2014-15

Manatee County Teacher Evaluation System

Revised: 2/5/2015

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TEACHER EVALUATION SYSTEM

Introduction

Teacher Evaluation in Manatee County has been an ongoing process. An evaluation committee made up of a representative group of teachers and administrators was formed in 1985-86 to begin implementation of 231.29, F.S. With further changes in interpretation of law, Manatee County formed a Task Force on Personnel Assessment to deal with these changes. In 1997-2000 the Instructional Personnel Assessment Task Force addressed state legislative changes that affected the Instructional Personnel Assessment System. In 2010-2011 the Instructional Personnel Assessment Task Force began to rewrite the evaluation process based on the tenets of the Federal Race to the Top grant process and changes in state legislation that affected the Instructional Personnel Assessment System. The Task Force represents all groups affected by the Instructional Personnel Assessment System. The 2010-11 members of the Instructional Personnel Assessment Task Force were:

Pat Barber	- President, Manatee Education Association
Carol Bell	- Teacher, King Middle School
Mirjam Darley	- Teacher, Southeast High School
Jeanne Dillman	- Assistant Principal, Haile Middle School
Doug Dupouy	- Principal, Orange Ridge Elementary School
Tammy Evans	- Director of Professional Development
Laurie Kitchie	- Assistant Principal, Manatee High School
Bruce Proud	- Business Agent, Manatee Education Association
Roz Steward	- Teacher, Miller Elementary
Joe Stokes	- Director of Elementary Schools
Dawn Walker	- Vice President, Manatee Education Association
Mike Wilder	- Coordinator of School Leadership Development

The committee distributed a survey to all instructional personnel and all administrators prior to the end of the 2011-12 year, the first year of implementation of the revised system. Based on the feedback provided by instructional personnel and administrators responsible for evaluating instructional personnel, the system was modified for the 2012-13. The 2012-13 members of the Instructional Personnel Assessment Task Force were:

Pat Barber	- President, Manatee Education Association
Carol Bell	- Teacher, King Middle School
Scott Boyes	- Principal, Palma Sola Elementary School
Mirjam Darley	- Teacher, Southeast High School
Dr. Chuck Fradley	- Director of Professional Learning
Bob Gagnon	- Assistant Superintendent for Teaching and Learning
Janet Kerley	- Principal, Haile Middle School
Linda Nesselhauf	- Principal, Lakewood Ranch High School
Bruce Proud	- Business Agent, Manatee Education Association

Roz Steward	- Teacher, Miller Elementary
Robin Thompson	- Executive Director for Teaching and Learning
Dawn Walker	- Vice President, Manatee Education Association

The funding for the printing of this document was paid for through the Race to the Top Grant. Each teacher was provided a copy of the most recent edition of the Manatee County Teacher Evaluation System. All future editions will be available on-line.

The committee distributed a survey to all instructional personnel and all administrators prior to the end of the 2012-13 year. Based on the feedback provided by instructional personnel and administrators responsible for evaluating instructional personnel, the system was modified for the 2013-14. The 2013-14 members of the Instructional Personnel Assessment Task Force were:

Pat Barber	- President, Manatee Education Association
Carol Bell	- Teacher, King Middle School
Kara Carney	- Teacher, Daughtrey Elementary School
Dr. Pamela Craig	- Director, Professional Learning
Dr. Diana Greene	- Deputy Superintendent, Instructional Services
Caroline Hoffner	- Assistant Principal, Prine Elementary School
Mirjam Darley	- Teacher, Southeast High School
Dr. Chuck Fradley	- Director of Professional Learning
Janet Kerley	- Principal, Haile Middle School
Linda Nesselhauf	- Principal, Lakewood Ranch High School
Mike Rio	- Principal, Mills Elementary School
Dawn Walker	- Vice President, Manatee Education Association

Based on feedback from administrators and instructional personnel, Manatee County adopted the Danielson 2007 Framework for Teaching for the 2014-15 year. The 2014-15 members of the Instructional Personnel Assessment Task Force are:

Pat Barber	- President, Manatee Education Association
Carol Bell	- Teacher, King Middle School
Kara Carney	- Teacher, Daughtrey Elementary School
Dr. Pamela Craig	- Executive Director, Instructional Services
Ryan Saxe	- Director, Professional Learning
Caroline Hoffner	- Assistant Principal, Prine Elementary School
Mirjam Darley	- Teacher, Southeast High School
Jim Pauley	- Principal, Southeast High School
Randy Petrilla	- Principal, Braden River Middle School
Mike Rio	- Principal, Mills Elementary School
Dawn Walker	- Vice President, Manatee Education Association

Philosophy

Manatee County School District believes that it is the responsibility of the district and its professional staff to see that the needs of the students are being met. One way to meet this responsibility is to have an evaluation system that is based on sound educational research and is designed to improve the quality of instruction for the purpose of increased student learning growth. In order to be most effective, the system involves both teachers and administrators.

The primary purpose of the Manatee County Performance Feedback Process is to provide a sound basis for teacher improvement and professional growth that will increase student learning growth. This is accomplished through an evaluation of teacher effectiveness and subsequent discussions between the teacher and a supervisor or other observer. The process assumes the competence of the majority of teachers and focuses on professional development in the context of student performance gains first, while documenting competency on an annual basis.

At the core of the professional development continuum are three key elements. One is the belief that at all levels the professional educator is engaged in a process of continuous improvement through deliberate practice, seeking to provide better learning for current and future students. The nature of the improvement experiences will vary, but they include self-reflection, feedback on performance from peers, parents and administrators, improvement in student performance, professional development activities and participation in school improvement efforts. The purpose of any performance appraisal process must be the support of continuous professional growth.

Another critical key element is a focus on improvement in student performance. Teacher expectations, their ability to motivate students, the quality of instruction and the monitoring of student growth in important academic and social outcomes are critical factors in student learning. Helping students learn essential skills and content, and develop the ability to continue learning throughout their lives is the core of educator professional development.

The third key element includes the Florida Educator Accomplished Practices, revised December, 2010, and adopted by the State Board of Education. These standards and expectations along with the locally developed sample key indicators provide high expectations for all professionals based upon the study of effective teachers in Florida and the research on effective teaching practices. With the use of accomplished practices, the goal of teacher evaluation shifts from minimum competencies to demonstrating highly effective instructional practices as the best ways for teachers to impact student learning.

FRAMEWORK FOR TEACHER EVALUATION

The District evaluation system is based on the Florida Educator Accomplished Practices as revised in December 2010 (FEAPs) and Charlotte Danielson's *Framework for Teaching (2007).* Danielson's framework is a research-based set of 22 components of instruction promoting improved student learning and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is clustered into four domains of teaching responsibility:

DOMAIN 1: Planning and Preparation

DOMAIN 2: Classroom Environment

DOMAIN 3: Instruction

DOMAIN 4: Professional Responsibilities

Each Domain consists of clearly defined components and elements that include rubrics defining levels of teaching performance for each element. The rubrics provide a roadmap for improving teaching. The evaluation system complies with Florida School Board Rules and Regulations and the Florida Statutes.

TEACHER EVALUATION PERFORMANCE STANDARDS

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

The Accomplished Practices are based upon and further describe three essential principles:

- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
- The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
- The effective educator exemplifies the standards of the profession.

Teachers are evaluated using the *Danielson Framework for Teaching* (Danielson, 2007) rubrics aligned with each element within the components for each domain. Evaluators provide evidence documenting teacher performance within the components.

DOMAIN 1: Planning and Preparation

Effective educators organize instruction into a sequence of activities and exercises necessary to make learning accessible for all students. Components of Domain 1 include:

- **Demonstrating Knowledge of Content and Pedagogy**
  - Knowledge of Content and the Structure of the Discipline
  - Knowledge of Prerequisite Relationships
  - Knowledge of Content-Related Pedagogy
- **Demonstrating Knowledge of Students**
  - Knowledge of Child and Adolescent Development
  - Knowledge of the Learning Process
  - Knowledge of Students' Skills, Knowledge, and Language Proficiency
  - Knowledge of Students' Interests and Cultural Heritage
  - Knowledge of Students' Special Needs
- **Selecting Instructional Outcomes**
  - Value, Sequence, and Alignment
  - Clarity

- Balance
- Suitability for Diverse Learners

- **Demonstrating Knowledge of Resources**
  - Resources for Classroom Use
  - Resources to Extend Content Knowledge and Pedagogy
  - Resources for Students
- **Designing Coherent Instruction**
  - Learning Activities
  - Instructional Materials and Resources
  - Instructional Groups
  - Lesson and Unit Structure
- **Designing Student Assessment**
  - Congruence with Instructional Outcomes
  - Criteria and Standards
  - Design of Formative Assessments
  - Use in Future Planning

DOMAIN 1: TEACHER PERFORMANCE RUBRIC

DOMAIN 1: PLANNING AND PREPARATION **Component 1a Demonstrating Knowledge of Content and Pedagogy**				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Knowledge of content and the structure of the discipline	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	In planning and practice, teacher makes content errors or does not correct errors made by students.
Knowledge of prerequisite relationships	Teacher's plans and practices reflect understanding of pre-requisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.	Teacher's plans and practice reflect accurate understanding of prerequisite relation-ships among topics and concepts.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge maybe inaccurate or incomplete.	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.
Knowledge of content-related pedagogy	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher displays little or no understanding of the range of pedagogical approaches suit-able to student learning of the content.

DOMAIN 1: PLANNING AND PREPARATION Component 1b: Demonstrating Knowledge of Students				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Knowledge of child and adolescent development	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	Teacher displays partial knowledge of the develop-mental characteristics of the age group.	Teacher displays little or no knowledge of the develop-mental characteristics of the age group.
Knowledge of the learning process	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher sees no value in understanding how students learn and does not seek such information.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.
Knowledge of students' interests and cultural heritage	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.	Teacher recognizes the value of understanding students 'interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.
Knowledge of students' special needs	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.	Teacher is aware of students' special learning and medical needs.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.

DOMAIN 1: PLANNING AND PREPARATION Component 1c: Setting Instructional Outcomes				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Value, sequence, and alignment	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.
Clarity	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	Outcomes are either not clear or are stated as activities not as student learning. Outcomes do not permit viable methods of assessment.
Balance	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect only one type of learning and only one discipline or strand.
Suitability for diverse learners	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Outcomes are not suitable for the class or are not based on any assessment of student needs.

DOMAIN 1: PLANNING AND PREPARATION Component 1d: Demonstrating Knowledge of Resources				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Resources for Classroom Use	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	Teacher displays awareness of resources available for class-room use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources for classroom use available through the school or district.
Resources to extend content knowledge and pedagogy	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.
Resources for students	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources for students avail-able through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources for students available through the school or district.

DOMAIN 1: PLANNING AND PREPARATION Component 1e: Designing Coherent Instruction				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Learning Activities	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.
Instructional Materials and Resources	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.
Instructional Groups	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups partially support the instructional outcomes, with an effort at pro-viding some variety.	Instructional groups do not support the instructional outcomes and offer no variety.
Lesson and Unit Structure	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.

DOMAIN 1: PLANNING AND PREPARATION Component 1f: Designing Student Assessments				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Congruence with instructional outcomes	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	Assessment procedures are not congruent with instructional outcomes.
Criteria and standards	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.	Assessment criteria and standards are clear.	Assessment criteria and standards have been developed, but they are not clear.	Proposed approach contains no criteria or standards.
Design of formative assessments	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has no plan to incorporate formative assessment in the lesson or unit.
Use for planning	Teacher plans to use assessment results to plan future instruction for individual students.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher has no plans to use assessment results in designing future instruction.

DOMAIN 2: The Classroom Environment

Effective educators establish procedures and transition to ensure students are engaged in active learning activities. Components of Domain 2 include:

- **Creating an Environment of Respect and Rapport**
  - Teacher Interaction with Students
  - Student Interactions with One Another
- **Establishing a Culture for Learning**
  - Importance of the Content
  - Expectations for Learning and Achievement
  - Student Pride in Work
- **Managing Classroom Procedures**
  - Management of Instructional Groups
  - Management of Transitions
  - Management of Materials and Supplies
  - Performance of Non-Instructional Duties
  - Supervision of Volunteers and Paraprofessionals

- **Managing Student Behavior**
  - Expectations
  - Monitoring of Student Behavior
  - Response to Student Misbehavior
- **Organizing Physical Space**
  - Safety and Accessibility
  - Arrangement of Furniture and Use of Physical Resources.

DOMAIN 2: THE CLASSROOM ENVIRONMENT RUBRIC

DOMAIN 2: THE CLASSROOM ENVIRONMENT **Component 2a: Creating and Environment of Respect and Rapport**				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Teacher interaction with students	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Stu-dents exhibit disrespect for the teacher.
Student interaction with other students	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.	Student interactions are generally polite and respectful.	Students do not demonstrate disrespect for one another.	Student interactions are characterized by conflict, sarcasm, or put-downs.

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2b: Establishing a Culture for Learning				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Importance of the content	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.
Expectation for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students .Students appear to have internalized these expectations.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.
Student pride in work	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2c: Managing Classroom Procedures				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Management of instructional groups	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Students not working with the teacher are not productively engaged in learning.
Management of transitions	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.	Transitions occur smoothly, with little loss of instructional time.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions are chaotic, with much time lost between activities or lesson segments.
Management of materials and supplies	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Materials and supplies are handled inefficiently, resulting insignificant loss of instructional time.
Performance of non-instructional duties	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Considerable instructional time is lost in performing non-instructional duties.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2d: Managing Student Behavior				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Expectations	Standards of conduct are clear to all students and appear to have been developed with student participation	Standards of conduct are clear to all students.	Standards of conduct appear to have been established, and most students seem to understand them.	No standards of conduct appear to have been established, or students are confused as to what the standards are.
Monitoring of student behavior	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.	Teacher is alert to student behavior at all times.	Teacher is generally aware of student behavior but may miss the activities of some students.	Student behavior is not monitored, and teacher is unaware of what the students are doing.
Response to student misbehavior	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2e: Organizing Physical Space				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Safety and accessibility	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is unsafe, or learning is not accessible to some students.
Arrangement of furniture and use of physical space	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.	Teacher uses physical resources skillfully, and the furniture arrangement is are source for learning activities.	Teacher uses physical resources adequately. The furniture maybe adjusted for a lesson, but with limited effectiveness.	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.

DOMAIN 3: Instruction

Effective educators engage students in learning. Components of Domain 3 include:

- **Reflecting on Teaching**
  - Accuracy
  - Use in Future Teaching
- **Maintaining Accurate Records**
  - Student Completion of Assignments
  - Student Progress in Learning
  - Non-instructional Records
- **Communicating with Families**
  - Information about the Instructional Program
  - Information about Individual Students
  - Engagement of Families in the Instructional Program
- **Participating in a Professional Community**
  - Relationships with Colleagues
  - Involvement in a Culture of Professional Inquiry
  - Service to the School
  - Participation in School and District Projects
- **Growing and Developing Professionally**
  - Enhancement of Content Knowledge and Pedagogical Skill
  - Receptivity to Feedback from Colleagues
  - Service to the Profession
- **Demonstrating Professionalism**
  - Integrity and Ethical Conduct
  - Service to Students
  - Advocacy
  - Decision Making
  - Compliance with School and District Regulations

DOMAIN 3: INSTRUCTION RUBRIC

DOMAIN 3: INSTRUCTION Component 3a: Communication with Students				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Expectations for learning	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose in a lesson or unit is unclear to students.
Directions and procedures	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are confusing to students.
Explanations of content	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.
Use of oral and written language	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary maybe inappropriate, vague, or used incorrectly, leaving students confused.

DOMAIN 3: INSTRUCTION Component 3b: Using Questioning and Discussion Techniques				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Quality of questions	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.
Discussion techniques	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.
Student participation	Students themselves ensure that all voices are heard in the discussion.	Teacher successfully engages all students in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	A few students dominate the discussion.

DOMAIN 3: INSTRUCTION Component 3c: Engaging Students in Learning				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Activities and assignments	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.
Grouping of students	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional out-comes of the lesson.	Instructional groups are inappropriate to the students or to the instructional outcomes.
Instructional materials and resources	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are only partially suit-able to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.
Structure and pacing	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.

DOMAIN 3: INSTRUCTION Component 3d: Using Assessment in Instruction				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Assessment criteria	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are not aware of the criteria and performance standards by which their work will be evaluated.
Monitoring of student learning	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher does not monitor student learning in the curriculum.
Feedback to students	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is of poor quality and not provided in a timely manner.
Student self-assessment and monitoring of progress	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students do not engage in self-assessment or monitoring of progress.

DOMAIN 3: INSTRUCTION Component 3e: Demonstrating Flexibility and Responsiveness				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Lesson adjustment	Teacher successfully makes a major adjustment to a lesson when needed.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.
Response to students	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.	Teacher successfully accommodates students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher ignores or brushes aside students' questions or interests.
Persistence	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.

DOMAIN 4: Professional Responsibilities

Effective educators demonstrate their commitment to high ethical and professional standards and seek to improve their practice. Components of Domain 4 include:

- **Communicating with Students**
  - Expectations for Learning
  - Directions and Procedures
  - Explanations of Content
  - Use of Oral and Written Language
- **Using Questioning and Discussion Techniques**
  - Quality of Questions
  - Discussion Techniques
  - Student Participation
- **Engaging Students in Learning**
  - Activities and Assignments
  - Grouping of Students
  - Instructional Materials and Resources
  - Structure and Pacing
- **Using Assessment in Instruction**
  - Assessment Criteria
  - Monitoring of Student Learning
  - Feedback to Students

    - Student Self-Assessment and Monitoring of Progress
- **Demonstrating Flexibility and Responsiveness**
    - Lesson Adjustment
    - Response to Students
- Persistence

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES RUBRIC

DOMAIN 4: REFLECTING ON TEACHING Component 4a: Reflecting on Teaching				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Accuracy	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.
Use in future teaching	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.

DOMAIN 4: REFLECTING ON TEACHING Component 4b: Maintaining Accurate Records				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is in disarray.
Student progress in learning	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.
Non-instructional records	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.

DOMAIN 4: REFLECTING ON TEACHING Component 4c: Communicating with Families				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Information about instructional program	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides little or no information about the instructional program to families.
Information about individual students	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.
Engagement of families in the instructional program	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.

DOMAIN 4: REFLECTING ON TEACHING Component 4d: Participating in Professional Community				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Relationships with colleagues	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.	Relationships with colleagues are characterized by mutual support and cooperation.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Teacher's relationships with colleagues are negative or self-serving.
Involvement in a culture of professional inquiry	Teacher takes a leadership role in promoting a culture of professional inquiry.	Teacher actively participates in a culture of professional inquiry.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.
Service to the school	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher participates in school events when specifically asked.	Teacher avoids becoming involved in school events.
Participation in school and district projects	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher participates in school and district projects when specifically asked.	Teacher avoids becoming involved in school and district projects.

DOMAIN 4: REFLECTING ON TEACHING Component 4e: Growing and Developing Professionally				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Enhancement of content knowledge and pedagogical skill	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher engages in no professional development activities to enhance knowledge or skill.
Receptivity to feedback from colleagues	Teacher seeks out feedback on teaching from both supervisors and colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.
Service to the profession	Teacher initiates important activities to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher finds limited ways to contribute to the profession.	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.

DOMAIN 4: REFLECTING ON TEACHING Component 4f: Showing Professionalism				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Integrity and ethical conduct	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays dishonesty in interactions with colleagues, students, and the public.
Service to students	Teacher is highly proactive in serving students, seeking out resources when needed.	Teacher is active in serving students.	Teacher's attempts to serve students are inconsistent.	Teacher is not alert to students' needs.
Advocacy	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher contributes to school practices that result in some students being ill served by the school.
Decision making	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher makes decisions and recommendations based on self-serving interests.
Compliance with school and district regulations	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	Teacher complies fully with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher does not comply with school and district regulations.

Non-instructional staff will be evaluated using the appropriate Danielson Framework for Teaching Rubrics contained in the 2007 model. Non-instructional staff positions include, but are not limited to Instructional Coaches, Guidance Counselors, Media Specialists, Student Support Specialists, and Coordinators. These staff support teachers and schools to provide services to students.

Danielson, C. (2007). Enhancing professional practice: A framework for teaching. Alexandria, VA: ASCD.

TEACHER EVALUATION SYSTEM PROCEDURES

GENERAL PROCEDURES

A summative evaluation takes place annually for all teachers. In addition to the annual evaluation, teachers new to the district will be evaluated at the end of the first semester. Several components are available for use by on-site administrators to collect evidence on teacher practices including Student Growth Data, Formal Observations, Initial Screening, classroom visits, and deliberate practice using the Professional Development Plan, brief Walk-through observations, and informal evidence gathering techniques. The annual final evaluation is based on data collected during the year by the principal, assistant principal, project manager, program coordinator or his/her designee, and the teacher. The data collected during the year shall reflect a minimum of two observations of teacher performance for teachers new to the district, teachers in their second or third year, and any teacher previously rated as "need improvement/developing" or "unsatisfactory", and a minimum of one observation for teachers after their third year including Professional Service Contract/Continuing Contract (PSC/CC) teachers. Reviews of teacher plans, student work, tests and other assessment of improvements in student performance, the Professional Development Plan (PDP), parent input, materials, conferences and other sources of evidence about a teacher's performance must take place at least annually.

The yearly summative evaluation will be calculated based on the following:

- 50% Student Learning Growth Data
- 50% Teacher Onsite Evaluation Data which is broken down by four domain areas using the Danielson Framework for Teaching rubrics
  a) 20% - Planning and Preparation
  b) 30% - Classroom Environment
  c) 30% - Instruction
  d) 20% - Professional Responsibilities (Professional Development Plan is included in this Domain)

The calculation for the summative evaluation is a weighted average of the teacher observation data plus the student learning growth data as shown in the formula below:

Final Summative Evaluation Rating = (.5 x Student Learning Growth) + (.5 (.2 x a + .3 x b + .3 x c + .2 x d))

The calculated final rating is compared to the categories below to assign the classification level.

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.49	1.5 – 2.49	1.0 – 1.49

The superintendent must annually report to the Florida Department of Education evaluation results for instructional personnel and school administrators who receive two (2) "Unsatisfactory" evaluations and any intent to terminate or not renew employees. The evaluation may be amended if assessment

data are available within ninety (90) days of the close of the school year. If so, then all regular notification procedures must again be followed.

STUDENT LEARNING GROWTH DATA

At least 50% of the evaluation is based on student learning growth assessed annually by statewide assessments. For subjects not measured by statewide assessments, the district will calculate student learning based on district EOCs or district-wide assessments developed by or approved by the district. The district will use the state-adopted student growth measures for courses associated with Florida Standards Assessments as well as those noted on page 38.

Beginning in the 2011-2012 school year, the district will use the formula approved by the Florida Department of Education (FLDOE) Commissioner for courses measurable by state assessments for the final summative evaluation. Manatee County Schools will partner with other school districts to develop shared and local end of course assessments and develop assessments for courses unique to the district. This process will be completed by the 2014-2015 school year.

During the 2011-2012 school year and continuing through the 2014-2015 school year the district will also be developing/selecting growth measures for additional grades and subjects.

For teachers with only FSA course assignments, the district will utilize the state approved formula to equal 50% of the evaluation result. For teachers with assignments that utilize results from multiple assessments, the district will review the best course of action in using the state approved formula to equal 50% of the evaluation result. For teachers with both state data and local EOC data, scores from multiple measures will be combined and allocated and the teacher AVAM score will be included in the calculation.

If less than three years of data are available, years for which data are available must be used, and percentage of evaluation based on student learning growth may be reduced to not less than 40%. The district will include student learning growth data and other measurable student outcomes, as they are approved at the state or local level. If three years of student learning growth data are not available, years available must be used.

By 2014-15, the district will measure growth using equally appropriate formulas. The Florida Department of Education will provide the appropriate models. The district will have the option to request, through evaluation system review process, to use student achievement, rather than growth, or combination of growth and achievement for classroom teachers where achievement is more appropriate.

Student growth must be measured by growth on statewide assessments, or if students do not take statewide assessments, by established district EOCs or district-wide measurements. The superintendent may assign instructional personnel in an instructional team the growth of the team's students on statewide assessments. These provisions expire July 1, 2015.

Student Learning Growth Classification for Teacher Evaluation – Student performance data will be used to evaluate teachers. The aggregated data files will be used to classify teachers as Highly Effective, Effective, Needs Improvement/Developing or Unsatisfactory on the Student Learning Growth portion of a Teacher's Summative Annual Teacher Evaluation. The classification of performance on the Student Learning Growth portion of the Summative Annual Teacher Evaluation shall utilize the state provided Florida Standards Assessments (FSA) student result data connected with teachers, schools and the district as a whole. Student data is connected with the teacher based on course codes and survey data provided by the district to the state. Student data is connected to a school based on the survey data provided by the district to the state.

A teacher will be classified on the Summative Annual Teacher Evaluation using state provided teacher Aggregated Value Added Model (AVAM) classification method based on the data of identified students with reportable FSA scores, as long as there is data for ten (10) or more students attached to that teacher. Teachers not assigned to a school will be classified using the state reported district FSA and district Aggregated Value Added Model data.

Teacher's Aggregated Value Added Model (AVAM) Score - Using the approved state formula, FLDOE calculates an Aggregated Value Added Model (AVAM) score and Aggregated VAM Standard Error (AVAM SE) for each teacher with the appropriate number of student FSA scores. This is a statistical model approved by the State Board of Education based on the recommendation of the Commissioner. That recommendation was based on the recommendation of the Student Growth Implementation Committee from the proposals presented by the American Institute for Research (AIR), consultants to the Florida Department of Education. The model is a core three-level covariate model that includes a calculation of the unique teacher effect plus one-half of the overall school effect. The teacher effect is the difference between the predicted performance and actual performance of the students connected with the teacher for each FSA reading and math test. The predicted performance is based on the *previous two years of FSA performance* by the student while taking into consideration the additional state approved variables including;

- *Disability status,*
- *English Language Learner status,*
- *Gifted status,*
- *Attendance,*
- *Class size,*
- *Homogeneity of class composition,*
- *Mobility and*
- *Difference from modal age.*

These variables were included in the Value Added Model with the intent to level the playing field. From the data provided, the teacher Value Added Model scores require some aggregation, since teachers may have students that take more than one test or have students at more than one level. The District will also calculate the mean score and standard deviation for all district teachers with Aggregated VAM scores. The school effect data is calculated and provided to the District by FLDOE based on all students

predictive and actual FSA data attached to the school. For more information about the model go to the Florida DOE websites at http://www.fldoe.org/committees/sg.aspor and http://www.fldoe.org/arra/racetothetop.asp.

Teacher's Confidence Band – Using the unique Teacher AVAM score and the Teacher AVAM Standard Error (SE) score, the District will calculate the Confidence Band for each teacher based on his/her assigned students. The Confidence Band provides a level of confidence that the teacher's AVAM score is valid and reliable. The teacher's Confidence Band is defined as one-half of the teacher's AVAM SE added above the teacher's AVAM score to one-half of the teachers AVAM SE subtracted from the teacher's AVAM score. In the event that a teacher has a high AVAM SE and that teacher's confidence band extends across two classification thresholds and three performance levels, the teacher will be classified using the middlemost classification level.

School's Value Added Model Score - Using the state formula, the District will calculate a School's Aggregated Value Added Model (School AVAM) score and a School's Aggregated Value Added Model Standard Error (School AVAM SE). The School AVAM is the typical amount that students at a school learn above expectation and is calculated using a statistical model based on FSA data for the students at the school. This may be due to the typical effect of teachers at the school or to independent school factors. The District will also calculate the mean score and standard deviation for School AVAM scores of all schools within the District.

School's Confidence Band - The District will calculate the Confidence Band for each school. The Confidence Band provides a level of confidence that the school's VAM score is valid and reliable. The School's Confidence Band is defined as one-half of the School's AVAM SE added above the School's AVAM score to one-half of the School's AVAM SE subtracted from the School's AVAM score.

CLASSIFICATIONS ON THE STUDENT GROWTH PORTION OF THE SUMMATIVE ANNUAL TEACHER EVALUATION FORM

Four Classifications – Each year all teachers will receive a rating in the Student Growth Portion of the Summative Annual Teacher Evaluation Form in one of the four classifications as described within the following section. Each teacher shall receive a rating as Highly Effective (HE), Effective (E), Needs Improvement/Developing (NI/D) or Unsatisfactory (U) on the Student Growth portion of the Summative Annual Teacher Evaluation. A teacher's classification will be determined using the state provided statistical calculations of student data on the Florida Standards Assessments (FSA). Using the data provided by the state each year, the District will calculate a Teacher's Aggregated Value Added Model Score(Teacher AVAM), a Teacher's Aggregated Value Added Model Standard Error (AVAM SE), the School's Value Added Model Score (School AVAM), the School's Value Added Model Standard Error (School AVAM SE), the mean and standard deviation for all teacher Aggregated Value Added Model (Teacher AVAM) Scores and the mean and standard deviation for all School Value Added Model (School AVAM) Scores.

HIGHLY EFFECTIVE – The HIGHLY EFFECTIVE classification threshold shall be one-half standard deviation above the mean of all Teacher Aggregated Value Added Model scores within the district. A Teacher will be classified as HIGHLY EFFECTIVE in the Student Learning Growth portion of the Summative Annual

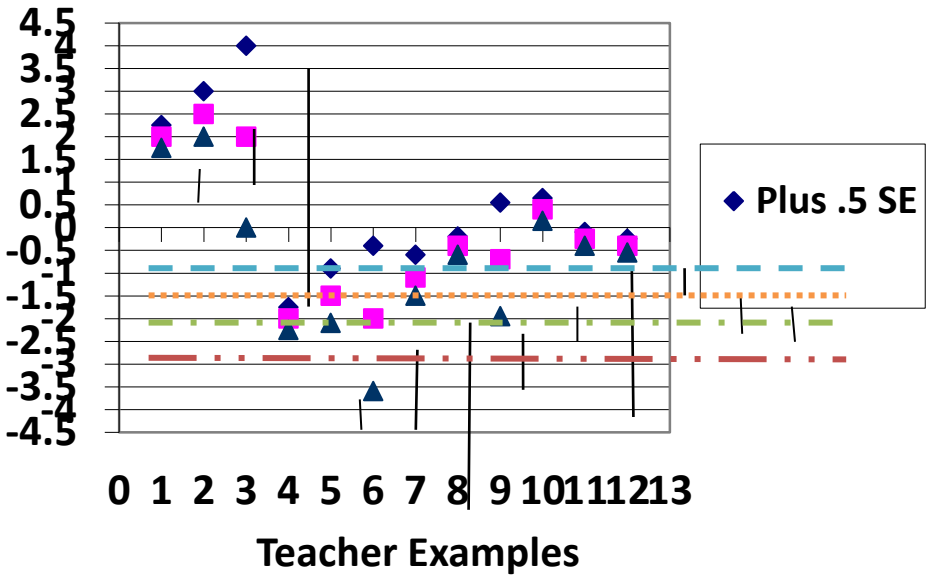
Teacher Evaluation if the entire Confidence Band for that teacher is above the HIGHLY EFFECTIVE threshold. The Confidence Band is calculated as the Teacher's AVAM score plus one-half of the Teacher's AVAM SE at the top of the band and extends to the Teacher's AVAM score minus one-half of the Teacher's AVAM SE.

UNSATISFACTORY - The UNSATISFACTORY threshold is the score that equates to one standard deviation below the mean for all District teachers with usable AVAM scores. A Teacher will be classified as UNSATISFACTORY in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the teacher's entire Confidence Band is below the UNSATISFACTORY threshold. The Confidence Band is calculated as the Teacher's AVAM score plus one-half of the Teacher's AVAM SE at the top of the band, to the Teacher's AVAM score minus one-half of the Teacher's AVAM SE at the bottom of the band.

NEEDS IMPROVEMENT/DEVELOPING - The NEEDS IMPROVEMENT/DEVELOPING threshold is the score that equates to one-half of a standard deviation below the mean for all District teachers with usable Teacher AVAM scores. A Teacher will be classified as NEEDS IMPROVEMENT/DEVELOPING (NI/D) in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the teacher's entire Confidence Band is entirely below the threshold for a classification of NEEDS IMPROVEMENT/DEVELOPING, but is not entirely below the UNSATISFACTORY threshold as described above.

EFFECTIVE – A Teacher will be classified as EFFECTIVE in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the Teacher's Confidence Band does not meet any of the above classifications. If by having the entire Confidence Band between one-half standard deviation above the mean and one-half standard deviation below the mean, or if the teacher's Confidence Band crosses over either the HIGHLY EFFECTIVE threshold or the NEEDS IMPROVEMENT/DEVELOPING threshold but does not cross more than one of these thresholds, the teacher will be classified as EFFECTIVE.

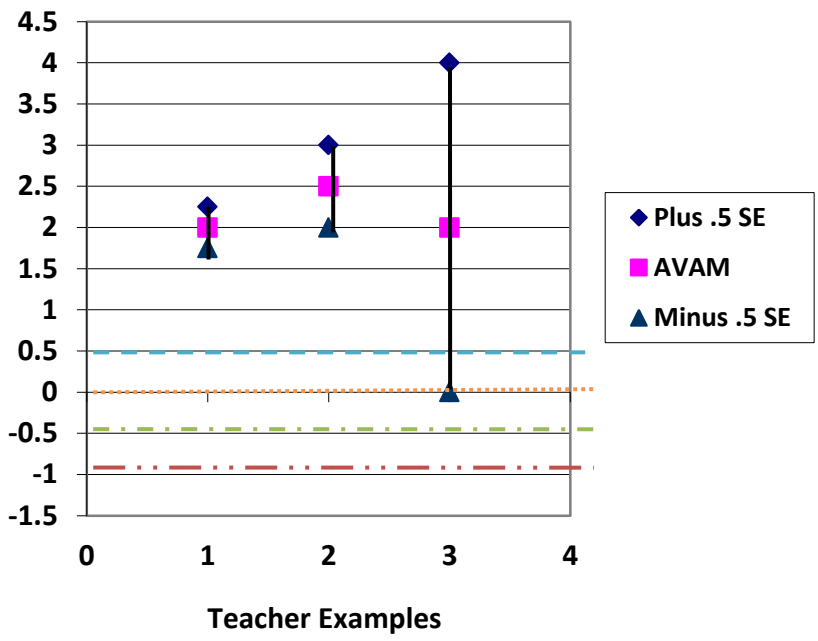
TEACHER EXAMPLES: The following teacher examples are provided to clarify the determination of the appropriate performance rating for the Student Learning Growth portion of the Summative Annual Teacher Evaluation Form for any Manatee Teacher classified using the individual Teacher AVAM classification method. For the following Teacher Example purposes, it is assumed that the mean of all teachers AVAM scores is zero (0.00) and there is a standard deviation of one (1.00) for all teachers. For the following Teacher Example purposes, the HIGHLY EFFECTIVE threshold is the dashed line at 0.50, equal to one-half of a standard deviation above the mean. The NEEDS IMPROVEMENT/DEVELOPING threshold is the dash then dot line at -0.50, equal to one-half of a standard deviation below the mean. The Unsatisfactory threshold is the dash then two dot line at -1.00, equal to one standard deviation below the mean. The actual mean, standard deviation and classification thresholds for all individual Teacher AVAM scores will be calculated using the actual scores each year.



Teacher Example 1: If Teacher 1 has an AVAM score of 2.000 with an AVAM SE of 0.500 the confidence band for Teacher 1 is from 2.250 at the top of error confidence band (an AVAM score of 2.000 plus one-half of the AVAM SE of 0.500 or 2.000 + 0.250 = 2.250) to 1.750 at the bottom of error confidence band (An AVAM of 2.00 minus 0.50, one-half of the SE of 1.000, or 2.000 – 0.250 = 1.750). Since the entire error Confidence Band of this teacher, spanning from 2.250 to 1.750, is above the HIGHLY EFFECTIVE threshold of 0.500, one-half standard deviation above the mean, Teacher 1 is classified as HIGHLY EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation Form.

Teacher Example 2: If Teacher 2 has an AVAM score of 2.500 and a SE of 1.000, then Teacher 2 has a Confidence Band from 3.000 (2.500 + 0.500 = 3.00) to 2.000 (2.500 – 0.500 = 2.000), then Teacher 2 will also be classified as HIGHLY EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation form because all of Teacher 2's Confidence Band is above 0.500, the threshold for HIGHLY EFFECTIVE.

Teacher Example 3: If Teacher 3 has an AVAM score of 2.000 and has an AVAM SE of four (4.000), this teacher would have a confidence band from 4.000 (2.000 + 2.000 = 4.000) at the top of the band to 0.000 (2.000 – 2.000 = 0.000) at the bottom of the confidence band. Using this scenario, not all of the Confidence Band for Teacher 3 is above the HIGHLY EFFECTIVE threshold of 0.50. Therefore, Teacher 3 is classified as EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation form.

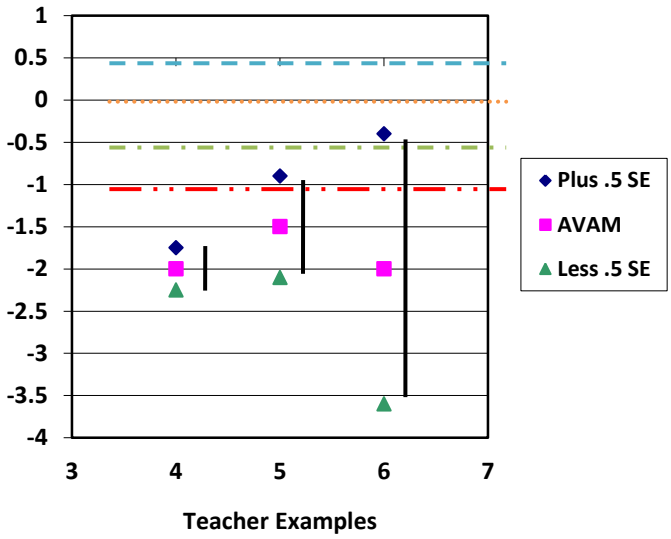


The dotted horizontal line at zero (0.00) is the mean for all teacher AVAM scores. The dash line at 0.50 is one-half standard deviations above the mean and is the HIGHLY EFFECTIVE threshold. Teacher 1 and Teacher 2 each have a confidence band (vertical black lines) that is completely above the dashed line. These teachers are rated as HIGHLY EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation. Teacher 3 is rated as EFFECTIVE because part of the Confidence Band is below the HIGHLY EFFECTIVE threshold line, below the dashed line at 0.50.

Teacher Example 4: If Teacher 4 has an AVAM score of -2.00 with an AVAM SE of .50, the confidence band for the teacher is from -1.75 (-2.00 + 0.25= -1.75) at the top of the error confidence band and -2.25 (-2.00 – 0.25 = -2.25) at the bottom of the error confidence band. Since the entire confidence band of this teacher is below the UNSATISFACTORY threshold of -1.00, Teacher 4 is classified as UNSATISFACTORY.

Teacher Example 5: If Teacher 5 has an AVAM score of -1.500 and the AVAM SE is 1.200, Teacher 5 would have a confidence band ranging from a -0.900 (-1.500 + 0.600 = -0.900) at the top of the Confidence Band to -2.100 (-1.500 – 0.600 = -2.100) at the bottom of the confidence band. Since some of the confidence band is above the UNSATISFACTORY threshold of -1.000, Teacher 5 is not classified as "Unsatisfactory". However, Teacher 5's entire Confidence Band is below the NEEDS IMPROVEMENT/DEVELOPING threshold of -0.500 (one-half standard deviation below the mean) standard deviation below the mean, Teacher 5 is classified as NEEDS IMPROVEMENT/DEVELOPING.

Teacher Example 6: In the event that a teacher's Confidence Band extends past two or more classification thresholds and three classification levels, such as Teacher 6, this teacher will be classified as described below. Teacher 6 has an AVAM score of -2.00 and an AVAM SE of 3.20. Teacher 6 has a large Confidence Band spanning from -0.40 to a -3.60 (-2.00 + 1.60 = -0.40 at the top of the Confidence Band to -2.00 -1.60 = -3.60 at the bottom of the Confidence Band). The Confidence Band is above the threshold for NEEDS IMPROVEMENT/DEVELOPING at -0.500, into the EFFECTIVE classification range, and also below the UNSATISFACTORY classification threshold at -1.00. Since Teacher 6 has a Confidence Band that crosses two thresholds and spans into three classification levels, Teacher 6 will be classified using the middlemost classification level.

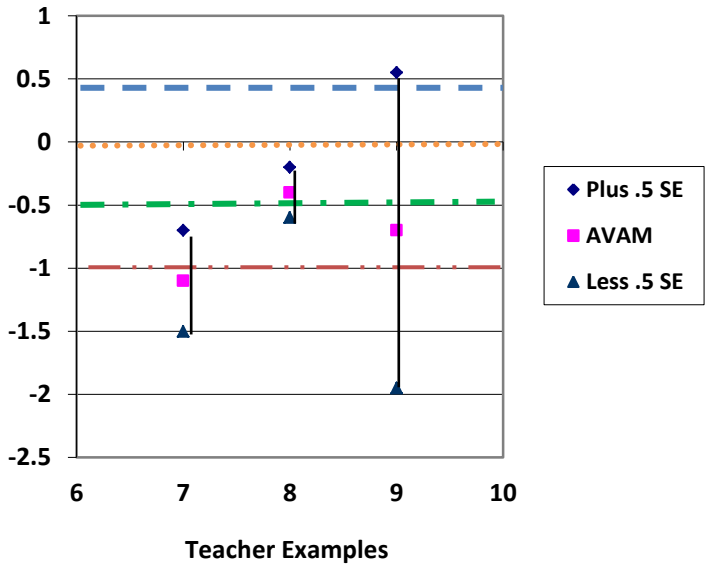


If the dotted line at zero (0.00) is the mean for all teacher AVAM scores and the dash and dotted line at -0.50 is one-half standard deviations below the mean and the threshold for NI/D, and the dash and double dotted line at -1.00 represents the threshold for U at one standard deviation below the mean the following applies. Teacher 4 has a Confidence Band (black line) that is completely below the U threshold line at –1.00. Therefore, Teacher 4 is rated as UNSATISFACTORY on the Student Learning Growth portion of the Summative Annual Teacher Evaluation. Teacher 5 is rated as NEEDS IMPROVEMENT/DEVELOPING because part of Teacher 5's Confidence Band is above the U threshold. Teacher 6's Confidence Band crosses both the NI/D and U thresholds. Since this Teacher's Confidence Band extends past two thresholds, Teacher 6 will be classified using the higher of the two thresholds; e.g. NEEDS IMPROVEMENT/DEVELOPING.

Teacher Example 7: If Teacher 7 has an AVAM score of -1.100 with a AVAM SE of 0.800 the confidence band for Teacher 1 is from -0.700 (-1.10 + 0.400 = -0.700) at the top of the error confidence band to -1.500 (-1.100 – 0.400 = -1.500.) at the bottom of the error confidence band. Since the entire band of this teacher is below one-half standard deviation below the mean, below -0.500, but not entirely below one standard deviation below the mean, below the UNSATISFACTORY threshold of -1.000, Teacher 7 is classified as NEEDS IMPROVEMENT/DEVELOPING.

Teacher Example 8: Teacher 8 has an AVAM score of -.40 and an AVAM SE of 0.400 and a confidence band from -0.200 (-0.400 + 0.200 = -0.200) at the top of the band to -0.600 (-0.400 – 0.200 = -0.600), at the bottom of the band. Since some of the confidence band for Teacher 8 is above -0.500 (one-half of a standard deviation below the mean), the NI/D threshold, Teacher 8 is classified as EFFECTIVE on the Student Learning Growth Portion of the Summative Annual Teacher Evaluation Form.

Teacher Example 9: Teacher 9 has an AVAM score of -0.700 and an AVAM SE of 2.500. Teacher 9 has a Confidence Band ranging from 0.550 to -1.950 (-0.700 + 1.250 =0.550 and -0.700 – 1.250 = -1.950). Since the Confidence Band for Teacher 9 crosses the HIGHLY EFFECTIVE threshold at 0.500, the EFFECTIVE threshold, and the NI/D threshold of -0.500, Teacher 9 will be classified using the middlemost classification level.



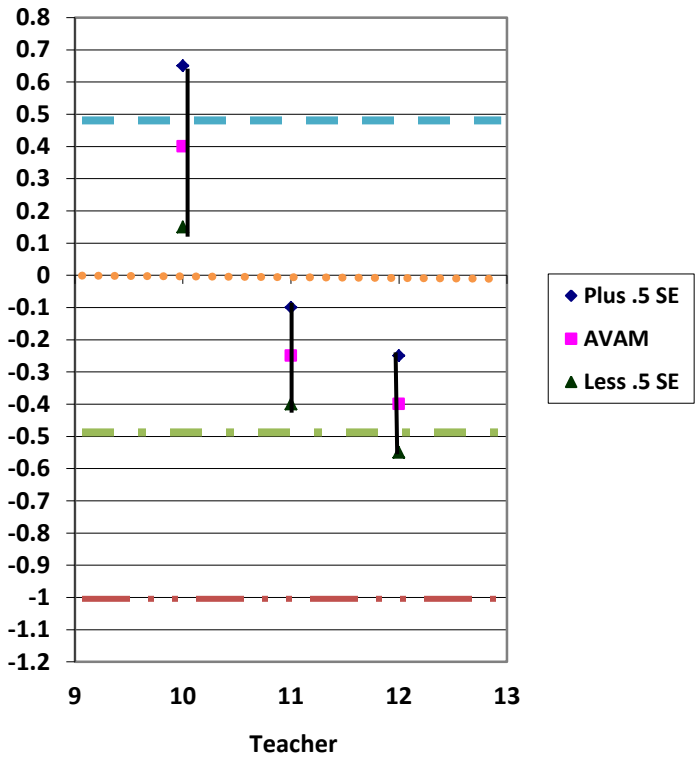
If the dotted line at zero (0.00) is the mean for all teacher AVAM scores, and the dashed line at 0.50, one-half standard deviation above the mean, represents the HE threshold, and the dot and dash line at -0.50, one-half standard deviations below the mean, represents the threshold for NI/D, and the double dot and dash line at -1.00, one standard deviation below the mean, represents the threshold for U the following applies. Teacher 7 has a Confidence Band (vertical black line) that is completely below the NI/D threshold at -0.50, dot and dash line. Teacher 7 is rated as NEEDS IMPROVEMENT/ DEVELOPING on the Student Learning Growth portion of the Summative Annual Teacher Evaluation. Teacher 8 is rated as EFFECTIVE because some of the Confidence Band is above the NI/D threshold line at -0.50. Teacher 9's Confidence Band extends across two or more threshold lines and three classifications, therefore, Teacher 9 will be classified using the middlemost classification level.

Teacher Example 10: If Teacher 10 has an AVAM score of 0.400 with an AVAM SE of 0.500 the Confidence Band for Teacher 10 is from 0.650 (0.400 + 0.250 = 0.650) at the top of the Confidence Band to 0.150 (0.400 - 0.250 = 0.150) at the bottom of the Confidence Band. Since the entire band of this teacher is not above the HIGHLY EFFECTIVE threshold, one half standard deviation above the mean, not below the NEEDS IMPROVEMENT/DEVELOPING threshold, one half standard deviation below the mean, and not below the Unsatisfactory threshold, one standard deviation below the mean (-1.000), this teacher is classified as EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation Form.

Teacher Example 11: Teacher 11 has an AVAM score of -0.250 and an AVAM SE of 0.300. The Confidence Band for Teacher 11 is from -0.100 (-0.250 + 0.150 = 0.100) at the top of the band and -0.400 (-0.250 - 0.150 = -0.400). Since the Confidence Band of Teacher 11 is completely within the EFFECTIVE range, between 0.500 and -0.500, Teacher 11 is classified as EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation Form.

Teacher Example 12: Teacher 12 has an AVAM score of -0.400 and an AVAM SE of 0.300. The Confidence Band for Teacher 12 is from -0.250 (-0.400 + 0.150 = -0.250) at the top of the band to -0.550 (-0.400 - 0.150 = -0.550) at the bottom of the Confidence Band. Even though the bottom of the

Confidence Band crosses the NEEDS IMPROVEMENT/DEVELOPING threshold of -0.500, not all of the Confidence Band is below that threshold. Therefore, Teacher 12 is classified as EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation Form.



If the dotted line at zero (0.00) is the mean for all teacher AVAM scores, and if the dashed line at 0.50, one-half standard deviation above the mean and represents the threshold for HE, and if the dash and dot line at -0.50 is one-half standard deviations below the mean and represents the threshold for NI/D, then the following applies. Teacher 10 has a Confidence Band (vertical black line) that is partially above the HE threshold at 0.50 and partially below the HE threshold. Therefore, Teacher 10 is rated as EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation. Teacher 11 has a Confidence Band that is completely below the mean line but entirely below the NI/D threshold at -0.50. Therefore, Teacher 11 is classified as EFFECTIVE. Teacher 12 has a Confidence Band that is partially below the NI/D threshold at -0.50, but is not completely below the NI/D threshold, therefore, Teacher 12 is rated EFFECTIVE.

TEACHERS NOT CLASSIFIED USING TEACHER VAM SCORES: The following groups of teachers will not be classified using the Teacher Aggregated Value Added Model score method.

- A teacher with less than ten (10) student FSA records reported by the state for that teacher will not be classified using the Teacher AVAM scores.
- A teacher that has no student FSA records reported by the state for that teacher will not be classified using the individual teacher VAM scores.

Other educators will be rated using the following measures, utilizing available district data from standardized and local assessments:

Grade level or Subject Area of Teacher	Assessment or Data	Process to determine rating	Assessment Model
Kindergarten ESE, First Grade ESE, and Second Grade ESE	Battelle Development Inventory, 2nd Edition	BDI-2 Developmental Quotient (composite score)	Growth
Kindergarten, First, Second, and Third grades	i-Ready	Scale Score Growth	Growth
Third Grade	i-Ready to FSA	Growth	Growth
Special Areas – Arts, Music, PE/Vocational Areas	Local EOC	Local EOC	Performance
Instructional Coaches, Guidance Counselors, Media Specialists, Student Support Specialists, and Coordinators	School VAM	School VAM	Growth
5th and 8th Grade Science	FCAT Science	FCAT Science	Performance
Algebra I, Algebra II, Geometry, Civics, Biology , U.S. History	State EOC	EOC scores	Performance
District ESE Support Personnel	District VAM	District VAM	Growth
Secondary and Career Education Instructors with Assigned Industry Certification (MTI)	Local EOC	Local EOC	Performance
JRROTC	EOC	Local EOC	Performance
AP IB AICE	District Pass-Rate	District Pass Rate	Performance

SCHOOL VAM CLASSIFICATION METHOD – Teachers that are unrated using Teacher VAM scores as described above who teach all students in the school will be rated using the School AVAM classification method as described below.

School's Value Added Model Score - The School AVAM is the typical amount that students at a school learn above expectation and is calculated using a statistical model based on FSA data for the students at the school. Using the state formula, the District will calculate a School's Aggregated Value Added Model (School AVAM) score and a School's Aggregated Value Added Model Standard Error

(School AVAM SE). The District will also calculate the mean score and standard deviation for all schools within the District each year.

School's Confidence Band - The District will calculate the Confidence Band for each school related to the Value Added Model. The Confidence Band provides a level of confidence that the school's AVAM score is valid and reliable based on the School's AVAM Standard Error (School AVAM SE). The School's Confidence Band is defined as one-half of the School's AVAM SE added above the School's AVAM score to one-half of the School's AVAM SE subtracted from the teacher's AVAM score.

Four Classifications – Each year all teachers will receive a rating in the Student Growth Portion of the Summative Annual Teacher Evaluation Form in one of the four classifications as described within this section. Each teacher rated using the School AVAM score classification method shall receive a rating as Highly Effective (HE), Effective (E), Needs Improvement/Developing (NI/D) or Unsatisfactory (U) on the Student Growth portion of the Summative Annual Teacher Evaluation as follows. A teacher's classification will be determined using the state provided statistical calculations of student data within a school on the FSA. Using the data provided by the state each year, the District will calculate the School's Confidence Band for the School's Aggregated Value Added Model Score (SCHOOL AVAM), a School's Aggregated Value Added Model Standard Error (SCHOOL AVAM SE) as well as the mean and standard deviation for all School Value Added Model (School AVAM) Scores.

HIGHLY EFFECTIVE - A Teacher not classified using the state reported Teacher AVAM data who teaches all students in the school will be classified as HIGHLY EFFECTIVE (HE) in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the School's entire Confidence Band is at or above the threshold for Highly Effective. The School's Confidence Band is calculated as the School AVAM score plus one-half of the School AVAM SE at the top of the band to the School AVAM score minus one-half of the School AVAM SE.

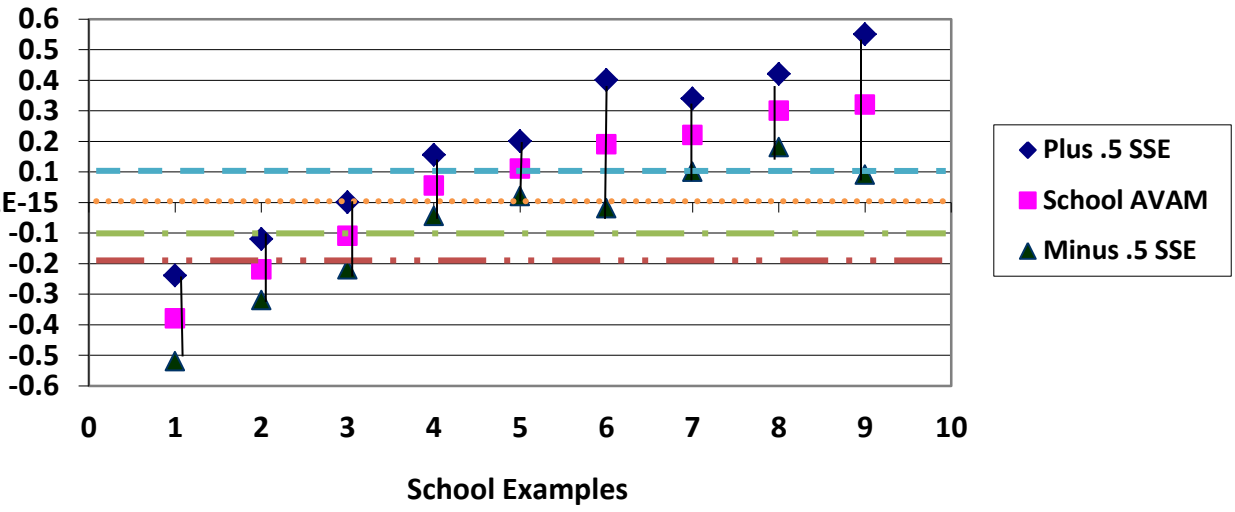
UNSATISFACTORY - A Teacher not classified using the state reported Teacher AVAM data who teaches all students in the school will be classified as UNSATISFACTORY in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the School's entire Confidence Band is below the threshold for UNSATISFACTORY, the score that equates to one standard deviation below the mean for all School AVAM scores. The School Confidence Band is calculated as the School AVAM score plus one-half of the School AVAM SE at the top of the band to the School AVAM score minus one-half of the School AVAM SE.

NEEDS IMPROVEMENT/DEVELOPING - A Teacher not classified using the state reported Teacher AVAM data who teaches all students in the school will be classified as NEEDS IMPROVEMENT/DEVELOPING (NI/D) in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the School's entire Confidence Band is entirely below the NI/D threshold at one-half standard deviation below the mean, but not entirely below the UNSATISFACTORY threshold at one standard deviation below the mean. In addition, Teachers not classified using the state reported Teacher AVAM data will be classified as NEEDS IMPROVEMENT/DEVELOPING if the School Confidence Band crosses both the NI/D threshold at one-half standard deviation below the mean and the UNSATISFACTORY threshold at one standard deviation below the mean, but is not entirely below the

threshold for a classification of UNSATISFACTORY, one standard deviation below the School AVAM mean.

EFFECTIVE – A Teacher not classified using the state reported Teacher AVAM data who teaches all students in the school will be classified as EFFECTIVE in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the Teacher's entire Confidence Band does not meet any of the above classifications by having the entire School Confidence Band between one-half standard deviation above the mean or one-half standard deviation below the mean, or the School Confidence Band crosses over the Highly Effective threshold, crosses over the NEEDS IMPROVEMENT/DEVELOPING threshold, or crosses over both the Highly Effective threshold and the NEEDS IMPROVEMENT/DEVELOPING threshold at one-half standard deviation below the mean, but, does not extend below the UNSATISFACTORY threshold at one standard deviation below the mean.

SCHOOL EXAMPLES: Teachers not rated using the Teacher AVAM classification method who teach all students in the school, will be classified using the School AVAM classification method. The following school examples are provided to clarify the determination of the appropriate performance rating for the Student Learning Growth portion of the Summative Annual Teacher Evaluation Form for any Manatee Teacher classified using the School AVAM classification method. For the following School Example purposes, it is assumed that the mean of all School AVAM scores is zero (0.00) and there is a standard deviation of 0.20 for all schools. For the following School Example purposes, the HIGHLY EFFECTIVE threshold is the dashed line at 0.10, equal to one-half of a standard deviation above the mean. The NEEDS IMPROVEMENT/DEVELOPING threshold is the dash then dot line at -.10, equal to one-half of a standard deviation below the mean. The UNSATISFACTORY threshold is the dash then two dot line at -0.20, equal to one standard deviation below the mean. The actual mean, standard deviation and classification thresholds for all School AVAM scores will be calculated using the actual scores each year. The School Confidence Band is displayed as the vertical line connecting the marks at one-half Standard Error plus the School AVAM and one-half Standard Error minus the School AVAM.

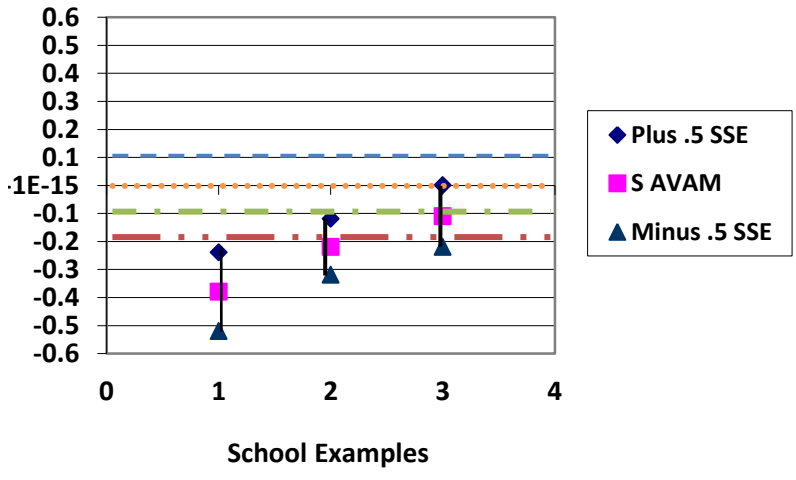


School 1 Example: School 1 has a School AVAM score of -0.380 with a School AVAM SE of 0.280. The Confidence Band for School 1 spans from the School AVAM score plus one-half of the School AVAM

SE or -0.240 at the top of the band (-0.380 + 0.140 = -0.240) to the School AVAM score minus one-half of the School AVAM SE or -0.52 at the bottom of the band (-0.380–0.14 = -0.52). This School Confidence Band from -0.240 to -0.52 is entirely below the UNSATISFACTORY threshold for School scores at -0.200, one standard deviation below the mean for all School AVAM scores. Therefore, all teachers in School 1 not rated using the individual Teacher AVAM classification method would be rated as UNSATISFACTORY on the Student Learning Growth portion of the Summative Annual Teacher Evaluation form for this year.

School 2 Example: School 2 has a School AVAM score of -0.220 with a School AVAM SE of 0.200. The School Confidence Band for School 2 is from -0.120 at the top of the band, the School AVAM score plus one-half of the School AVAM SE (-0.220 + 0.100 = -0.120) to -0.32 at the bottom of the School Confidence Band, the School AVAM score minus one-half of the School AVAM SE (-0.220 – 0.100 = -0.32). This School Confidence Band from -0.120 to -0.32 is not entirely below the UNSATISFACTORY threshold at -0.200, but is entirely below the NEEDS IMPROVEMENT/DEVELOPING threshold of -0.100, set at one-half standard deviation below the School AVAM mean. Therefore, the teachers not rated using the individual Teacher AVAM classification method assigned to School 2 will be classified as NEEDS IMPROVEMENT/DEVELOPING on the Student Learning Growth portion of the Summative Annual Teacher Evaluation form for the year.

School 3 Example: School 3 has a School AVAM score of -0.110 with a School AVAM SE of 0.220. The School Confidence Band for School 3 is from 0.00 at the top of the band, the School AVAM score plus one-half of the School AVAM SE (-0.110 + 0.110 = 0.00) to -0.22 at the bottom of the School Confidence Band, the School AVAM score minus one-half of the School AVAM SE (-0.110 – 0.110 = -0.22). This School Confidence Band from 0.00 to -0.22 is not entirely below the UNSATISFACTORY threshold at -0.20 or entirely below the threshold for NEEDS IMPROVEMENT/DEVELOPING at -0.10, therefore the teachers assigned to this school not rated using the individual Teacher AVAM classification method will be rated EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation Form for this year.

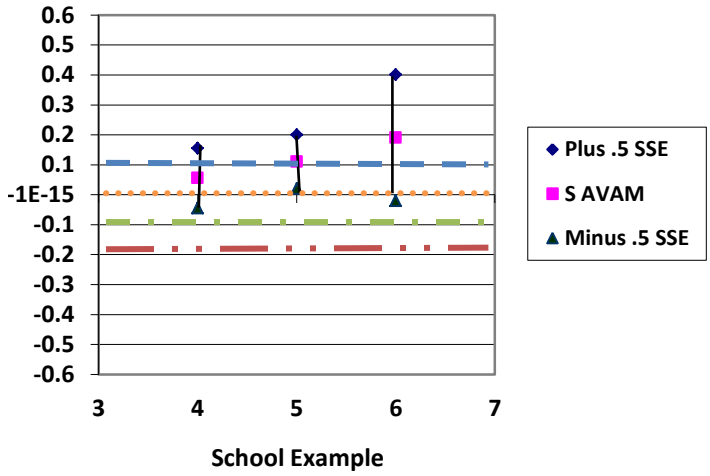


School 4 Example: School 4 has a School AVAM score of 0.055 with a School AVAM SE of 0.20. The Confidence Band for School 4 spans from the School AVAM score plus one-half of the School AVAM

SE or 0.155 at the top of the band (0.055 + 0.10 = 0.155) to the School AVAM score minus one-half of the School SE or -0.045 at the bottom of the band (0.055 – 0.10 = -0.45). This School Confidence Band from 0.155 to -0.450 is entirely above the threshold for NEEDS IMPROVEMENT/DEVELOPING at -0.10, but is not entirely above the HIGHLY EFFECTIVE threshold for School scores at 0.100, one standard deviation above the mean for all School AVAM scores. Therefore, all teachers in School 4 not rated using the individual Teacher AVAM classification method would be rated as EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation form for this year.

School 5 Example: School 5 has a School AVAM score of 0.11 with a School AVAM SE of 0.180. The School Confidence Band for School 5 is from 0.20 at the top of the band, the School AVAM score plus one-half of the School AVAM SE (0.11 + 0.09 = 0.20) to 0.02 at the bottom of the School Confidence Band, the School AVAM score minus one-half of the School SE (0.11 – 0.09 = 0.02). This School Confidence Band from 0.20 to 0.02 is entirely above zero and entirely above the Needs Improvement/Developing threshold of -0.100, but not entirely above the HIGHLY EFFECTIVE threshold of 0.10. Therefore, the teachers not rated using the individual teacher AVAM classification method assigned to School 5 will be classified as EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation form for the year.

School 6 Example: School 6 has a School AVAM score of 0.19 with a School AVAM SE of 0.42. The School Confidence Band for School 6 is from 0.40 at the top of the band, the School AVAM score plus one-half of the School AVAM SE (0.19 + 0.210 = 0.40) to -0.02 at the bottom of the School Confidence Band, the School AVAM score minus one-half of the School SE (0.19 – 0.210 = -0.02). This School Confidence Band from 0.40 to -0.02 is not entirely above the HIGHLY EFFECTIVE threshold at 0.1 or entirely below the threshold for NEEDS IMPROVEMENT/DEVELOPING at -0.1, therefore the teachers assigned to this school not rated using the individual Teacher AVAM classification method will be rated EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation Form for this year.



OVERVIEW EVALUATION PROCESS AND PROCEDURES

INITIAL SCREENING CLASSROOM VISIT

Teachers new to the district and any teacher that received a less than effective rating ~~on Standards 1, 2, 3 or 4~~ in the prior year's final Teacher Onsite Evaluation Data score will be observed for an Initial Screening within the first thirty (30) days of each school year or within the first thirty (30) days of initial employment using the Initial Screening Form. The intent of this form is to provide evidence related to the Instructional Practices Standards 1 through 4, ensure that the basic and fundamental indicators of the teaching and learning process are evident in each classroom, and to provide feedback to instructional personnel as early in the year as possible to assist in identifying a focus for professional development.

FORMAL OBSERVATIONS

Teachers will be evaluated using the Danielson *Framework for Teaching* rubrics. Feedback will be provided through the "My Professional Growth Plan" platform. Beginning teachers, teachers new to the district, teachers in their second or third year, and teachers previously rated as "Needs Improvement/Developing" or "Unsatisfactory" will be observed at least two times each year. The first formal observation shall occur between August 15th and December 15th of each year. The second formal observation shall occur between January 15th and prior to May 15th of each year. Teachers, after their third year, including Professional Services Contract/Continuing Contract (PSC/CC) teachers who have a regular certificate and have demonstrated highly effective or effective teaching, will be observed at least once between August 15th and December 15th or January 15th and prior to May 15th using "My Professional Growth Plan" platform. These teachers may request an additional observation. Principals may choose to observe teachers in excess of these requirements.

WALK-THROUGH CLASSROOM VISITS

A Walk-through is a brief seven to ten minute classroom visit. The intent of a Walk is to collect data at different times within each semester using the Danielson Framework for Teaching rubrics focusing on Domain 2 – The Classroom Environment and Domain 3 – Instruction. Not all expectations may be evident in any single walk. Although a conference is not required for most walks, either the teacher or evaluator may request a conference following a walk-through.

DELIBERATE PRACTICE - PROFESSIONAL DEVELOPMENT PLAN

The Professional Development Plan will be used to support a teacher's growth and demonstrate the expectations for Domain 4 – Professional Responsibilities throughout the year. In collaboration with the school administrator, teachers will receive feedback that is timely, ongoing, constructive, and focused on specific observed behaviors, student growth data, and identified professional development goals.

The data collected from the Manatee County Teacher Evaluation System will inform the decisions on professional development at the district and school level.

ADDITIONAL EVIDENCE

Evaluators and teachers may gather evidence of effective teaching from a variety of sources. Teachers and Principals may provide additional resources that provide evidence of effective practices.

FIRST SEMESTER AND ANNUAL SUMMATIVE EVALUATIONS

The FIRST SEMESTER SUMMATIVE EVALUATION for teachers new to the District and the INSTRUCTIONAL ANNUAL SUMMATIVE EVALUATION for all teachers is based on evaluation data collected during the year or evaluation cycle by the principal, assistant principal, project manager, program coordinator or his/her designee, and the teacher. The data collected shall reflect a minimum of one observation for the First Semester Summative Evaluation and two observations of teacher performance for teachers new to the district, teachers in their second or third year, and any teacher previously rated as “Needs Improvement/Developing” or “Unsatisfactory” in a prior evaluation, and one observation for teachers after their third year including PSC/CC teachers previously evaluated as “Effective” or “Highly Effective”. Reviews of teacher plans, student work, tests and other assessment of improvements in student performance, the Professional Development Plan (PDP), parent input, materials, conferences and other sources of information about a teacher's performance must take place at least annually.

Data is collected throughout the year to document the demonstration of the Teacher Performance Standards.

Based on the demonstration of effective teaching and documented improvement in student performance, an evaluation is made by the principal or program administrator as to overall “Highly Effective”, “Effective”, “Needs Improvement/Developing” or “Unsatisfactory” performance. This judgment forms the basis of the First Semester or Annual Summative Evaluation, but must reflect data collected during the evaluation cycle, summarized on the appropriate forms and shared during an annual or end of first semester conference.

The performance feedback process stands as a vehicle for professional growth and instructional improvement.

Negative evaluation results that may affect continued employment or changes in contract status must be forwarded to the Superintendent or his designee for review prior to final action. Documented notification using several Teacher Evaluation Improvement Notices must be attached to any "Unsatisfactory" evaluation. This or other documentation of no significant improvement within given time frames is also required for "Unsatisfactory" evaluations. Other teacher evaluation process requirements are summarized in the MEA-MCSB Master Contract.

Instructional personnel who receive two consecutive overall “Unsatisfactory” evaluations will be identified by the human resources department. The Superintendent shall notify the Department of Education of those individuals, utilizing procedures described in State Board Rule.

NOTIFICATION

Formal observations for evaluation purposes require prior notice to the teacher. Data collected during formal or informal observations that are to be used for evaluation purposes shall be shared with the teachers in a written form through “My Professional Growth Plan” platform within ten (10) days of the observation.

Informal observations by an administrator may be conducted at any time. Data collected by informal observations or brief Walk-through observations may be used to support demonstration of highly effective behavior, effective behavior or highlight areas for further development. Data will be shared with the teacher through “My Professional Growth Plan” platform as soon as practical for feedback and discussion.

Data may be collected from a variety of sources to document highly effective or effective demonstration of teacher competencies. The Manatee County Teacher Evaluation System provides the systematic and data collection strategies that directly support the appraisal of highly effective or effective teaching, but are not the only tools available to site administrators.

In cases of misconduct or significant violations of the School Board policy, the principal or site administrator must take appropriate and immediate disciplinary action. The misconduct and disciplinary actions may result in an unsatisfactory evaluation even if teaching performance is effective.

CONFERENCES

A conference must be held and documented after each formal observation using the Observation and Post Observation Tools within “My Professional Growth Plan” platform. In addition, a conference must be held for any Initial Screening or Walk-through when improvements are noted that could negatively impact the evaluation or at the request of the teacher or administrator. This conference should cover the analysis of data collected from both parties, the identification of strengths and weaknesses (if any) and plans for improvement, assistance or follow-up as needed. No data should be given to a teacher without the opportunity for feedback and discussion with the administrator or supervisor. A written follow up of a "problem centered" conference shall be provided to the teacher within ten (10) working days of the conference. The employee may provide a written response to any observation form, evaluation or conference which shall be attached to the original report or form and included in the individual's personnel file.

Should necessary improvements become apparent during the appraisal process, said improvements shall be discussed with the employee and noted on the observation/evaluation form together with:

a. specific improvement(s) desired,
b. time for improvement(s) to be made,
c. assistance to be provided, if necessary.

Following the annual or end of first semester evaluation conference, the site administrator and staff sign the appropriate summary forms. An electronic copy is submitted to the human resources department within the timelines established annually.

SUMMATIVE TEACHER EVALUATION PROCEDURES

OVERVIEW

The Manatee County Teacher Final Summative Evaluation Form and the Mid-Year Summative Evaluation Form are used to summarize the teacher's performance related to the four Domains included in the Danielson Framework for Teaching. The summary form is not to be used as a checklist or observation instrument. All areas determined to be less than effective must have supporting documentation in the teacher's file at the school site. All areas marked "Highly Effective" must have supporting documentation in the teacher's file at the school site.

The Mid-Year Summative Evaluation Form and the Final Summative Evaluation Form are to be completed during a conference with a teacher. The data upon which the completion of the form is based may come from a variety of sources: supervisor observation forms or notations, the Initial Screening Form, Walk-through observation forms, the teacher's individualized Professional Development Plan (PDP), portfolios, sample teacher and student products, conference notes and the like.

The Mid-Year Summative Evaluation Form and the Final Summative Evaluation Form are most effective when they capture the items observed utilizing the Teacher Evaluation Observation Tools, Walk-through Observation Tools and portfolio forms including the PDP. All data sources used for evaluation purposes must be kept at the school in the teacher's personnel file and shared with the teacher.

No item can be marked "Highly Effective," "Needs Improvement/Developing" or "Unsatisfactory" unless there is supporting documentation.

INSTRUCTIONAL ANNUAL SUMMATIVE EVALUATION

The Instructional Annual Summative Evaluation Form is to be completed based upon the judgment of the supervising administrator or designee and the Student Learning Gains results.

FIRST SEMESTER SUMMATIVE EVALUATION FORM

The Manatee County Mid-Year Summative Evaluation Form is used to summarize the new teacher's performance related to the four Danielson *Framework for Teaching* rubrics for the first semester. The summary form is not to be used as a checklist or observation instrument. All areas determined to be less than effective must have supporting documentation in the "My Professional Growth Plan" platform. All areas marked "Highly Effective" must have supporting documentation in "My Professional Growth Plan" platform.

The Mid-Year Summative Evaluation Form is to be completed during a conference with a teacher. The data upon which the completion of the form is based may come from a variety of sources: supervisor observation forms or notations, portfolios, sample teacher and student products, conference notes and the like.

CONFERENCES

The teacher must sign the Mid-Year Summative Evaluation Form or the Final Summative Evaluation Form to document that it has been received and discussed in a conference. The teacher may add additional comments at the bottom of the page or add a separate sheet that must be attached to all copies of the form.

The original signed form shall be submitted as required to the Human Resources Department.

EVIDENCE

The Mid-Year Summative Evaluation Form must be based on the evidence collected throughout the first semester. The Final Summative Evaluation Form must be based on the evidence collected throughout year. Evidence can be obtained by the supervisor through direct formal observation, walks, informal observation reduced to writing and provided to the teacher, parental input forms, and through artifacts and evidence compiled and provided by the teacher.

TEACHER EVALUATION OBSERVATION PROCEDURES

OVERVIEW

The Danielson Framework for Teaching is the foundation of the Manatee County Teacher Evaluation System. As stated in the philosophy, the purpose of the system is to improve the quality of instructional, administrative, and supervisory service to increase student learning growth. Each teacher will be observed at least once during the year with new teachers, probationary teachers, and teachers new to the district being observed at least twice during the year.

An Initial Screening visit will be conducted by the evaluator within the first thirty (30) instructional days each year or within the first 30 days of initial employment for teachers new to the district and any teacher receiving a less than effective rating in Standard 1, 2, 3 or 4 on the prior year's evaluation using the Initial Screening section of "My Professional Growth Plan" platform. Data collected during the initial screening shall be shared with the teacher as soon as practical for feedback and discussion, but no more than ten (10) days from the initial screening visit.

Formal observations for evaluation purposes shall be performed using the Danielson Framework for Teaching rubrics and require prior notice to the teacher. Data collected during formal or informal observations that are to be used for evaluation purposes shall be shared with the teachers in a written form through "My Professional Growth Plan" platform within ten (10) days of the observation.

Informal observations and brief Walk-through observations by an administrator may be conducted at any time. Walks may be scheduled or unscheduled visits to the classroom. Data collected on the Walk-through forms or by informal observations may be used to support demonstration of highly effective behavior, effective behavior, or highlight areas for further development. Data will be shared with the teacher as soon as practical for feedback and discussion, but no more than ten (10) days from the Walk-through.

Trained observers may conduct Walk-through observations, brief seven to ten minute observations, and collect data using the Danielson Framework for Teaching rubrics focusing on Domain 2 – The Classroom Environment and Domain 3 – Instruction. All data collected for evaluation purposes will be documented through the "My Professional Growth Plan" platform and must be accessible for teacher feedback and acknowledgement through the platform. **A conference must be held for any Walk-through when improvements are noted that could negatively impact the evaluation or at the request of the teacher or administrator.** Walks in which no data will be used in the evaluation process do not require a conference or the maintenance of a form. However, feedback is always encouraged.

Teachers to be evaluated and administrators responsible for evaluating teachers must be trained prior to any initial screening, observations, walk-throughs or any evaluation of a teacher's performance. Training will be provided by the designated Manatee County Teacher Evaluation Committee members. Each year evaluators will be provided a review of the evaluation system as well as updates on any modifications made to the system. New evaluators will receive training by members of the evaluation committee prior to observing teachers.

PRE-OBSERVATION CONFERENCE

The pre-observation tool contained within the "My Professional Growth Plan" platform may be used as evidence to demonstrate effective practices in Domains 1 and 4. The pre-observation conference will be used to support the expectations for Domain 1 – Planning and Preparation and Domain 4 – Professional Responsibilities. Domain 1 pertains to the specific observed lesson and Domain 4 pertains to yearly teaching practice. The teacher completes this form within the "My Professional Growth Plan" platform prior to the conference. This form may be modified as a result of the pre-observation conference. Examples of documentation for meeting these standards **may** include a Grade book page, student portfolios, data files, lesson plans, sample assessments, teacher-made tests, quizzes, exit tickets, entrance tickets, etc.

OBSERVATION PROCESS

"My Professional Growth Plan" platform will be used to gather evidence to support the expectations for–Domain 2 – The Classroom Environment and Domain 3 – Instruction. The observer should arrive prior to the beginning of the lesson and stay for at least 30 minutes. Data or behaviors related to each of the expectations should be noted within the platform.

FEEDBACK AND CONFERENCES

A post-observation conference must be held and documented after each formal observation using the Post-Observation Conference Form. Observation notes should be shared with the teacher through the "My Professional Growth Plan" platform prior to the post-observation conference to facilitate teacher self- evaluation. **In addition, a conference must be held for any Initial Screening or Walk-through when improvements are noted that could negatively impact the evaluation or at the request of the teacher or administrator.** Conferences should cover the analysis of data collected from both parties, the identification of strengths and weaknesses (if any) and plans for improvement assistance or follow-up as needed. No data should be given to a teacher without the opportunity for feedback and discussion with the administrator or supervisor. All initial documentation used for evaluation decisions must be included on the "My Professional Growth Plan" platform. A written follow up of a "problem centered" conference shall be documented within the "My Professional Growth Plan" platform and accessible to the teacher within ten (10) working days of the conference. The employee may provide a written response to any screening, observation, walk-through, evaluation or conference which shall uploaded to the "My Professional Growth Plan" platform and included in the individual's personnel file.

Should necessary improvements become apparent during the observation, said improvements shall be discussed with the employee and noted within "My Professional Growth Plan" platform together with:

a. specific improvement(s) desired,
b. time for improvement(s) to be made,
c. assistance to be provided, if necessary.

CONTINUOUS IMPROVEMENT

The Principal or designee shall meet with all teachers at the beginning of the year to review the evaluation and observation process and to discuss the Professional Development Plan (PDP) and to jointly establish deliberate practice improvement goals for the year. For teachers new to the district the principal shall meet with the teacher to finalize the PDP, following the initial screening or first observation.

DELIBERATE PRACTICE- PROFESSIONAL DEVELOPMENT PLAN

OVERVIEW

The Professional Development Plan will be used to support a teacher's growth and demonstrate the expectations for Domain 4 – Professional Responsibilities throughout the year. In collaboration with the school administrator, teachers will receive feedback that is timely, ongoing, constructive, and focused on specific observed behaviors and student learning data. The PDP is designed to facilitate deliberate practice, a highly mentally demanding process, requiring high levels of focus and concentration intent on improving the teacher's performance. It provides for self-reflection, SMART goal-setting, focused relevant practice and specific feedback for all teachers, regardless of experience and expertise.

The data collected from the Manatee County Teacher Evaluation System will inform the decisions on professional development at the district and school level.

PROCEDURES

The employee, or employee team, completes the demographic information in the beginning of the PDP.

The employee begins to develop the PDP SMART goals/objectives, strategies and timelines. The final goal(s) are developed and the final draft of the PDP is prepared within the "My Professional Growth Plan" platform and acknowledged by the teacher and the supervisor prior to the end of the first quarter. Conferences may be held but are not required unless requested by the teacher or administrator. The PDP for teachers new to the district is to be completed following the Initial Screening or the first post observation conference. The PDP timeline includes a proposed date for a final conference to occur prior to the completion of the Summative Evaluation.

If the timeline provides for a mid-year PDP monitoring conference the teacher reflects on the progress to date and completes the Monitor and Review prior to the conference on the PDP. The supervisor provides feedback through the Monitor and Review section of the PDP during the mid-year conference for teachers new to the district prior to the completion of the First Semester Summative Evaluation.

Prior to the final conference on the PDP, the teacher reflects on the goals, strategies and outcomes of the PDP and completes the Professional Development Plan Evaluation section of the PDP. The supervisor provides feedback during the conference pertaining to the PDP Evaluation section. The final PDP conference also provides the review and rating of the PDP using the Continuous Professional Development rubric.

Professional Development Plan Rubric:

Highly Effective:

The Professional Development Plan demonstrated a direct correlation to needs indicated by student assessment and/or data and the educator's previous evaluation, credentials and/or self-assessment. Two or more SMART goals were set. Strategies were specific, fully-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, and readily adjusted the plan only when ongoing evidence indicated the need. The educator not only completed all activities identified in growth plan, but identified strategies and resulting evidence that ultimately improved or changed the educator's practice in an effort to improve student learning. The educator's reflection provided extensive and thorough evidence of why the educator implemented those strategies and how and why the chosen strategies improved or changed his/her practice. In the course of implementing the plan, the educator collaborated with other educators in a deliberate and meaningful way. Results of the plan were effectively shared and impacted the practice of others.

Effective:

The Professional Development Plan demonstrated a direct correlation to needs indicated by student assessment and/or learning data and the educator's previous evaluation, credentials and/or self-assessment. At least one SMART goal was set that aligns with the Florida Educator Accomplished Practices. Strategies were specific, well-developed and focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year and, only if necessary, made adjustments to the plan. The educator completed all activities identified in growth plan and produced evidence that identified strategies were implemented in the classroom. The educator's reflection made adequate connections between student data and the strategies the educator chose to implement. In the course of implementing the plan, the educator collaborated with other educators in a meaningful way. Results of the plan were shared with departments or grade levels and may have had an impact on some colleagues.

Needs Improvement/Developing:

The Professional Development Plan demonstrated some correlation to needs indicated by student assessment and/or learning data and the educator's previous evaluation, credentials and/or self-assessment. A learning goal was set but was missing one or more components of a SMART goal. The goal may not have aligned with the Florida Educator Accomplished Practices. Strategies were loosely-focused on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year, but made few or no adjustments to the plan unless suggested by the evaluator. The educator's reflection demonstrated that he/she completed most or all activities identified in the growth plan, but provided limited evidence of implementation or how it improved or changed his/her practice. The educator's attempts to collaborate with others were not deliberate and contributed little to the evidence. Results of the plan were minimally shared with others.

Unsatisfactory:

The Professional Development Plan did not directly correlate to needs indicated by student assessment and/or learning data and the educator's previous evaluation, credentials and/or self-assessment. A learning goal was missing or a learning goal was set but lacked the clarity of a SMART goal. Strategies were not clear or did not specifically focus on improving or changing professional practice for the purposes of improved student learning. The educator reviewed his/her plan during the school year but did not recognize or accept the need to make adjustments to the plan. The educator's reflection (if one exists) provided little evidence that the strategies were implemented or how those strategies improved or changed his/her practice. There was minimal or no evidence to support the plan. The educator did not collaborate with others in a meaningful way. Results of the plan were not shared with others.

TEACHER EVALUATION – IMPROVEMENT NOTICE

OVERVIEW

The form, Teacher Evaluation Improvement Notice, is a formal notice to the employee of the need to improve unsatisfactory or unacceptable performance. It may be used with any teacher at any time, but should not come as a surprise. Administrators who observe a teacher having difficulty or not handling a situation properly should use a variety of formal and informal feedback mechanisms before a formal notice. Failure to respond to formal observation improvement needed notices, informal improvement discussions, or a serious problem requiring immediate notice, are the primary reasons for using the Improvement Notice.

Administrators may mark "Needs Improvement" or “Unsatisfactory” within “My Professional Growth Plan” platform to inform a teacher of expectations for improvement prior to the next observation or conference. Failure to make significant changes should lead to specific documentation using the Improvement Notice. If an overall "Unsatisfactory" evaluation is possible, the Improvement Notice must be used in a timely fashion that allows the opportunity for satisfactory performance to be demonstrated prior to the final evaluation. **Copies of Improvement Notices given must accompany any overall "Unsatisfactory" evaluation submitted to Human Resources.**

This form is not required in the cases of significant violations of law, contract or School Board policy which calls for other documentation and immediate and appropriate disciplinary action. In these situations, the assistance of the Human Resources Department staff should be requested.

CONFERENCES

The administrator is responsible for scheduling a conference to discuss the performance requiring improvement providing prior notice to the teacher. Prior to, or during, the conference the supervisor completes sections 1-5 of the form.

Section 1 requires the description of the behavior(s) of concern to the supervisor. The behavior(s) should be described in some detail so that it is clear what was unsatisfactory or unacceptable and why.

Section 2 identifies the appropriate expected behavior or specific change required by the teacher. The expectation should be clearly described in terms of what is to be demonstrated or what inappropriate behavior is to be stopped.

Section 3 includes a description of how the site administrator is to help the teacher be successful. Resources, materials, support or other assistance available or to be given should be listed here.

Section 4 identifies reasonable time limits for the improvements to occur. When students' physical, emotional or academic needs are at risk the time lines may be short. However, sufficient time should be provided for the teacher to take advantage of the assistance available and make the required change.

Section 5 is to include possible consequences for failure to meet the reasonable expectations described above. The consequences may range from a simple reprimand to an unsatisfactory evaluation, from a recommendation to return to annual contract status to a recommendation for dismissal.

The teacher has the option to add comments in Section 6 regarding anything that is written on the form by the supervisor. The supervisor may not edit the comments and any additional pages the teacher wishes to add must be attached to all copies of the form.

The evaluator and teacher's signature and date are required after the form is completed. The teacher must sign to verify receiving the document. If the teacher refuses to sign, the supervisor should follow the procedure outlined in Article VI, section 2 of the teacher contract.

Section 7 provides a space to note follow up results after the time limit has expired. The principal and teacher should initial and date that they reviewed the results in a follow up conference.

An electronic copy should be submitted to the Human Resources Department attached to any "Unsatisfactory" evaluations. As the required improvements are made, they will be documented within the “My Professional Growth Plan” platform.

Manatee County Teacher Evaluation Cycle 2014-15

Teachers New To the Manatee County School District This Year ***(The teacher has never taught in Manatee County or if they have taught in Manatee County before, there was a separation of duty for at least one year.)***	***Teachers With Two or More Years Previously Rated Less Than Effective in One Standard or More***	***Teachers in Second or Third Years Previously Rated Effective or Highly Effective***	***Teachers After Third Year Previously Rated Effective or Highly Effective***
• 1 walk-through of 7-10 minutes within the first semester	• 1 walk-through of 7-10 minutes within the first semester	• 2 walk-throughs of 7-10 minutes each within the first semester	• 2 walk-throughs of 7-10 minutes each within the first semester
• An Initial Screening visit of at least 20 minutes shall occur within the first 30 instructional days of each year or within the first 30 days of initial employment.	• An Initial Screening visit of at least 20 minutes shall occur within the first 30 instructional days of each year.	• A minimum of one observation of at least 30 minutes between August 15th and December 15th including a pre and post observation conference	• A minimum of one observation of at least 30 minutes each year between August 15th and December15th or January 15th and prior to May 15th including a pre and post observation conference.
• A minimum of one observation of at least 30 minutes between August 15th and December 15th including a pre and post observation conference	• A minimum of one observation of at least 30 minutes between August 15th and December 15th including a pre and post observation conference	• Post observation conference within ten (10) days following observation	• Post observation conference within ten (10) days following observation
• Post observation conference within ten (10) days following observation	• Post observation conference within ten (10) days following observation	• Development of PDP during first quarter	• Development of PDP during first quarter
• 2 walk-throughs of 7-10 minutes each within the second semester	• 2 walk-throughs of 7-10 minutes each within the second semester	• 2 walk-throughs of 7-10 minutes each within the second semester	• 2 walk-throughs of 7-10 minutes each within the second semester
• Development of Professional Growth Plan/Deliberate Practice (PDP) during first quarter	• Development of PDP during first quarter	• A minimum of one observation of at least 30 minutes after January 15th and prior to May 15th including a pre and post observation conference	• Review of the PDP prior to completing the annual summative evaluation
• Review of PDP prior to completing first semester summative evaluation	• A minimum of one observation of at least 30 minutes after January 15th and prior to May 15th including a pre and post observation conference	• Post observation conference within ten (10) days following observation	• Annual summative evaluation prior to May 15th
• Summative evaluation at the end of first semester	• Post observation conference within ten (10) days following observation	• Review of the PDP prior to completing the annual summative evaluation	
• One observation of at least 30 minutes after January 15th and prior to May 15th including a pre and post observation conference	• Review of the PDP prior to completing the annual summative evaluation	• Annual summative evaluation prior to May 15th	
• Post observation conference within ten (10) days following observation	• Annual summative evaluation prior to May 15th		
• Review of the PDP prior to completing the annual summative evaluation			
• Annual Summative Evaluation prior to May 15th			