.	
Unsatisfactory	The teacher engages in little or no professional development. The teacher resists feedback on teaching and professional performance. The teacher makes no effort to seek knowledge or to share knowledge with others. The teacher does not engage in self-reflection on teaching practice.
Needs Improvement	Teacher participates in limited professional development activities. The teacher accepts some feedback on teaching and professional performance but may not alter behavior as a result. The teacher seeks some knowledge from colleagues and may share limited knowledge with others. The teacher engages in limited self-reflection and may be able to suggest methods and strategies for teaching practice improvement.
Effective	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skills. The teacher welcomes feedback from both supervisors and colleagues through professional collaboration. The teacher actively shares knowledge with others. The teacher regularly engages in self-reflection and makes accurate assessments and suggestions for improvement of teaching improvement.
Highly Effective	The teacher seeks out opportunities for professional development, within the district and/or from outside sources, to enhance content knowledge and pedagogical skills. The teacher actively seeks feedback on practice from colleagues and supervisors. The teacher initiates important activities to advance and contribute to the profession. The teacher engages in a constant cycle of self-reflection, assessment of strategies for improvement, and application of reflection results to maintain professional improvement.

Domain IV: Professional Commitment *(continued)*

B. The teacher views himself/herself as a member of a professional learning community (PLC) with a focus on collaboration with colleagues to support the continuous improvement of the school's goals and outcomes and to foster mutual professional development.
Unsatisfactory — The teacher avoids participation in a professional community of inquiry and resists opportunities to be involved in school and/or district initiatives. The teacher does not maintain positive relationships with colleagues.
Needs Improvement — The teacher seldom participates in a professional community of inquiry and in opportunities to be involved in school and/or district initiatives when invited to do so. The teacher maintains a cordial relationship with colleagues and assists when required to fulfill duties required by the school and district.
Effective — The teacher actively participates in a professional community of inquiry. The teacher maintains a relationship with colleagues characterized by mutual support and cooperation. The teacher participates in school and district initiatives and/or makes substantial contributions.
Highly Effective — The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher maintains a relationship with colleagues characterized by mutual support and cooperation and often assumes a leadership role among faculty. The teacher participates in school and district initiatives and/or makes substantial contributions and often assumes a leadership role in activities.

Domain IV: Professional Commitment *(continued)*

C. The teacher demonstrates a commitment to positive and continuous communication with his/her students' families regarding individual student progress.	
Unsatisfactory	Teacher communication with families regarding instructional programs and/or individual students is sporadic or non-existent. Communication with families is culturally inappropriate. The teacher makes no attempt to engage families in the instructional program. Resources for communicating with parents are not used or rarely used.
Needs Improvement	The teacher makes an attempt to communicate with families regarding instructional programs and individual student progress/successes but does so inconsistently. Communications may be culturally inappropriate and/or one-way. Sporadic communication is provided to parents regarding student progress through district technology resources and through other means.
Effective	The teacher frequently communicates with families regarding instructional programs and regarding individual student progress and needs. An attempt is made to engage families in the instructional program. Parents are provided access to student progress monitoring through district technology resources. Parents are provided support for working with their children at home in order to enhance the classroom experience. Responses to family concerns are generally handled appropriately.
Highly Effective	The teacher has established regular communication with families regarding instructional programs and regarding individual student progress and needs. Thoughtful and successful strategies are utilized to regularly engage families in the instructional program. Parents are provided consistent and up-to-date access to student progress monitoring through district technology resources. Parents are provided support for working with their children at home in order to enhance the classroom experience. Responses to family concerns are consistently handled with professional and cultural sensitivity.

Domain IV: Professional Commitment *(continued)*

D. The professional teacher demonstrates attention to professional duties, in accordance with district and school expectations and regulations; completes record-keeping and day-to-day responsibilities in an accurate and timely manner; displays high standards of honesty, integrity, and confidentiality; and works to ensure that all students receive a fair opportunity to succeed.	
Unsatisfactory	The teacher displays a lack of attention to professional duties and district and school expectations and regulations. Record keeping and other day-to-day responsibilities are neglected. The teacher displays dishonesty in interactions with the public, students, and colleagues. The teacher disregards standards for confidentiality. The teacher is not alert to student needs and contributes to practices that result in students being ill-served by the school.
Needs Improvement	The teacher minimally attends to professional duties and minimally meets district and school expectations and regulations. Record keeping and other day-to-day responsibilities are inconsistently handled. The teacher displays honesty in interactions with the public, students, and colleagues. The teacher meets basic standards for confidentiality. The teacher is alert to student needs but inconsistent in his/her response. The teacher contributes, perhaps unknowingly, to practices that result in students being ill-served by the school.
Effective	The teacher meets all professional duties and district and school expectations and regulations. Record keeping and other day-to-day responsibilities are generally handled in an appropriate and timely manner. The teacher displays a high standard of honesty and integrity in interactions with the public, students, and colleagues. The teacher maintains high standards for confidentiality. The teacher is alert to student needs and works to ensure that all students receive a fair opportunity to succeed. The teacher contributes to practices that result in students being well-served by the school.
Highly Effective	The teacher exceeds expectations in attention to professional duties and district and school expectations and regulations. Record keeping and other day-to-day responsibilities are entirely handled in an appropriate and timely manner. The teacher displays and consistently models for others high standards of honesty and integrity in interactions with the public, students, and colleagues. The teacher maintains high standards for confidentiality. The teacher is alert to student needs and is proactive in seeking out resources to ensure that all students receive a fair opportunity to succeed. The teacher contributes to practices that result in students being well-served by the school.

Appendix C

Alachua County Public Schools

Final Evaluation Calculation Guide

The following guide explains how the final appraisal score is calculated and where to find your final appraisal summary scores. ***This guide is unique and only valid for the 2016-17 academic school year.***

What components make up my final score?

The Final Appraisal score for the 2016-17 School Year is calculated using the following data components: **(1.)** Principal Final Evaluation, **(2.)** Lesson Study, **(3.)** Student Data (up to three years, when available)

The data display for the 2016-17 School Year will appear as follows:

Final Rating Rating Score	GWC	Years Data	Principal Eval Weight	Principal Eval Points	Student Data Weight	Student Data Points	Lesson Study Weight	Lesson Study Points	Final Rating
Highly Effective	C	0	34%	4	33%	3	33%	4	3.66

How is my final rating score calculated?

Using the above example, the following calculations are used:

$$\left(\begin{array}{c} \text{Principal Eval} \\ \text{Weight} \end{array} \times \begin{array}{c} \text{Principal Eval} \\ \text{Points} \end{array} \right) + \left(\begin{array}{c} \text{Student Data} \\ \text{Weight} \end{array} \times \begin{array}{c} \text{Student Data} \\ \text{Points} \end{array} \right) + \left(\begin{array}{c} \text{Lesson Study} \\ \text{Weight} \end{array} \times \begin{array}{c} \text{Lesson Study} \\ \text{Points} \end{array} \right) = \begin{array}{c} \text{Final Rating} \\ \text{Score} \end{array}$$

$$(.34 \times 4) \quad + \quad (.33 \times 3) \quad + \quad (.33 \times 4) \quad = 3.66^*$$

*Rounded

Once calculated, the following rating conversion table is used:

Highly Effective	≥ 3.44
Effective	2.8 - 3.43
Needs Improvement	2.4 – 2.79
Unsatisfactory	0 - 2.39

How are the weights determined for each of the components?

For the 2016-2017 School, all teachers will have the following weights applied for the final appraisal **rating.**

Principal Evaluation	Student Data	Lesson Study
34%	33%	33%

How are the calculations done for the Student Data Points component?

The calculation for the Student Data Points includes the Florida Standards Assessment (FSA) and Value Added Model (VAM) scores. Not all teachers teach a course where the FSA is given; in these cases, the following assessment data is used in lieu: AP, IB, AICE or DEOC. Teachers who do not have student scores

will be assigned ELA scores for the students that they teach. Classroom teachers with fewer than 10 students will be re-assigned FSA ELA scores of all the students in the school. Where there are multiple sources of assessment data, individual T-Scores will be aggregated to arrive at a final aggregated T-score. Where a teacher teaches both FSA ELA and Math to the same student, both scores will be used.

<u>When possible</u>, the student scores are first converted to a T-Score and then put into similar cohorts by subject. For example, FSA ELA Level 1 students are only compared to other students taking the same course who also scored a Level 1 on the 2016 FSA ELA. This allows a comparison of student gains with similarly performing students from the previous school year. T-Scores are then converted to points (see rubric below for conversion) on a four point scale. The teacher's final aggregate T-scores are then averaged.

RATING	T-SCORE	POINTS
Highly Effective	≥ 70	4 Points
Effective	40-69.999	3 Points
Needs Improvement	30-39.999	2 Points
Unsatisfactory	0-29.999	1 Point

What are T-Scores?

The raw score for each component of the evaluation (Principal Final Evaluation, Student Data, and Lesson Study) is converted to a t-score, similar to "grading on a curve." Use of t-scores, a statistical tool, allows comparison of measures with different scales and distribution of scores. T-scores are a statistical alignment of such dissimilar scores so that the mean of each measure is 50 and each measure has a standard deviation of 10. Much like a bell curve, ninety-nine percent of t-scores fall within a range. T-scores fall in the range of 20 to 80.

What is GWC?

The GWC is the Group Weighting Code which is transmitted to the Florida Department of Education. In lieu of the rating, we send a code. The code values are as follows: C (Highly Effective); D(Effective); E(Needs Improvement); G(Unsatisfactory); H(Not Evaluated); and Z(not an instructional Staff member or school administrator).

*Call the Research or Human Resources Department for any other questions or concerns.