2015-16

Manatee County

Teacher Evaluation

System

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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 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

The committee distributed a survey to all instructional personnel and all administrators and conducted focus groups prior to the end of the 2014-15 year. Based on the feedback provided by instructional personnel and administrators responsible for evaluating instructional personnel, the system was

modified for the 2015-16 school year. The 2015-16 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
Willie Clark	- Principal, Palmetto High School
Mirjam Darley	- Teacher, Southeast High School
Paul Hockenbury	- Coordinator of Leadership Development
Caroline Hoffner	- Assistant Principal, Prine Elementary School
Randy Petrilla	- Principal, Braden River Middle School
Mike Rio	- Principal, Mills Elementary School
Ryan Saxe	- Director, Professional Learning
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

In Spring 2015 IPAT distributed a survey to all instructional personnel and all administrators and conducted focus groups. As a result, the following changes were made:

DOMAIN 1: Planning and Preparation

DOMAIN 2: <u>The</u> Classroom Environment

DOMAIN 3: Instruction

DOMAIN 4: ~~Professional Responsibilities~~ <u>Reflecting On Teaching</u>

- the number of components were shortened,

- the rating takes place at the component level rather than the element level,

- the number of rubrics were reduced due to rating at the component level,

- the number of elements were reduced,

- the remaining elements became look-fors within the components,

- the Teacher Evaluation Cycle was shortened by one walk-through for teachers with two or more years of experience previously rated Effective or Highly Effective,

- the PDP no longer requires a face to face sign off unless requested by the teacher or the administrator

Each Domain consists of clearly defined components, elements and look-fors that include rubrics defining levels of teaching performance for each component. 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**
- **Demonstrating Knowledge of Students**
- **Assessments and Outcomes**
- **Use and Understanding of Resources**

DOMAIN 1: TEACHER PERFORMANCE RUBRIC

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 1: PLANNING AND PREPARATION — Component 1a Demonstrating Knowledge of Content and Pedagogy	Teacher displays extensive knowledge of the important concepts and pre-requisite relationships in the discipline and how these relate both to one another and to other disciplines.	Teacher displays solid knowledge of the important concepts and pre-requisite relationships in the discipline and how these relate to one another.	Teacher is familiar with the important concepts and some pre-requisite relationships 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, displays little understanding of pre-requisite relationships or does not correct errors made by students.
	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.
	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.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 1: PLANNING AND PREPARATION Component 1b: Demonstrating Knowledge of Students	The teacher displays understanding of individual students, recognizes the value of understanding their cultural heritage, collects information from a variety of sources and possesses information about each student's learning and medical needs.	The teacher recognizes the value of understanding students including their cultural heritage as displayed for groups of students and shows awareness of their special learning and medical needs.	The teacher recognizes the value of understanding students including the importance of knowing students' special learning or medical needs but displays that knowledge for the class as a whole or in an incomplete or inaccurate manner.	The teacher displays little or no knowledge of students including information related to their cultural heritage or understanding of special learning or medical needs.
	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 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.

	LEVEL OF PERFORMANCE			
Component	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 1: PLANNING AND PREPARATION Component 1c: Assessments and Outcomes	Proposed approach to assessment is fully aligned with instructional outcomes which represent high expectations and rigor in both content and process and are connected to a sequence of learning within the discipline and related disciplines. Assessment methodologies have been adapted for individual students, as needed.	All the instructional outcomes are assessed through the approach to assessment; however, most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. Assessment methodologies may have been adapted for groups of students.	Some of the instructional outcomes are assessed through the proposed approach, and represent moderately high expectations and rigor reflecting important learning in the discipline and at least some connection to a sequence of learning.	Assessment procedures are not congruent with instructional outcomes, represent low expectations for students, lack of rigor and do not reflect important learning in the discipline or a connection to a sequence of learning.
	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.
	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.
	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.

	Assessment criteria and standards are clear, assessed through formative assessments designed with evidence of student participation and results are used to plan for future instruction for individual students.	Assessment criteria and standards are clear, assessed through formative assessments and results are used by the teacher to plan for future instruction for groups of students.	Assessment criteria and standards are unclear, assessed through rudimentary formative assessments and teacher uses results to plan for future instruction for the class as a whole.	Proposed approach contains no criteria or standards. The teacher has no plan to incorporate formative assessment or to use assessment results in designing future instruction.

		LEVEL OF PERFORMANCE		
Component	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**DEVELOPING/NEEDS IMPROVEMENT**	**UNSATISFACTORY**
DOMAIN 1: PLANNING AND PREPARATION Component 1d: Use and Understanding of Resources	Teacher's knowledge of resources for classroom use as well as 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 available for classroom use as well as to enhance content and pedagogical knowledge 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 as well as to enhance content and pedagogical knowledge and for students through the school or district but displays no knowledge of resources available more broadly.	Teacher is unaware of resources for classroom use as well as to enhance content and pedagogical knowledge and for students available through the school or district.
	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.

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**
- **Establishing a Culture for Learning**
- **Managing Classroom Procedures**
- **Managing Student Behavior**
- **Organizing Physical Space**

DOMAIN 2: THE CLASSROOM ENVIRONMENT RUBRIC

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2a: Creating an Environment of Respect and Rapport	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students.	Teacher-student interactions are friendly and demonstrate general caring and respect.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.
	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. Students contribute to explaining concepts to their peers.	Students exhibit respect for the teacher, and student interactions are generally polite and respectful.	Students exhibit only minimal respect for the teacher and each other.	Student interactions are characterized by conflict, sarcasm, or put-downs.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2b: Establishing a Culture for Learning	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. As evidenced by their active participation, curiosity, initiative and pride in their work, students 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.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2c: Managing Classroom Procedures	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.
	Transitions and routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth and efficient operation.	Transitions and routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Only some transitions are efficient and routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Transitions are chaotic and materials and supplies are handled inefficiently, resulting in significant loss of instructional time.
	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.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2d: Managing Student Behavior	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 by teacher is subtle and preventive.	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.
	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 or the response is inconsistent but with uneven results, or there are no major infractions of the rules.	Teacher does not respond to misbehavior, is overly repressive or does not respect the student's dignity.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2e: Organizing Physical Space	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.

DOMAIN 3: Instruction

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

- **Communication with Students**
- **Using Questioning and Discussion Techniques**
- **Engaging Students in Learning**
- **Using Assessment in Instruction**

DOMAIN 3: INSTRUCTION RUBRIC

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION **Component 3a: Communication with Students**	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.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose in a lesson or unit is unclear to students.
	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.
	Teacher finds opportunities to extend students' vocabularies.	Vocabulary is appropriate to the students' ages and interests.	Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Vocabulary maybe inappropriate, vague, or used incorrectly, leaving students confused.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION **Component 3b: Using Questioning and Discussion Techniques**	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate 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.
	Students assume responsibility for the success of the discussion, making unsolicited contributions and assisting others in the discussion.	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.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION **Component 3c: Engaging Students in Learning**	All students are 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 most students are engaged in exploring content.	Some activities and assignments are appropriate to some students, but others are not engaged.	Activities and assignments are inappropriate for students. Students are not engaged in them.
	The lesson's structure is coherent. Pacing of the lesson is appropriate for all students.	The lesson has a defined structure around which the activities are organized. Pacing of the lesson is appropriate for most students.	The lesson has some recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has no structure, or the pace of the lesson is too slow or rushed, or both.
	Teacher's explanation of content is engaging 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.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION **Component 3d: Using Assessment in Instruction**	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.
	Teacher actively and systematically elicits diagnostic information from 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.
	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.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION **Component 3e: Demonstrating Flexibility and Responsiveness**	Teacher seizes opportunities 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.
	Teacher persists in seeking effective approaches for students who have difficulty learning, using an extensive repertoire of strategies.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a 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: Reflecting on Teaching

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

- **Reflecting on Teaching**
- **Maintaining Accurate Records**
- **Communicating with Families**
- **Participating in Professional Community**
- **Growing and Developing Professionally**
- **Showing Professionalism**

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES RUBRIC

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 4: REFLECTING ON TEACHING Component 4a: Reflecting on Teaching	(After the observation) Teacher makes a thoughtful and accurate self-reflection based on the extent to which it achieved instructional outcomes, cites specific examples from the lesson and weighs the relative strengths of each.	Teacher makes an accurate self-reflection based on and the extent to which it achieved 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.
	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.

Component	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
LEVEL OF PERFORMANCE				
DOMAIN 4: REFLECTING ON TEACHING **Component 4b: Maintaining Accurate Records**	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 completion of assignments and student progress in learning is fully effective.	Teacher's system for maintaining information on student completion of assignments and on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is in disarray and there is no system for maintaining information on student progress in learning.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 4: REFLECTING ON TEACHING Component 4c: Communicating with Families	Teacher provides frequent information to families, as appropriate, about the instructional program. Students have the opportunity to participate in preparing materials for their families and Teacher's efforts to engage families in the instructional program are frequent and successful. Response to family concerns is handled with great professional and cultural sensitivity.	Teacher provides frequent information to families, as appropriate, about the instructional program. and makes efforts to engage families in the instructional program are frequent and successful.	Teacher participates in the school's activities for family communication but offers little additional information. and makes partially successful attempts to engage families in the instructional program.	Teacher provides little or no information about the instructional program to families. and makes no attempt to engage families in the instructional program.
	Students contribute ideas for projects that could be enhanced by family participation.	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.

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

	LEVEL OF PERFORMANCE			
Component	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 4: REFLECTING ON TEACHING Component 4e: Growing and Developing Professionally	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.	Teacher engages in no professional development activities to enhance knowledge or skill.
	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 reluctantly accepts feedback on teaching performance from both supervisors and professional colleagues.	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.
	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.

	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 4: REFLECTING ON TEACHING Component 4f: Showing Professionalism	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.
	Teacher complies fully with school and district regulations, taking a leadership role with colleagues to help ensure that such decisions are based on the highest professional standards.	Teacher complies fully with school and district regulations and participates in team or departmental decision making.	Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher decisions are based on limited professional consideration.	Teacher does not comply with school and district regulations. Teacher decisions are based on self-serving criteria.

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:
- 16.67% Deliberate Practice/Professional Growth Plan
- 33.33% Student Learning Growth Data
- 50% Instructional Practice Data which is broken down by four domain areas based upon the Danielson Framework for Teaching rubrics
  a) 20% - Planning and Preparation
  b) 30% - Classroom Environment
  c) 30% - Instruction
  d) 20% - Reflecting on Teaching

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

At least 33.3% 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 Commissioner for courses measurable by state assessments for the final summative evaluation.

For teachers with only FSA course assignments, the district will utilize the state approved classifications to equal 33.3% 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 33.3% 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 33.3%. 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.

Teachers will be classified on the Summative Annual Teacher Evaluation using the State's Value Added Model (VAM) classification based on up to three years of data for identified students with reportable FSA scores, as long as there is data for ten (10) or more students for the teacher. Teachers not assigned to a school will be classified using state reported district FSA and district VAM data.

Florida's Value-Added Model

The Florida value-added model uses value-added scores calculated using FSA student testing data from all over Florida. A teacher's value-added score has two parts: a "school component" and a "teacher component." The "school component" reflects the average performance of a school's students in comparison to similar students all over the state. The "teacher component" reflects the average performance of a teacher's students compared to similar students within the same school.

Ten different characteristics are used to identify similar students:

- The number of subject-relevant courses in which the student is enrolled
- Two prior years of achievement scores
- Students with Disabilities (SWD) status
- English language learner (ELL) status
- Gifted status
- Attendance
- Mobility (number of transitions)
- Difference from modal age in grade (as an indicator of retention)
- Class size
- Homogeneity of entering test scores in the class

http://www.fldoe.org/teaching/performance-evaluation/student-growth.stml

Using two prior years of achievement scores and other characteristics, a predicted score is calculated for each student which is then used to calculate the value-added for that student's teacher by comparing the student's predicted score to the student's actual score.

A positive value-added score indicates that a teacher's students performed better, on average, than the overall average for similar students around the state. A negative value-added score indicates that a teacher's students performed worse, on average, than the overall average for similar students around the state.

Using teachers' value-added scores, teachers of FSA courses then receive a classification from the state based on how their value-added scores compare to those of other teachers around the state.

TEACHERS NOT CLASSIFIED USING TEACHER VAM SCORES: The following groups of teachers will not be classified using Aggregated Teacher scores from the State's Value Added Model.

- A teacher with less than ten (10) student FSA records reported by the state for that teacher will not be classified using the Teacher VAM 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.
- Teachers that are unrated using Teacher VAM/growth/performance scores who teach all students in the school will be rated using the School VAM scores.

Those educators not assessed using FSA data and Teacher VAM 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 1st Grade ESE 2nd Grade ESE	Battelle Development Inventory, 2nd Edition	BDI-2 Developmental Quotient (composite score)	(unrated for 2014-2015 unless $\geq$ 10 students) Growth
Kindergarten, 1st Grade 2nd Grade	I-Ready	Scale Score Growth	Window 1 to Window 3 (Reading) Growth
3rd Grade	I-Ready to FSA	Growth	Growth
4th Grade (FSA assessed)	FSA	Teacher AVAM	State VAM
5th Grade (FSA assessed)	FSA	Teacher AVAM	State VAM
5th Grade Science	FCAT Science	FCAT Science	Performance
6th Grade 7th Grade 8th Grade (FSA assessed)	FSA	Teacher AVAM	State VAM
8th Grade Science	FCAT Science	FCAT Science	Performance
9th Grade 10th Grade (FSA assessed)	FSA	Teacher AVAM	State VAM
Algebra I, Algebra II, Geometry, Civics, Biology , U.S. History	State EOC	EOC scores	Performance
Special Areas – Arts, Music, PE/Vocational Areas	FSA ELA/School VAM	FSA ELA/School VAM	Performance
Instructional Coaches, (includes Reading and Math Coaches),	School VAM	School VAM	Growth

Guidance Counselors, Media Specialists, Student Support Specialists, and Coordinators			
Classroom Instructional (Non-FSA assessed)	FSA ELA/School VAM	FSA ELA/School VAM	Growth
District ESE Support Personnel	District VAM	District VAM	Performance
Secondary and Career Education Instructors with Assigned Industry Certification (MTI)	District VAM	District VAM	Performance
JRROTC 11th and 12th grade subjects without EOC	PERT	PERT	Performance
AP IB AICE	District Pass-Rate	District Pass Rate	Performance

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

Teacher's Confidence Band – Using each teacher's mean student growth/performance and standard deviation, the District will calculate a Confidence Band for each teacher based on his/her assigned students. The Confidence Band provides a level of confidence that the teacher's classification is valid and reliable. The teacher's Confidence Band is defined as the teacher's mean plus or minus one-half of the teacher's standard deviation.

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, Effective, Needs Improvement/Developing, or Unsatisfactory on the Student Growth portion of the Summative Annual Teacher Evaluation. For teachers of FSA courses with VAM, the state will provide the teachers' VAM classifications. For teachers of non-FSA courses, teacher classifications will be determined by the district using state and district student testing data as described below. The District will calculate a Teacher's mean student growth/performance and standard deviation as well as the district mean growth/performance and standard deviation of all teacher average growth/performance values. School and district VAM classifications will also be assigned by the district using the state-calculated VAM values for the schools and district.

HIGHLY EFFECTIVE – The Highly Effective classification threshold shall be one-half standard deviation above the mean growth/performance for all District teachers. 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 mean student growth/performance plus one-half of the Teacher's standard deviation at the top of the band and extends to the Teacher's mean growth/performance minus one-half of the Teacher's standard deviation.

UNSATISFACTORY - The Unsatisfactory threshold is the score that equates to one standard deviation below the mean for all District teachers. 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 mean student growth/performance plus one-half of the Teacher's standard deviation at the top of the band, to the Teacher's mean student growth/performance minus one-half of the Teacher's standard deviation 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. A Teacher will be classified as Needs Improvement/Developing 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.

Teachers with student testing data available from multiple state and local assessments will receive a weighted average of the ratings calculated for each assessment where each rating is weighted by the number of students with testing data available for each assessment.
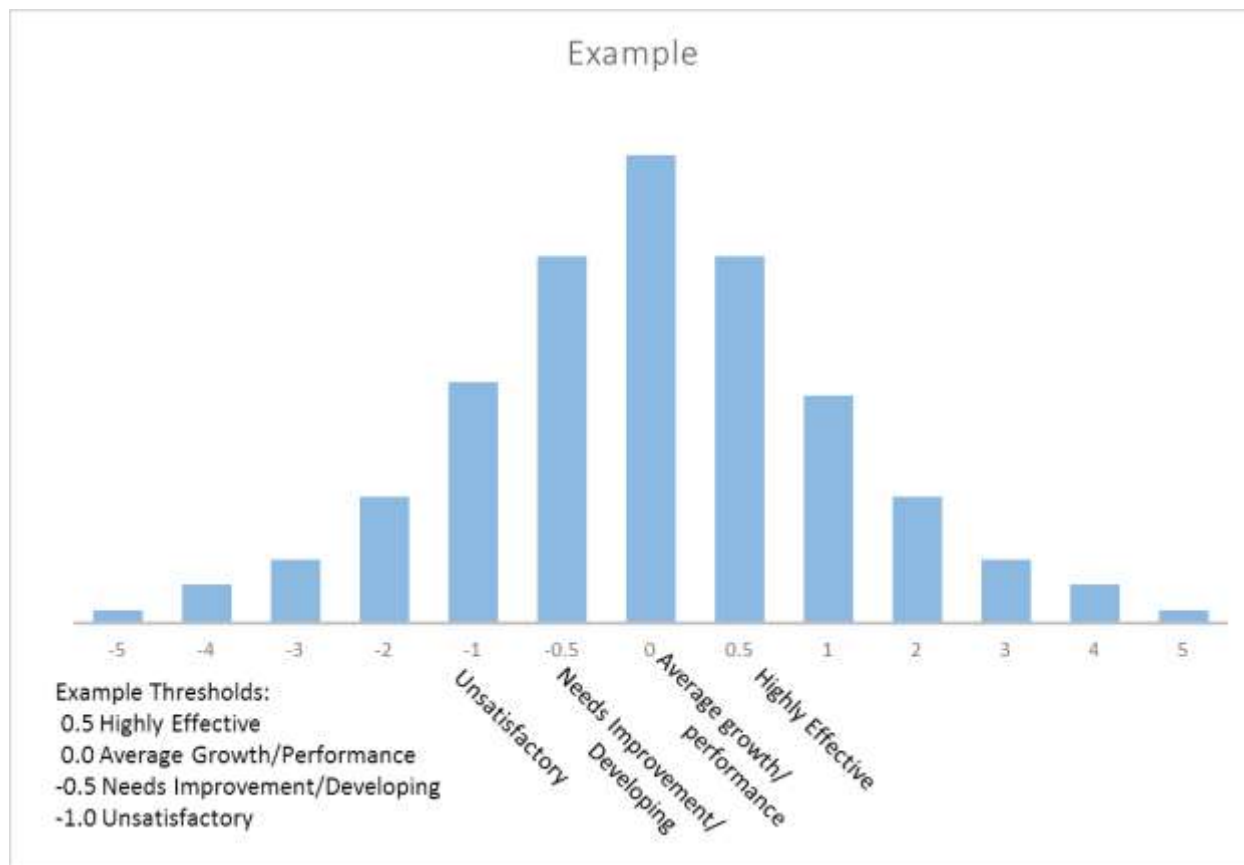
Student Growth Teacher Examples:

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 student growth/performance classification method. For the following Teacher Example purposes, it is assumed that the mean of all district teachers' student growth or performance is zero (0.0) and there is a standard deviation of one (1.0) for all teachers.

For the student growth examples then:

The Highly Effective threshold is 0.5, equal to one-half standard deviation above the district mean student growth or performance. The Needs Improvement/Developing threshold is -0.5, one-half of a

standard deviation below the district mean. The Unsatisfactory threshold is -1.0, equal to one standard deviation below the mean. The actual mean, standard deviation and classification thresholds for all individual Teacher classifications will be calculated using the actual scores each year.

Teacher Example 1 (Highly Effective): If Teacher 1 has a mean student growth/performance of 2.0 with a standard deviation of 0.5, the confidence band for Teacher 1 is from 1.75 to 2.25 (the mean plus or minus half of the standard deviation; 2.0 ± [0.5/2] = 2.0 ± 0.25). Since the entire confidence band (1.75 to 2.25) of this teacher` is above the Highly Effective threshold of 0.5, Teacher 1 is classified as Highly Effective on the Student Learning Growth portion of the Summative Annual Teacher Evaluation Form.

Teacher Example 2 (Unsatisfactory): If Teacher 2 has a mean student growth/performance of   -2.0 with a standard deviation of 0.5, the confidence band for the teacher is from -2.25 to -1.75 (the mean plus or minus half of the standard deviation; -2.0 ± [0.5/2] = -2.0 ± 0.25). Since the entire confidence band (-2.25 to -1.75) of this teacher is below the Unsatisfactory threshold of -1.0, Teacher 4 is classified as Unsatisfactory.

Teacher Example 3 (Needs Improvement/Developing): If Teacher 3 has a mean student growth/performance of -1.5 with a standard deviation of 1.2, the confidence band for Teacher 3 is from -2.1 to -0.9 (the mean plus or minus half the standard deviation; -1.5 ± [1.2/2] = -1.5 ± 0.6). Since the entire confidence band (-2.1 to -0.9) is below the Needs Improvement/Developing threshold of -0.5, but not completely below the Unsatisfactory threshold of -1.0, Teacher 3 is classified as Needs Improvement/Developing.

Teacher Example 4 (Effective): If Teacher 4 has a mean student growth/performance score of -0.25 with a standard deviation of 0.3, the confidence band for Teacher 4 is from -0.4 to -0.1 (the mean plus or minus half the standard deviation; -0.25 ± [0.3/2] = -0.25 ± 0.15). Since the entire confidence band (-0.4 to -0.1) of this teacher is completely below the Highly Effective threshold of 0.5 and above the Needs Improvement/Developing threshold of -0.5, Teacher 4 is classified as Effective.

Teacher Examples 5 & 6 (Overlapping Multiple Classifications): In the event that a teacher's confidence band extends across three classification levels, the middle classification will be used to classify that teacher. If Teacher 5 has a mean student growth/performance of -2.0 and a standard deviation of 3.2, the confidence band for Teacher 5 is from -3.6 to -0.4 (the mean plus or minus half the standard deviation; -2.0 ± [3.2/2] = -2.0 ± 1.6). Since the teacher's confidence band spans the Unsatisfactory, Needs Improvement/Developing, and Effective classifications, the teacher is classified using the middle classification which in this case is Needs Improvement/Developing. If the teacher's confidence band spanned the Needs Improvement/Developing, Effective, and Highly Effective classifications instead, the teacher would be classified using the middle classification, Effective.

If a teacher's confidence band extends across all four classification levels, the upper middle classification (Effective) will be used for that teacher. If Teacher 6 has a mean student growth/performance score of 0.5 and a standard deviation of 4.0, the confidence band for Teacher 6 is from -1.5 to 2.5 (the mean plus or minus half the standard error; 0.5 ± [4.0/2] = 0.5 ± 2.0). Since the teacher's confidence band spans Unsatisfactory, Needs Improvement/Developing, Effective, and Highly Effective, the teacher is classified using the upper-middle classification, Effective.

<u>**School VAM Classification:**</u>

Teachers not rated using Teacher VAM/growth/performance scores who teach all students in a school will be rated using the School VAM scores.

School's Value Added Model Score - The School VAM score is the typical amount that students at a school learn above expectation and is calculated by the state using student FSA data for the school. The School confidence band and classifications for School VAM ratings will be developed following the process previously laid out for teacher confidence bands and classifications.

OVERVIEW EVALUATION PROCESS AND PROCEDURES

<u>INITIAL SCREENING CLASSROOM VISIT</u>

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 <u>Instructional Practice</u> ~~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 <u>Domains</u> ~~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.

<u>FORMAL OBSERVATIONS</u>

Teachers will be evaluated using <u>rubrics based upon</u> 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.

<u>WALK-THROUGH CLASSROOM VISITS</u>

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 <u>rubrics based upon the</u> 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.

<u>DELIBERATE PRACTICE - PROFESSIONAL DEVELOPMENT PLAN</u>

The Professional Development Plan will be used to support a teacher's growth and demonstrate the expectations for Domain 4 – ~~Professional Responsibilities~~ <u>Reflecting on Teaching</u> 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 Instructional Annual ~~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 based upon ~~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.

<u>CONFERENCES</u>

The teacher must sign the Mid-Year Summative Evaluation Form or the <u>Annual</u> ~~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.

<u>EVIDENCE</u>

The Mid-Year Summative Evaluation Form must be based on the evidence collected throughout the first semester. The <u>Annual</u> ~~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 annual 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 <u>rubrics based upon</u> 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 <u>rubrics based upon</u> 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 <u>Instructional Personnel Assessment Task</u>

Force (IPAT) ~~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 (IPAT) ~~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 – Reflecting on Teaching ~~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.

<u>CONTINUOUS IMPROVEMENT</u>

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 – Reflecting on Teaching ~~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 <u>only</u> 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, <u>only</u> 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 2015-16

A	B	C
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 In Year Two Or More Previously Rated Less Than Effective In Instructional Practice***	***Teachers In Year Two Or More 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	• 1 walk-through of 7-10 minutes in the semester in which the observation occurs
• An Initial Screening visit of at least 20 minutes shall occur within the first 30 days of initial employment or within the first 30 days of the MyPGS online system (TNL) going live.	• An Initial Screening visit of at least 20 minutes shall occur or within the first 30 days of the MyPGS online system (TNL) going live.	• Development of PDP during first quarter
• 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 prior to December 15th or after January 15th and prior to May 15th including a pre and post observation conference
• A minimum of one observation of at least 30 minutes prior to December 15th including a pre and post observation conference	• A minimum of one observation of at least 30 minutes prior to 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	• 2 walk-throughs of 7-10 minutes each in the semester in which an observation does *not* occur
• Review of PDP prior to completing mid-year summative evaluation. Electronic acknowledgment required, but teacher or administrator may request face to face meeting.	• 2 walk-throughs of 7-10 minutes each within the second semester	• Review of the PDP prior to completing the annual summative evaluation. Electronic acknowledgment required, but teacher or administrator may request face to face meeting.
• Mid-year summative evaluation at the end of first semester	• 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	• Annual summative evaluation prior to May 15th
• 2 walk-throughs of 7-10 minutes each within the second semester	• Post observation conference within ten (10) days following observation	
• 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. Electronic acknowledgment required, but teacher or administrator may request face to face meeting.	
• 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. Electronic acknowledgment required, but teacher or administrator may request face to face meeting.		
• Annual Summative Evaluation prior to May 15th		