

# THE SCHOOL BOARD OF HIGHLANDS COUNTY

## *PERFORMANCE APPRAISAL INSTRUMENT FOR INSTRUCTIONAL PERSONNEL*

### *CLASSROOM TEACHER*

- **CATEGORY I:** *New* Annual Probationary Contract (APS) Teachers and Experienced Teachers—Annual Contract (AC), Professional Services Contract (PSC), Continuing Contract (CC), in Need of Improvement (with Peer Evaluators)
- **MODIFIED CATEGORY I:** AC Teachers with three (3) or less years of Experience (without Peer Evaluators)
- **CATEGORY II:** Current PSC/CC and AC Teachers with four (4) or more years of experience (without Peer Evaluators)



## Enhancing Teacher Effectiveness Initiative

Aligned with the Framework for Teaching  
by Charlotte Danielson  
*Revised November 2012 for DOE Submission*

Name: \_\_\_\_\_  
 Location: \_\_\_\_\_

MIS 09.15 (10)  
 Rev 9/4/2014

**THE SCHOOL BOARD OF HIGHLANDS COUNTY**  
**Instructional Performance Appraisal**

Name \_\_\_\_\_  
 Employee ID# (Required) \_\_\_\_\_  
 Position \_\_\_\_\_  
 School/Dept. \_\_\_\_\_  
 School Year \_\_\_\_\_  
 Formal Observation Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Time \_\_\_\_\_

- CAT I-“New” APS Teacher or Experienced Teacher w/Peer Evaluator (PE)  
 Modified CAT I-AC Teacher with < 4 years of experience (w/out PE)  
 CAT II-Experienced Teacher (PSC/CC) or AC with 4or > years of experience (w/out PE)
- Evaluation completed by (Check one):**  
 Administrator     Peer Evaluator     Teacher (Self-Assessment)  
 **Teacher is in first three years of experience with the district**

FRAMEWORK FOR TEACHING		FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	
Domain 1: Planning & Preparation	Components	Crosswalk: (2)(a)1.a,b,c,d,f; 2.a,h; 3.e,g; 4.b,c	
<b>Check Rating Level Selection:</b> <input type="checkbox"/> <b>Highly Effective /HE (8.6-10)</b> <input type="checkbox"/> <b>Effective/E (5-8.59)</b> <input type="checkbox"/> <b>Needs Improvement /NI (2-4.99)</b> <input type="checkbox"/> <b>Developing/D (2-4.99)</b> <i>(First three years only)</i> <input type="checkbox"/> <b>Ineffective/I (0-1.99)</b>	1.a. Demonstrating knowledge of content and pedagogy (HE/1.67, E/1.0, NI-D/.5, I/0) _____  1.b. Demonstrating knowledge of students (HE/1.67, E/1.0, NI-D/.5, I/0) _____  1.c. Setting instructional outcomes (HE/1.67, E/1.0, NI-D/.5, I/0) _____  1.d. Demonstrating knowledge of resources (HE/1.67, E/1.0, NI-D/.5, I/0) _____  1.e. Designing coherent instruction (HE/1.67, E/1.0, NI-D/.5, I/0) _____  1.f. Designing student assessments (HE/1.67, E/1.0, NI-D/.5, I/0) _____	<ul style="list-style-type: none"> <li>Aligns instruction with state-adopted standards at the appropriate level or rigor</li> <li>Sequences lessons and concepts to ensure coherence and required prior knowledge</li> <li>Designs instruction for students to achieve mastery</li> <li>Selects appropriate formative assessments to monitor learning</li> <li>Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies</li> <li>Organizes, allocates, and manages the resources of time, space and attention</li> <li>Adapts the learning environment to accommodate the differing needs and diversity of students</li> <li>Relates and integrate the subject matter with other disciplines and life experiences</li> <li>Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding</li> <li>Designs and aligns formative and summative assessments that match learning objectives and lead to mastery</li> <li>Uses a variety of assessment tools to monitor student progress, achievement, and learning gains</li> </ul>	
<b>Check Source Selection:</b> <input type="checkbox"/> <b>Observation</b> <input type="checkbox"/> <b>Documentation</b> <input type="checkbox"/> <b>Conversation</b> <input type="checkbox"/> <b>Other</b> _____			
<b>Rating Points Assigned</b> _____			
<b>HE:</b> Plans/practices reflect extensive knowledge of content; stays abreast of emerging research/new methods, incorporates into lessons; actively involved in each student’s learning needs and differentiates instruction for all students; develops ambitious measurable achievement goals for class fully aligned with content and standards; seeks technology resources to enhance instruction; uses clear criteria for student outcomes and individual development based on assessment data; routinely seeks opportunities to extend and enhance knowledge	<b>E:</b> Plans/practices reflect solid knowledge of content; applies knowledge for and aligns with instructional outcomes suitable for most students or groups of students vs. individual needs; develops measureable achievement goals for class aligned with content and standards; fully aware of and uses available technology resources to enhance instruction; intends to use assessment data for future instruction for groups of students; seeks to extend/enhance knowledge	<b>NI/D:</b> Plans/practices reflect some awareness of the content; indicates the importance of understanding application of knowledge and applies to class as a whole; partial alignment with instructional outcomes and some experiences may likely result in student learning; develops assessments without clear criteria; student achievement goals set for class as a whole; demonstrates some familiarity of technology resources; rarely seeks to extend or enhance knowledge	<b>I:</b> Plans/practices display little to no knowledge of content; little to no knowledge of students’ learning styles or individual needs; does not seek such understanding; learning outcomes unsuitable for students and poorly aligned with instructional outcomes; does not permit viable methods of assessment; may develop general student achievement goals or not at all; little or no familiarity with technology resources; does not seek to extend or enhance knowledge
<b>Evidence Provided:</b>			

Name: \_\_\_\_\_  
 Location: \_\_\_\_\_

FRAMEWORK FOR TEACHING		FLORIDA EDUCATOR ACCOMPLISHED PRACTICES					
<p align="center"><b>Domain 2: The Classroom Environment</b></p> <p><b>Check Rating Level Selection:</b></p> <p><input type="checkbox"/> <b>Highly Effective /HE (13-15)</b></p> <p><input type="checkbox"/> <b>Effective/E (8-12.99)</b></p> <p><input type="checkbox"/> <b>Needs Improvement /NI (3-7.99)</b></p> <p><input type="checkbox"/> <b>Developing/D (3-7.99)</b> <i>(First three years only)</i></p> <p><input type="checkbox"/> <b>Ineffective/I (0-2.99)</b></p> <hr/> <p><b>Check Source Selection:</b></p> <p><input type="checkbox"/> <b>Observation</b></p> <p><input type="checkbox"/> <b>Documentation</b></p> <p><input type="checkbox"/> <b>Conversation</b></p> <p><input type="checkbox"/> <b>Other _____</b></p> <hr/> <p><b>Rating Points Assigned _____</b></p>		<p align="center"><b>Components</b></p> <p>2.a. Creating an environment of respect and rapport (HE/3, E/ 2, NI-D/1, I/0) _____</p> <p>2.b. Establishing a culture for learning (HE/3, E/ 2, NI-D/1, I/0) _____</p> <p>2.c. Maintaining classroom procedures (HE/3, E/ 2, NI-D/1, I/0) _____</p> <p>2.d. Managing student behavior (HE/3, E/ 2, NI-D/1, I/0) _____</p> <p>2.e. Organizing physical space (HE/3, E/ 2, NI-D/1, I/0) _____</p>		<p align="center"><b>Crosswalk: (2)(a) 2.a,b,c,d,f,h; 3.e</b></p> <ul style="list-style-type: none"> <li>• Organizes, allocates, and manages the resources of time, space, and attention</li> <li>• Manages individual and class behaviors through a well-planned management system</li> <li>• Conveys high expectation to all students</li> <li>• Respects students' cultural, linguistic and family background</li> <li>• Maintains a climate of openness, inquiry, fairness and support</li> <li>• Adapts the learning environment to accommodate the differing needs and diversity of students</li> <li>• Relates and integrates the subject matter with other disciplines and life experiences</li> </ul>			
<p><b>HE:</b> Interactions among teacher and individual students are respectful reflecting high levels of caring, genuine warmth and sensitivity to culture and levels of development; positive learning environment; high levels of energy and teacher passion for the subject; belief that all students can succeed; students engaged in learning activities; contribute to seamless operation of classroom routines and procedures; standards of conduct are clear with students actively involved in rule making; teacher reinforces positive behavior and addresses all or almost all off-task or misbehavior effectively and efficiently with no negative impact on student learning; organized space, safe learning environment for a variety of students; integrates technology as appropriate to the lesson</p>		<p><b>E:</b> Interactions between teacher and students are polite and respectful reflecting general warmth and caring appropriate to cultural and developmental differences; environment is characterized by high expectations for most students with belief students can succeed through hard work and commitment; little instructional time is lost due to routines and procedures; standards of conduct appear to be clear to students; teacher reinforces positive behavior and addresses most off-task and misbehavior efficiently; inappropriate behavior has little impact on student learning; classroom is safe and accessible to all students with space sufficiently supporting learning activities; makes effective use of resources including technology</p>		<p><b>NI/D:</b> Interactions between teacher and students are generally appropriate and mostly free from conflict; occasional displays of insensitivity or lack of responsiveness to cultural and developmental differences; attempts to create a positive learning environment partially successful; little commitment to subject, modest expectations for students, and believes that students may be able to succeed if they work hard; teacher and students appear to "just be going through the motions"; some instructional time is lost due to partially effective classroom routines and procedures; teacher makes effort to establish standards of conduct but is not always successful; reinforces positive behavior but off-task/misbehavior has some negative impact on learning activities; classroom is safe for most students; technology use is moderately effective</p>		<p><b>I:</b> Interaction between teacher and students and students and teacher is inappropriate/negative; negative learning culture and low teacher commitment to subject; low expectation for student achievement; little to no evidence to support belief that students can succeed; much instructional time is lost due to inefficient classroom routines and procedures; no evidence that standards of conduct have been established with little to no monitoring of student behavior; teacher does not reinforce positive behavior; inappropriate off-task student conduct has significant negative impact on student learning; unsafe physical environment and/or some students do not have access to learning; alignment between physical space and learning activities is poor; no evidence of use of technology</p>	
<p><b>Evidence Provided:</b></p>							

Name: \_\_\_\_\_  
 Location: \_\_\_\_\_

FRAMEWORK FOR TEACHING		FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	
Domain 3: Instruction	Components	Crosswalk: (2)(a) 2.e; 3.a,b,c,d,e,h,I,j; 4.a,c,d,e	
<p><b>Check Rating Level Selection:</b></p> <p><input type="checkbox"/> <b>Highly Effective /HE (14-15)</b></p> <p><input type="checkbox"/> <b>Effective/E (9-13.99)</b></p> <p><input type="checkbox"/> <b>Needs Improvement /NI (4-8.99)</b></p> <p><input type="checkbox"/> <b>Developing/D (4-8.99)</b> <i>(First three years only)</i></p> <p><input type="checkbox"/> <b>Ineffective/I (0-3.99)</b></p> <hr/> <p><b>Check Source Selection:</b></p> <p><input type="checkbox"/> <b>Observation</b></p> <p><input type="checkbox"/> <b>Documentation</b></p> <p><input type="checkbox"/> <b>Conversation</b></p> <p><input type="checkbox"/> <b>Other</b> _____</p> <hr/> <p><b>Rating Points Assigned</b> _____</p>	<p>3.a. Communicating with students (HE/3,E/ 2, NI-D/1, I/0) _____</p> <p>3.b. Using questioning and discussion techniques (HE/3,E/ 2, NI-D/1, I/0) _____</p> <p>3.c. Engaging students in learning (HE/3,E/ 2, NI-D/1, I/0) _____</p> <p>3.d. Using assessment in instruction (HE/3,E/ 2, NI-D/1, I/0) _____</p> <p>3.e. Demonstrating flexibility and responsiveness (HE/3,E/ 2, NI-D/1, I/0) _____</p>	<ul style="list-style-type: none"> <li>• Models clear, acceptable oral and written communication skills</li> <li>• Delivers engaging and challenging lessons</li> <li>• Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter</li> <li>• Identifies gaps in students' subject matter knowledge</li> <li>• Modifies instruction to respond to preconceptions or misconceptions</li> <li>• Relates and integrates the subject matter with other disciplines and life experiences</li> <li>• Employs higher-order questioning techniques</li> <li>• Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students</li> <li>• Supports, encourages, and provides immediate and specific feedback to students to promote student achievement</li> <li>• Utilizes student feedback to monitor instructional needs and to adjust instruction</li> <li>• Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process</li> <li>• Uses a variety of assessment tools to monitor student progress, achievement and learning gains</li> <li>• Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge</li> <li>• Shares the importance/outcomes of student data with the student and the parent/caregiver</li> </ul>	
<p><b>HE:</b> Teacher has dynamic presence in classroom; effectively/clearly develops students' understanding of objectives by communicating, connecting to prior knowledge, explaining importance, and referring to objective repeatedly at key points during lesson; probes for higher level understanding, continuously checks for student understanding by using effective questioning techniques; students are highly, intellectually engaged, making relevant contributions; extensive repertoire of strategies, adapts lesson to needs of individuals; assessment is routinely used in sophisticated manner providing students with multiple ways and opportunities to demonstrate mastery; receives high quality feedback</p>	<p><b>E:</b> Teacher has solid presence in classroom; effectively develops student understanding of objective by communicating, connecting to prior knowledge, and explaining importance of objective; teacher checks for understanding of content but misses 1-2 key moments; teacher sometimes probes for higher level understanding by responding to students correct answers; all students are engaged at a high level of rigor; assessment is regularly used in instruction providing students with multiple ways to demonstrate mastery; students receive quality feedback from a variety of sources; modifies long-term plans as appropriate; re-teaches if needed</p>	<p><b>NI/D:</b> Teacher has adequate presence in classroom; somewhat effectively develops student understanding of objective by communicating and connecting to prior knowledge; teacher checks for understanding of content but misses <b>several</b> key moments; teacher rarely probes for higher level understanding by responding to students correct answers; most responses are low-level and posed in rapid succession; students are moderately intellectually engaged; assessment is occasionally used in instruction providing students with some uneven feedback; attempts to modify lesson plans as appropriate with moderate success; re-teaches if necessary with limited repertoire of strategies</p>	<p><b>I:</b> Teacher has inadequate presence in classroom; ineffectively develops student understanding of objective by not communicating and may not have a clear understanding of and connection to the objective; checks for understanding of content but misses <b>nearly all</b> key moments; teacher never probes for higher level understanding by responding to students correct answers; most responses are low-level or inappropriate eliciting limited student participation; students are not intellectually engaged and lessons have no structure or poorly paced; assessment is not used in instruction providing students with no feedback or criteria used to evaluate work; no attempts to modify lesson plans to address student needs; does not attempt to reteach</p>
<p><b>Evidence Provided:</b></p>			

Name: \_\_\_\_\_  
 Location: \_\_\_\_\_

FRAMEWORK FOR TEACHING		FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	
<b>Domain 4:            Professional Responsibilities</b>		<b>Crosswalk: (2)(a)1.e; (2)(b)1.a,b,c,d,e; 2.</b>	
<b>Check Rating Level Selection:</b> <input type="checkbox"/> <b>Highly Effective /HE (8.6-10)</b> <input type="checkbox"/> <b>Effective/E (5-8.59)</b> <input type="checkbox"/> <b>Needs Improvement /NI (2-4.99)</b> <input type="checkbox"/> <b>Developing/D (2-4.99)</b> <i>(First three years only)</i> <input type="checkbox"/> <b>Ineffective/I (0-1.99)</b>		<ul style="list-style-type: none"> <li>• Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons</li> <li>• Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs</li> <li>• Examines and uses data-informed research to improve instruction and student achievement</li> <li>• Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement</li> <li>• Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues</li> <li>• Implements knowledge and skills learned in professional development in the teaching and learning process</li> <li>• Fulfills professional responsibilities; other school-wide and/or district (activities/events) requirements</li> <li>• Strives to be on the job regularly to provide an effectively consistent learning environment</li> <li>• Supports school improvement initiatives by active participation in school activities, services, programs, and professional learning communities</li> <li>• Organizes, allocates, and manages the resources of time, space and attention</li> <li>• Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement</li> <li>• Maintains the respect and confidence of one's colleagues, of students, of parents, and other members of the community</li> <li>• Understands that educators are held to a high moral standard in a community; the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession</li> </ul>	
<b>Check Source Selection:</b> <input type="checkbox"/> <b>Observation</b> <input type="checkbox"/> <b>Documentation</b> <input type="checkbox"/> <b>Conversation</b> <input type="checkbox"/> <b>Other _____</b>		4.a. Reflecting on teaching (HE/1.67, E/1.0, NI-D/.5, I/0) _____  4.b. Maintaining accurate records (HE/1.67, E/1.0, NI-D/.5, I/0) _____  4.c. Communicating with families (HE/1.67, E/1.0, NI-D/.5, I/0) _____  4.d. Participating in a professional growth community (HE/1.67, E/1.0, NI-D/.5, I/0) _____  4.e. Growing and developing professionally (HE/1.67, E/1.0, NI-D/.5, I/0) _____  4.f. Showing professionalism (HE/1.67, E/1.0, NI-D/.5, I/0) _____	
<b>Rating Points Assigned _____</b>			
<b>HE:</b> Teacher successfully engages students' families with frequent, clear, and appropriate communication; makes substantial professional contributions and initiates activities; actively collaborates with others and assumes a leadership role among peers; seeks and responds positively to feedback to enhance professional growth; actively pursues opportunities for professional development; consistently adheres to and models the standards for professional conduct through values, honesty, and integrity; always strives to be punctual and regularly on the job; performs duties with minimum supervision; fully/voluntarily complies with all school, district, and state regulations		<b>E:</b> Teacher engages students' families with clear and appropriate communication; actively makes professional contributions; actively seeks opportunities to collaborate and share expertise; maintains a positive relationship with colleagues; seeks/welcomes feedback for professional growth; seeks out opportunities for professional development; adheres to and models the standards for professional conduct and overall performance requirements; strives to be punctual and regularly on the job; performs duties with minimum supervision; fully and voluntarily complies with all school, district, and state regulations	
		<b>NI/D:</b> Teacher modestly attempts to engage students' families with communication only as required by following school procedures; makes professional contributions only when specifically asked; makes some effort to collaborate with colleagues and makes limited professional contributions; maintains a cordial relationship with colleagues and works cooperatively most of the time; accepts feedback reluctantly; participates in professional development only if required or convenient; generally strives to adhere to standards for professional conduct and overall performance requirements; attempts to model the standards of professional conduct, however, requires some support supervision; makes attempt to be punctual and on the job; minimally complies with all school, district, and state regulations	
		<b>I:</b> Teacher makes sporadic or inappropriate attempts to communicate with students families with no attempt to engage families in the instructional program; avoids making professional contributions; rarely collaborates and does not work cooperatively with colleagues; relationship with colleagues are often negative or self-serving; resistant to feedback; does not willingly participate in professional development; inconsistently adheres to standards for professional conduct and overall performance requirements; has difficulty modeling the standards of professional conduct and requires frequent support supervision; inconsistent attendance and punctuality on the job; fails to comply with all school, district, and state regulations	
<b>Evidence Provided:</b>			

Name: \_\_\_\_\_  
 Location: \_\_\_\_\_

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*STUDENT GROWTH AND ACHIEVEMENT: EVALUATED ON FINAL PERFORMANCE APPRAISAL ONLY <small>(* Peer Evaluator's and Teacher's Self-Assessment will NOT complete Student G &amp; A section)</small>		FLORIDA EDUCATOR ACCOMPLISHED PRACTICES	
Student Achievement	Integral Component with FFT	Crosswalk: (2)(a)1.a,b,c,d,f;3.e,g; 4.b,c	
<p><b>Total Rating Points Assigned*</b> _____</p> <p><b>Points value for Student Growth and Achievement = 50 points maximum</b></p> <p><i>Comments:</i></p>	<p>1.c. Setting instructional outcomes</p> <p>1.f. Designing student assessments</p> <p>3.d. Using assessment in instruction</p> <p>4.a. *Reflecting on teaching (assessing student achievement goals and outcomes)</p>	<ul style="list-style-type: none"> <li>• Ensures student growth/achievement is continuous utilizing state adopted teacher-level student growth measure for the appropriate group, subject area or student program classification. Other indicators may include state/district developed assessments, approved textbook pre/post tests, approved standardized tests that meet adopted curriculum standards, and district developed or approved end of course exams.</li> </ul> <p>Documentation of student growth/achievement is required to receive a Highly Effective rating in this area.</p> <p>Applicable Documentation attached: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Check appropriate box: Measure of Student Learning Growth/MSLG</b></p> <p><input type="checkbox"/> Exclusively State Assessment for Student Growth Measure (SDE A)</p> <p><input type="checkbox"/> Exclusively District Developed or District Selected EOC's (SDE B)</p> <p><input type="checkbox"/> Exclusively other Standardized Assessments (SDE C)</p> <p><input type="checkbox"/> Exclusively Industry Certification Exams (SDE D)</p> <p><input type="checkbox"/> Exclusively Measureable Learning Targets/IPDP (SDE E)</p> <p><input type="checkbox"/> Combination of Assessments w/ State Asmnt largest % (SDE F)</p> <p><input type="checkbox"/> Combination of Assessments w/ State Asmnt not largest % (SDE G)</p> <p><input type="checkbox"/> Not a classroom Teacher</p>	
<p><b>HE:</b> Teacher evidence of student assessment data consistently exceeds levels of expected growth or significant increased achievement or acceptable district standards of accomplishment; use of state adopted student growth measure or district adopted assessment model determined achievement data to be in highest rating levels equating teacher performance as highly effective</p>	<p><b>E:</b> Teacher evidence of student assessment data consistently meets levels of expected growth with sufficient increased achievement or acceptable district standards of accomplishment; use of state adopted student growth measure or district adopted assessment model determined achievement data to be in rating levels equating teacher performance as effective</p>	<p><b>NI/D:</b> Teacher evidence of student assessment data periodically meets or some students come close to meeting levels of expected growth with little increased achievement or acceptable district standards of accomplishment; use of state adopted student growth measure or district adopted assessment model determined achievement data to be in rating level equating teacher performance as needs improvement</p>	<p><b>I:</b> Teacher evidence of student assessment data does not meet or come close to meeting levels of expected growth for most students with little to no increase in achievement or acceptable district standards of accomplishment; use of state adopted student growth measure or district adopted assessment model determined achievement data to be in rating level equating teacher performance as ineffective</p>
<p><b>Evidence Provided:</b></p>			

Name: \_\_\_\_\_  
 Location: \_\_\_\_\_

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**Key: Rating Levels and Points Value Chart- CAT I (New, and experienced teachers in need of improvement with Peer Evaluator)**

Rating Levels	Points Value Domains 1 and 4	Points Value Domain 2	Points Value Domain 3	Student Growth/Achievement Points Value	
Highly Effective-HE	8.6-10	13-15	14-15	HE	50
Effective-E	5-8.59	8-12.99	9-13.99	E	41
Needs Improvement-NI Developing-D (First three years)	2-4.99	3-7.99	4-8.99	NI/D	25
Ineffective-I	0-1.99	0-2.99	0-3.99	I	9
<b>1. Administrator's TOTAL Rating Points</b>		<b>2. Peer Evaluator's TOTAL Rating Points</b>		<b>3. Teacher's Self -Assessment TOTAL</b>	
Domain 1 _____	_____	Domain 1 _____	_____	Domain 1 _____	_____
Domain 2 _____	_____	Domain 2 _____	_____	Domain 2 _____	_____
Domain 3 _____	_____	Domain 3 _____	_____	Domain 3 _____	_____
Domain 4 _____	_____	Domain 4 _____	_____	Domain 4 _____	_____
		(Does not include Student G & A section)		(Does not include Student G & A section)	
<b>Subtotal</b> _____	_____	<b>Subtotal</b> _____	_____	<b>Subtotal</b> _____	_____

**Weighting Formula:**

1. Sub-total points \_\_\_\_\_ X 25% weighting of Administrator PA = \_\_\_\_\_ points
  2. Sub-total points \_\_\_\_\_ X 20% weighting of Peer Evaluator PA = \_\_\_\_\_ points
  3. Sub-total points \_\_\_\_\_ X 5 % weighting of Teacher Self-Assessment = \_\_\_\_\_ points
- a. Weighting Formula 1-3 above – Subtotal = a. \_\_\_\_\_ points X 2 = \_\_\_\_\_ % IPC for SDE (FINAL OVERALL points on 1<sup>st</sup> PA)
- b. Student Growth/Achievement points = b. \_\_\_\_\_ points X 2= \_\_\_\_\_ % MSLG \_\_\_\_\_ (SDE Code/prior page)
- Total of a. and b. = \_\_\_\_\_ total points**

**NOTE: Student Growth & Achievement is calculated on FINAL Performance Appraisal ONLY; VAM score reports for teachers' rating levels will be provided.**

Student Growth & Achievement-VAM** Rating Level	HE	E	NI/D	I
VAM Rating Points	50	41	25	9
<b>**Overall VAM Rating Score will be based on highest number in range for each rating level (See points value column SG/A in above Points Value Chart)</b>				
<b>*SELECT OVERALL RATING LEVEL (Total of a. &amp; b. above)</b>	<b>HE</b>	<b>E</b>	<b>NI/D</b>	<b>I</b>
<b>Instructional Practices (Domains 1-4) + VAM Rating Points</b>	<b>44 – 50 PTS.</b>	<b>27 – 43.99 PTS.</b>	<b>10 – 26.99 PTS.</b>	<b>0-9.99 PTS.</b>

\*Use total points above to assign FINAL OVERALL RATING LEVEL (check one) = HE \_\_\_\_\_ (SDE C) E \_\_\_\_\_ (SDE D) NI \_\_\_\_\_ (SDE E) I \_\_\_\_\_ (SDE G)  
 Check here for Teachers in first three years of employment with overall rating of Developing/D \_\_\_\_\_ (SDE F)

**Employee/Evaluator must complete:**

This evaluation has been discussed with me: Yes _____ No _____	Parental input provided: Yes _____ No _____
Employee response attached: Yes _____ No _____	<b>Qualifies for OPT-IN for Performance Pay (PSC/CC return to AC): Y _____ N _____</b> <b>Qualifies for Performance Pay APS/AC : Y _____ N _____</b> <b>Signature of Employee _____</b>
Signature of Employee _____ ID# Required _____ Date _____	Signature of Evaluator _____ Date _____
Employee Comments:	Evaluator Comments:

Name: \_\_\_\_\_  
 Location: \_\_\_\_\_

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**Key: Rating Levels and Points Value Chart - CAT II (Experienced Teachers w/out Peer Evaluator)**

Rating Levels	Points Value Domains 1 and 4	Points Value Domain 2	Points Value Domain 3	Student Growth/Achievement Points Value	
Highly Effective	8.6-10	13-15	14-15	HE	50
Effective	5-8.59	8-12.99	9-13.99	E	41
Needs Improvement-NI Developing-D (First three years)	2-4.99	3-7.99	4-8.99	NI/D	25
Ineffective	0-1.99	0-2.99	0-3.99	I	9

1. Administrator's TOTAL Rating Points		2. Teacher's Self-Assessment TOTAL	
Domain 1 _____	_____	Domain 1 _____	_____
Domain 2 _____	_____	Domain 2 _____	_____
Domain 3 _____	_____	Domain 3 _____	_____
Domain 4 _____	_____	Domain 4 _____	_____
		<b>(Does not include Student G &amp; A section)</b>	
<b>Subtotal</b> _____	_____	<b>Subtotal</b> _____	_____

**Weighting Formula:**

1. Sub-total points \_\_\_\_\_ X 45% weighting of Administrator PA = \_\_\_\_\_ points
2. Sub-total points \_\_\_\_\_ X 5% weighting of Teacher Self- Assessment = \_\_\_\_\_ points
- a. Weighting Formula 1-2 above – Subtotal = a. \_\_\_\_\_ points X 2 = \_\_\_\_\_ % IPC for SDE
- b. Student Growth/Achievement points = b. \_\_\_\_\_ points X 2 = \_\_\_\_\_ % MSLG \_\_\_\_\_ (SDE Code/prior page)
- Total of a. and b. = \_\_\_\_\_ total points**

**NOTE: Student Growth & Achievement is calculated on FINAL Performance Appraisal ONLY; VAM score reports for teachers' rating levels will be provided.**

Student Growth & Achievement-VAM** Rating Level	HE	E	NI/D	I
VAM Rating Points	50	41	25	9
<b>**Overall VAM Rating Score will be based on highest number in range for each rating level (See points value column SG/A in above Points Value Chart)</b>				
*SELECT OVERALL RATING LEVEL (Total of a. & b. above)	HE	E	NI/D	I
Instructional Practices (Domains 1-4) + VAM Rating Points	44 – 50 PTS.	27 – 43.99 PTS.	10 – 26.99 PTS.	0-9.99 PTS.

\*Use total points above to assign FINAL OVERALL RATING LEVEL (check one) = HE \_\_\_\_\_ (SDE C) E \_\_\_\_\_ (SDE D) NI \_\_\_\_\_ (SDE E) I \_\_\_\_\_ (SDE G)  
 Check here for Teachers in first three years of employment with overall rating of Developing/D \_\_\_\_\_ (SDE F)

**Employee/Evaluator must complete:**

This evaluation has been discussed with me: Yes _____ No _____	Parental input provided: Yes _____ No _____
Employee response attached: Yes _____ No _____	Qualifies for OPT-IN for Performance Pay (PSC/CC return to AC): Y ___ N ___ Qualifies for Performance Pay APS/AC: Y _____ N _____ Signature of Employee _____
Signature of Employee _____ ID# Required _____ Date _____	Signature of Evaluator _____ Date _____
Employee Comments:	Evaluator Comments: