

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 are:

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 has been modified for the 2012-13. The 2012-13 members of the Instructional Personnel Assessment Task Force are:

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

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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 has been modified for the 2013-14. The 2013-14 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	- 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

Philosophy

The 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.

Evaluation Criteria

The District evaluation system is based on the Florida Educator Accomplished Practices as revised in December 2010 (FEAPs) and current research on effective teaching practices from Robert Marzano, Charlotte Danielson, James Stronge, and Steve Zemelman. The evaluation criteria include the performance of students, instructional practice and professional and job responsibilities. The evaluation system complies with Florida School Board Rules and Regulations and the Florida Statutes.

FRAMEWORK FOR TEACHER EVALUATION

The framework described within this document is the basis for teacher evaluation in Manatee County and has been developed directly from the Florida Educator Accomplished Practices (FEAPs) as revised in December 2010. Each of the six standards for teacher practice, the underlying expectations and the sample indicators will be used to ensure effective practices are taking place and provide the opportunity for continuous improvement of teachers. A variety of evidence will be collected by the Principal to support the determination of “Highly Effective,” “Effective,” “Needs Improvement/Developing” or “Unsatisfactory” performance for each of the six standards. The six standards are:

PERFORMANCE STANDARD 1: Instructional Design and Lesson Planning

PERFORMANCE STANDARD 2 - The Learning Environment

PERFORMANCE STANDARD 3 - Instructional Delivery and Facilitation

PERFORMANCE STANDARD 4 - Assessment

PERFORMANCE STANDARD 5 – Continuous Professional Improvement

PERFORMANCE STANDARD 6 – Professional Responsibility & Ethics

The following pages further describes each of the six standards including the expectation, indicators, sources of evidence, research in support of the standard and a rubric to be used in evaluating teacher performance.

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 on the performance standards using the performance appraisal rubrics applicable to the standard. The performance indicators are provided as samples of activities that may address the standard.

PERFORMANCE STANDARD 1: Instructional Design and Lesson Planning

The effective educator consistently applies concepts from human development and learning theories.

Expectations of teacher work are:

Demonstrates an understanding of the concepts, principles, and strategies that:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

PERFORMANCE APPRAISAL RUBRIC:

Instructional Design and Lesson Planning

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
The educator's work is exceptional. In addition to meeting the expectations above, the educator: - uses appropriate curricula and student data to select instructional strategies and resources to develop lesson plans that include the expectations listed above to address the diverse needs of students. - stays abreast of emerging research areas, new and	The educator demonstrates all of the expectations listed above and: - uses appropriate curricula and student data to select instructional strategies and resources to develop lesson plans that include the expectations listed above to address the diverse needs of students.	The educator demonstrates some but not all of the expectations listed above. - The educator attempts to use appropriate curricula and student data to select instructional strategies, and/or resources to address the diverse needs of students during the planning process, but is ineffective; attempts to develop lesson plans but lacks one or more of the expectations listed above.	The educator demonstrates few or none of the expectations listed above. - The educator demonstrates a lack of planning or fails to properly address the curriculum in meeting the diverse needs of all learners.

<p>innovative methods and incorporates them into lesson planning and instructional strategies.</p> <p>- considers the individual needs of students to create, evaluate, and modify instructional strategies during the collaborative planning process.</p> <p>--shares and collaborates with colleagues in instructional design and lesson planning.</p>			
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Instructional Design and Lesson Planning: Descriptors of Teacher Behaviors:

Expectation	Indicators (may include but not limited to)	Evidence (may include but not limited to)
(a) Aligns instruction with state-adopted standards at the appropriate level of rigor	<ul style="list-style-type: none"> - Relates content and skill outcomes to student developmental levels and needs - Analyzes and selects content and skill outcomes related to state and local curriculum frameworks and standards - Lesson plan is aligned with classroom instruction - Scaffolds lessons effectively 	<ul style="list-style-type: none"> - Lesson plans - Manatee Core Curriculum/ State Course Code Objectives - Professional Development - Pre/Post Observation Conversation
(b) Sequences lessons and concepts to ensure coherence and required prior knowledge	<ul style="list-style-type: none"> - Relates content and skill outcomes to student developmental levels and needs - Correlates outcomes, instruction assessment and student learning activities - Uses evaluation data and feedback to improve the quality of instruction and increase teaching effectiveness - Plans for a beginning review and ending review - Provides for different styles of learning/multiple intelligences/language needs - Develops plans that are logical, sequential, and relevant - Plans for the use of supplemental materials as needed - Develops lessons within units that progress toward a deep understanding and transfer of content 	<ul style="list-style-type: none"> - Lesson plans - Manatee Core Curriculum/ State Course Code Objectives - Professional Development - Pre/Post Observation Conversation - Graphic Organizers - Vocabulary review
(c) Designs instruction for students to achieve mastery	<ul style="list-style-type: none"> - Defines or distinguishes concepts, applies rules, principles and cause/effect relationships - Provides for different styles of learning/multiple intelligences/language needs - Designs instruction for students with individual/special learning needs - Designs instruction using materials, references, and technologies of the subject field in a way that is appropriate to the learner - Incorporates multiple assessment techniques - Plans instruction based on diagnosed student needs 	<ul style="list-style-type: none"> - Lesson plans - Manatee Core Curriculum/State Course Code Objectives - Professional Development - Pre/Post Observation Conversation - Individual Education Plan (IEP) - English Language Learner (ELL) Plan - 504 Plans - Informal classroom assessments

	<ul style="list-style-type: none"> - Uses professional judgment to select a variety of appropriate alternative classroom assessments and document improvement gains in student performance - Provides evidence of timely and appropriate intervention strategies for individual students not making adequate progress - Correlates outcomes, instruction assessment and student learning activities - Plans for the use of supplemental materials as needed - Plans for celebrating student success 	<ul style="list-style-type: none"> - White boards, voting technologies, one-to-one computer - Manipulatives, multimedia
(d) Selects appropriate formative assessments to monitor learning	<ul style="list-style-type: none"> - Aligns instruction and assessment by defining student outcomes and performance criteria - Uses professional judgment to select a variety of appropriate alternative classroom assessments, track student progress, and document improvement gains in student performance - Correlates outcomes, instruction assessment and student learning activities - Uses evaluation data and feedback to improve the quality of instruction and increase teaching effectiveness 	<ul style="list-style-type: none"> - Lesson plans - Manatee Core Curriculum/State Course Code Objectives - Professional Development - Pre/Post Observation Conversation - Teacher/textbook developed pretests - Informal classroom assessments
(e) Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons	<ul style="list-style-type: none"> - Uses evaluation data and feedback to improve the quality of instruction and increase teaching effectiveness - Uses assessment results to modify instruction and provide individual student assistance to increase student success - Coordinates with other staff to reflect, plan, and evaluate strategies used to meet individual student needs - Integrates student performance data into lesson plans - Uses data to plan for the celebrating of student success 	<ul style="list-style-type: none"> - Lesson plans - Professional Development - Pre/Post Observation Conversation - Data retrieval system - Professional Learning Communities (PLC) - Formative assessments - Summative assessments - Homework - Samples of student work
(f) Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies	<ul style="list-style-type: none"> - Provides for multiple outcomes: individual and cooperative group; academic content; process and/or social skills - Provides complex, authentic and collaborative tasks - Provides opportunities for practice and application to deepen knowledge - Plans for the use of new hypothetical or real examples, demonstrate how a rule applies to a new case, or use a skill or concept in a new setting - Plans to use available traditional resources for upcoming units and lessons (e.g., manipulative, multimedia) 	<ul style="list-style-type: none"> - Lesson plans - Professional Development - Pre/Post Observation Conversation - Hands on instruction- White boards, voting technologies, one-to-one computer - Manipulatives, multimedia

CONTEMPORARY EFFECTIVE TEACHER RESEARCH

Danielson, C. (2007) *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development

Marzano, R., Pickering, D., & Pollock, J. (2001) *Classroom Instruction that Works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development

Marzano, R (2007) *The Art and Science of Teaching: A comprehensive Framework For Effective Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development

Zemelman, S., H. Daniels, & A. A. Hyde. (2005). *Best Practice: Today's Standards for Teaching & Learning in America's Schools*. Portsmouth, NH: Heinemann.

Stronge, J. H. (Ed.). (2005). *Evaluating teaching* (2nd ed.). Thousand Oaks, CA: Corwin Press.

PERFORMANCE STANDARD 2 - The Learning Environment.

The effective educator maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.

Expectations of teacher work are:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural, linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

PERFORMANCE APPRAISAL RUBRIC:

Learning Environment

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<p>The educator's work is exceptional. In addition to meeting the expectations above, the educator:</p> <ul style="list-style-type: none">- provides an integrated, seamless, stimulating, student-centered environment that is safe, academically challenging, and respectful – as evidenced by student behavior.- stays abreast of emerging research areas, new and innovative methods and incorporates them in lesson plans, instructional strategies, and shares this knowledge with colleagues.- shares his/her expertise and collaborates with colleagues in the area of the learning environment.	<p>The educator demonstrates all of the expectations listed above- and:</p> <ul style="list-style-type: none">- creates and maintains a safe learning environment while encouraging fairness, respect, and an enthusiasm for learning.- creates an organized and well managed classroom environment.- maintains a student centered environment that is inclusive and collaborative.	<p>The educator demonstrates some but not all of the expectations listed above.</p> <ul style="list-style-type: none">- The educator attempts to address student behavior and needs required for a safe, positive, fair, and academic environment, but is ineffective.	<p>The educator demonstrates few or none of the expectations listed above.</p> <ul style="list-style-type: none">- The educator addresses student behavior in an ineffective manner and/or fails to maintain a safe, equitable learning environment.

Learning Environment: Descriptors of Teacher Behaviors:

Expectation	Indicators (may include but not limited to)	Evidence (may include but not limited to)
(a) Organizes, allocates, and manages the resources of time, space, and attention	<ul style="list-style-type: none"> - Established and maintains classroom rules and procedures - Smooth transitions - Disseminating both student and teacher materials promptly and organized - Classroom is a positive nurturing learning environment - Bell to bell instruction is evident - Classroom space is organized, safe, and inviting - Students are highly engaged in the learning process 	<ul style="list-style-type: none"> - Classroom observation - Pre/Post Conference - Classroom procedures are posted - Room arrangement
(b) Manages individual and class behaviors through a well-planned management system	<ul style="list-style-type: none"> - Responds clearly and firmly to inappropriate, disruptive or violent behavior - Demonstrates knowledge and skill in managing student behavior inside and outside the classroom - Maintains appropriate discipline and a safe physical setting - Establishes and follows rules, procedures, and routines - Keep students on task and engaged - Reinforces appropriate behavior - Circulates, monitors, and attends students needing assistance - Demonstrates “with-it-ness” including situational awareness, being proactive, and anticipating problems 	<ul style="list-style-type: none"> - Classroom observation - Pre/Post Conference - Classroom procedures are posted - Discipline data - Classroom rules are posted
(c) Conveys high expectations to all students	<ul style="list-style-type: none"> - Clarifies and monitors school and classroom policies, rules, and procedures - Frequently expresses the belief that all students can and will learn in the class - Encourages all students to set learning goals - Encourages high quality work from all students - Analysis of student achievement data to design and differentiate instruction - Reinforces expectations of appropriate behavior - Probes incorrect answers with all students including low expectancy students - Asks questions of all students 	<ul style="list-style-type: none"> - Character education programs - Bulletin Boards - Student work posted - Classroom observation - Pre/post observation conference - Classroom rules and procedures

Expectation	Indicators (may include but not limited to)	Evidence (may include but not limited to)
(d) Respects students' cultural, linguistic and family background	<ul style="list-style-type: none"> - Is culturally competent and attuned to students' interests - Treats all students and expects all students to treat each other with respect - Acknowledges and values cultural and linguistic norms and traditions on lesson plans and classroom inactions - Uses the diversities of student, staff, families and community to enrich learning experiences - Assist students with individual/special learning needs - Respects and promotes the appreciation of diversity - Demonstrates verbal and nonverbal behaviors that indicate respect and interest for all students 	<ul style="list-style-type: none"> - Classroom observations - Lesson Plans
(e) Models clear, acceptable oral and written communication skills	<ul style="list-style-type: none"> - Establishes a positive classroom climate that encourages student/teacher communication - Communicates with and challenges students in a positive and supportive manner - Informs administrator of problems, concerns, and student performance improvement successes in the classroom - Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner - Supports, promotes, and communicates the mission, vision, and goals of the school and district 	<ul style="list-style-type: none"> - Lesson plans - EdVantage - Classroom observation - Pre/Post observation conference - Classroom handouts - Parent communication samples
(f) Maintains a climate of openness, inquiry, fairness, and support	<ul style="list-style-type: none"> - Promotes respectful interactions that challenge and engage students within the learning environment - Cultivates and promotes a climate of courtesy, trust, teamwork, and respect - Models caring, fairness, equity, courtesy, respect, active listening, and enthusiasm for learning - Promotes respectful interactions that challenge and engage students within the learning environments - Demonstrates verbal and nonverbal behaviors that indicate respect and interest for all students - Celebrates student success - Encourages student participation, inquiry, and intellectual risk-taking - Establishes and maintains a rapport with all students - Respects and promotes the appreciation of diversity 	<ul style="list-style-type: none"> - Classroom observation - Lesson Plans - Posted teacher/student materials - Positive non-verbal communication (i.e.: eye contact, smiling, knowing student names, absence of sarcasm, harsh criticism)

Expectation	Indicators (may include but not limited to)	Evidence (may include but not limited to)
(g) Integrates current information and communication technologies	<ul style="list-style-type: none"> - Appropriately integrates available technology in the classroom - Uses technology to record and manage student assessment and performance results - Uses and integrates technology in the teaching learning process to manage, evaluate and improve instruction - Provides complex, authentic and collaborative tasks for students to use with technology - Involves all students in learning and applying technology skills 	<ul style="list-style-type: none"> - Lesson Plans - Classroom Observation - Pre/Post Observation Conference - Interactive white board, voting technologies, one-to-one computer, web based applications (may include but not limited to)
(h) Adapts the learning environment to accommodate the differing needs and diversity of students	<ul style="list-style-type: none"> - Uses the diversities of student, staff, families and community to enrich learning experiences - Provides for different styles of learning/multiple intelligences/language needs - Maintains appropriate pace - Organizes the classroom for effective instruction and learning - Creates physical conditions that facilitate and support instruction and learning 	<ul style="list-style-type: none"> - Lesson Plans - Classroom Observation - Pre/Post Observation Conference - Adaptive environment (learning centers, study carrel, flexible groupings)
(i) Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals	<ul style="list-style-type: none"> - Uses, adapts and/or designs technology enhanced instruction to meet student needs - Uses available technology 	<ul style="list-style-type: none"> - Lesson plans - Classroom observation - Interactive white board, voting technologies, one-to-one computer, web based applications (may include but not limited to) - Pre/Post observation conference - Instructional Education Plan (IEP) or 504 Plan - English Language Learners (ELL) Plan - Translation devices

CONTEMPORARY EFFECTIVE TEACHER RESEARCH

Danielson, C. (2007) *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development

Marzano, R., Pickering, D., & Pollock, J. (2001) *Classroom Instruction that Works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development

Marzano, R (2007) *The Art and Science of Teaching: A comprehensive Framework For Effective Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development

Zemelman, S., H. Daniels, & A. A. Hyde. (2005). *Best Practice: Today's Standards for Teaching & Learning in America's Schools*. Portsmouth, NH: Heinemann.

Stronge, J. H. (Ed.). (2005). *Evaluating teaching* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Stronge, J. H. (Ed.). (2005). *Evaluating teaching* (2nd ed.). Thousand Oaks, CA: Corwin Press.

PERFORMANCE STANDARD 3 - Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught.

Expectations of teacher work are:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

PERFORMANCE APPRAISAL RUBRIC:

Instructional Delivery and Facilitation

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<p>The educator's work is exceptional. In addition to meeting the expectations above:</p> <ul style="list-style-type: none">- promotes learning by demonstrating a deep and comprehensive knowledge of the content.- stays abreast of emerging research areas, new and innovative methods and incorporates them in instructional practice and facilitation.-optimizes learning by engaging all groups of students in higher-order thinking and by effectively implementing appropriate instructional strategies and technology and collaboratively shares with colleagues.-shares and collaborates with colleagues about instructional delivery and facilitation.	<p>The educator demonstrates all of the expectations listed above- and:</p> <ul style="list-style-type: none">- promotes learning by demonstrating knowledge of the content- addresses academic needs through appropriate instructional strategies and technologies that facilitate learning.	<p>The educator demonstrates some but not all of the expectations listed above.</p> <ul style="list-style-type: none">-The educator attempts to use instructional strategies or technology to facilitate learning, but is ineffective or needs additional content knowledge.	<p>The educator demonstrates few or none of the expectations listed above.</p> <ul style="list-style-type: none">-The educator lacks content knowledge or fails to implement instructional strategies to facilitate learning.

Instructional Delivery and Facilitation: Descriptors of Teacher Behaviors:

Expectation	Indicators (may include but not limited to)	Evidence (may include but not limited to)
(a) Deliver engaging and challenging lessons	<ul style="list-style-type: none"> - Delivers instruction that is aligned with state-adopted standards at the appropriate level of rigor - Paces instruction according to appropriate curriculum and needs of students - Engages students in individual work, cooperative learning, and whole group activities - Adjusts curriculum to student needs - differentiation - Connects students' prior knowledge, life experiences, and interests, as appropriate, to learning goals - Delivers instruction in a culturally, linguistically, and gender-sensitive manner - Teaches/reviews thinking skills directly and applies to content areas - Models use of high level thinking skills - Asks lower and higher order questions - Provides conditions that encourage student higher level thinking - Begins instruction with appropriate review/introduction. 	<ul style="list-style-type: none"> - Lesson plans - Pre/post observation conferences - Observation
(b) Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter	<ul style="list-style-type: none"> - Demonstrates a breadth of knowledge of subject matter, interrelated topics and a variety of perspectives, interest and points of view connects students' prior knowledge, life experiences, and interests, as appropriate, to learning goals - Establishes criteria for student self-evaluation of academic work - Teaches or refers to learning strategies and student skills - Encourage students to set learning goals - Encourages high quality work from all students - Provides for multiple outcomes: individual and cooperative group; academic content, process and/or social skills - Applies tools and strategies to build vocabulary skills and comprehension. - Varies activities appropriately - Uses supplemental materials to enhance instruction - Re-teaches to ensure understanding of instructional content - Provides opportunity for application - Uses strategies to empower students to be responsible for their own learning 	<ul style="list-style-type: none"> - Performance based assessments - Student writing samples - Unit Performance Assessment - Science lab activities - Lesson plans - Pre/post observation conference - Observations - Word wall - Cooperative learning

Expectation	Indicators (may include but not limited to)	Evidence (may include but not limited to)
(c) Identify gaps in students' subject matter knowledge	<ul style="list-style-type: none"> - Questions students for practice/comprehension - Uses multiple assessment techniques - Interprets and uses data for individual diagnosis - Shows measurable student gains towards meeting standards - Help students reflect on, assess, and monitor their own work - Examines errors in reasoning - Identify student misconceptions - Uses a variety of formal and informal assessment strategies to guide and adjust instruction for remediation as well as enrichment - Provides ongoing, timely, and specific feedback - Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress 	<ul style="list-style-type: none"> - Performance based assessments - Student writing samples - Unit Performance Assessment - Science lab activities - Lesson plans - Grade books - Records of accessing student information systems - Pre/post observation conference - Observations - Use of benchmarks - "exit slips" - "tickets out the door"
(d) Modify instruction to respond to preconceptions or misconceptions	<ul style="list-style-type: none"> - Re-teaches to ensure understanding of instructional content - Identify student misconceptions - Uses a variety of formal and informal assessment strategies to guide and adjust instruction for remediation as well as enrichment - Provides corrective feedback amplifies/clarifies - Re-teaches to insure understanding - Acknowledges/amplifies/corrects student responses - Adjusts instruction to meet student needs - Organizes students to practice and deepen knowledge - Varies activities appropriately - Employs practice skills, strategies, and processes 	<ul style="list-style-type: none"> - Graphic organizers - Lesson plans - Pre/post observation conference - Observation,
(e) Relate and integrate the subject matter with other disciplines and life experiences	<ul style="list-style-type: none"> - Communicate with their colleagues and develop interdisciplinary lessons - Uses the materials, references and technologies of the subject field in a way that is appropriate to the learner - Uses the diversities of student, staff, families and community to enrich learning experiences - Connect students' prior knowledge, life experiences, and interests, as appropriate, to learning goals - Uses appropriate school, family, and community resources to help meet all students' learning needs - Relates content and skill outcomes to student developmental levels and needs 	<ul style="list-style-type: none"> - Lesson plans - Pre/post observation conference - Observation
(f) Employ higher-order questioning techniques	<ul style="list-style-type: none"> - Models use of high level thinking skills - Asks lower and higher order questions - Provides conditions that encourage student higher level thinking - Probing incorrect answers with students - Poses questions, pauses, selects responders - Uses techniques to insure all students participate in question and answer sessions 	<ul style="list-style-type: none"> - Lesson plans - Pre/post observation conference - Observation

	<ul style="list-style-type: none"> - Provide appropriate wait time - Engaging students in cognitively complex tasks involving hypothesis generating and testing 	
(g) Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	<ul style="list-style-type: none"> - Uses and integrates technology in the teaching learning process to manage, evaluate, and improve instruction - Remains current in content/subject area and professional practices - Integrates available technology in the classroom as appropriate - Gathers, evaluates, and/or creates appropriate instructional materials - Uses available technology in delivery and class activities - Uses supplemental material to enhance instruction - Uses a variety of instructional strategies such as small or large group 	<ul style="list-style-type: none"> - Lesson plans - Pre/post observation conference - Observation - Subject specific technology - Kagan strategies - CRISS strategies
(h) Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students	<ul style="list-style-type: none"> - Delivers instruction in a culturally, linguistically, and gender-sensitive manner - Acknowledges and values cultural and linguistic norms and traditions on lesson plans and classroom interaction - Uses the diversities of student, staff, families and community to enrich learning experiences - Presents concepts at different levels of complexity for students of varying developmental stages - Provides for different styles of learning/multiple intelligences/language needs - Adjust instruction to meet students' needs - Identifies and plans for the instructional and developmental needs of diverse learners - Assist students with individual/special learning needs 	<ul style="list-style-type: none"> - Lesson plans - Pre/post observation conference - Observation
(i) Support, encourage, and provide immediate and specific feedback to students to promote student achievement	<ul style="list-style-type: none"> - Celebrating student successes - Give clear academic directions, checks for comprehension and provides ongoing and timely feedback for class work and homework - Helps students reflect on, assess, and monitor their own work - Communicates with and challenges students in a positive and supportive manner - Encourages students' desire to receive and accept constructive feedback on individual work and behavior - Reinforces correct responses/performance - Cultivates a climate of trust and teamwork 	<ul style="list-style-type: none"> - Lesson plans - Pre/post observation conference - Observation

(j) Utilize student feedback to monitor instructional needs and to adjust instruction	<ul style="list-style-type: none"> - Uses evaluation data and feedback to improve the quality of instruction and increase teaching effectiveness - Recognizes the signs of student difficulty with reading and applies appropriate measures to improve performance - Re-teaches to insure understanding of instructional content - Models caring, fairness, equity, courtesy, respect, active listening, and enthusiasm for learning - Uses assessment data, including those from state and local assessments, to design instruction that meets students' current needs and documents students' learning progress - Uses a variety of formal and informal assessment strategies to guide and adjust instruction for remediation as well as enrichment - Notices and reacts when students are not engaged - Engages students in analysis and reflection of their learning 	<ul style="list-style-type: none"> - Lesson plans - Pre/post observation conference - Observation - "exit slips" - Unit Performance Assessment - "ticket out the door" - Journal writing - Informal student progress checks (thumbs up/down fist-to-five, individual whiteboard)
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CONTEMPORARY EFFECTIVE TEACHER RESEARCH

Danielson, C. (2007) *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development

Marzano, R., Pickering, D., & Pollock, J. (2001) *Classroom Instruction that Works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development

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Stronge, J. H. (Ed.). (2005). *Evaluating teaching* (2nd ed.). Thousand Oaks, CA: Corwin Press.

PERFORMANCE STANDARD 4 - Assessment.

The effective educator gathers, analyzes, and uses data (including FCAT state assessment data as applicable) to measure learner progress, guide instruction, and provide timely feedback.

Expectations of teacher work are:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

PERFORMANCE APPRAISAL RUBRIC:

Assessment

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<p>The educator's work is exceptional. In addition to meeting the expectations above, the educator:</p> <ul style="list-style-type: none">- gathers, analyzes, and uses data to measure learner progress, guide instruction, and provide timely feedback.- stays abreast of emerging research areas, new and innovative methods and incorporates them in assessment.- shares and collaborates expertise with colleagues in using a variety of assessments to drive instruction leading to mastery.- instructs learners to monitor and reflect on their own academic progress.	<p>The educator demonstrates all of the expectations listed above, and:</p> <ul style="list-style-type: none">- gathers, analyzes, and uses data to measure learner progress, guide instruction, and provide timely feedback.	<p>The educator demonstrates some but not all of the expectations listed above.</p> <ul style="list-style-type: none">-The educator attempts to use a strategies to link assessment to learning outcomes, and/or uses assessment to plan/modify instruction, but is ineffective.	<p>The educator demonstrates few or none of the expectations listed above.</p> <ul style="list-style-type: none">-The educator fails to use data to make instructional decisions and/or fails to provide feedback on learner progress in a timely manner.

Assessment: Descriptors of Teacher Behaviors:

Expectation	Indicators(may include but not limited to)	Evidence(may include but not limited to)
(a) Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process	<ul style="list-style-type: none"> - Uses assessment data, including those from state and local assessments, to design instruction that meets students' current needs and documents students' learning progress - Uses a variety of formal and informal assessment strategies to guide and adjust instruction for remediation as well as enrichment - Measures and documents learner progress of prior achievement compared to the current achievement with informal and formal state and local assessments, as applicable - Uses assessment results to modify instruction and provide individual student assistance to increase student success - Interprets and uses data for individual diagnosis - Plans instruction based on diagnosed student needs - Integrates students' performance into lesson plan - Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress - Aligns instruction and assessment by defining student outcomes and performance criteria 	<ul style="list-style-type: none"> - Pre/post observation conference - Lesson plans - Grade book - Student information data base - Observation
(b) Designs and aligns formative and summative assessments that match learning objectives and lead to mastery	<ul style="list-style-type: none"> - Uses professional judgment to select a variety of appropriate alternative classroom assessments and document improvement gains in student performance - Uses assessment data, including those from state and local assessments, to design instruction that meets students' current needs and documents students' learning progress - Uses a variety of formal and informal assessment strategies to guide and adjust instruction for remediation as well as enrichment - Measures and documents learner progress of prior achievement compared to the current achievement with informal and formal state and local assessments, as applicable - Uses assessment results to modify instruction and provide individual student assistance to increase student success - Interprets and uses data for individual diagnosis - Gathers, evaluates, and/or creates appropriate instructional materials - Plans instruction based on diagnosed student needs - Uses evaluation data and feedback to improve the quality of instruction and increase teaching effectiveness - Aligns instruction and assessment by defining student outcomes and performance criteria - Establishes clear learning goals and rubrics 	<ul style="list-style-type: none"> - Pre/post observation conference - Lesson plans - Grade book - Student information data base - Observation - Samples of student work

Expectation	Indicators (may include but not limited to)	Evidence (may include but not limited to)
(c) Uses a variety of assessment tools to monitor student progress, achievement and learning gains	<ul style="list-style-type: none"> - Uses professional judgment to select a variety of appropriate alternative classroom assessments and document improvement gains in student performance - Uses assessment data, including those from state and local assessments, to design instruction that meets students' current needs and documents students' learning progress - Uses assessment results to modify instruction and provide individual student assistance to increase student success - Uses a variety of formal and informal assessment strategies to guide and adjust instruction for remediation as well as enrichment 	<ul style="list-style-type: none"> - Pre/post observation conference - Lesson plans - Grade book - Student information data base - Teacher made tests - Unit Performance Assessment - Class work - Homework - Questioning techniques - Observation - Response to Intervention data
(d) Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	<ul style="list-style-type: none"> - Acknowledges and values cultural and linguistic norms and traditions on lesson plans and classroom inactions - Provides for different styles of learning/multiple intelligences language needs - Assist students with individual/special learning needs - Uses professional judgment to select a variety of appropriate alternative classroom assessments and document improvement gains in student performance - Recognizes the signs of student difficulty with reading and applies appropriate measures to improve performance 	<ul style="list-style-type: none"> - Pre/post observation conference - Lesson plans - Grade book - Student information data base - Observation - Documented accommodations
(e) Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)	<ul style="list-style-type: none"> - Uses assessment results to determine and report individual student progress to students and their parents/guardians - Collaborates with stakeholders when appropriate; such as with students, colleagues, administrators, other school personnel, community members, and families - Communicates regularly with parents/guardians and maintains a positive collaborative relationship to increase student achievement - Defines and communicates expectations, learning goals, and rubrics for students - Responds to parents' concerns - Solicits and shares input from parents/guardians - Celebrates student success 	<ul style="list-style-type: none"> - Pre/post observation conference - Lesson plans - Grade book - Student information data base - Observation - Phone logs - Parent conference - Written communication - Conferences
(f) Applies technology to organize and integrate assessment information	<ul style="list-style-type: none"> - Uses technology to record and manage student assessment and performance results - Uses technology to collect and maintain a record of sufficient assessment data to support accurate reporting of student progress 	<ul style="list-style-type: none"> - Pre/post observation conference - Lesson plans - Grade book - Student information data base - Observation - e-folio

CONTEMPORARY EFFECTIVE TEACHER RESEARCH

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PERFORMANCE STANDARD 5 – Continuous Professional Improvement

The effective educator engages in continuous professional growth.

Expectations of teacher work are;

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

PERFORMANCE APPRAISAL RUBRIC:

Continuous Professional Improvement

Professional Development Plan Rubric:

Highly Effective:

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

Effective:

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

Needs Improvement/Developing:

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

Unsatisfactory:

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

Continuous Professional Improvement: Descriptors of Teacher Behaviors:

Expectation	Indicators (may include but not limited to)	Evidence (may include but not limited to)
(a) Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	<ul style="list-style-type: none"> - Reflects on professional practices - Engages in ongoing professional development - Provides evidence of professional growth experiences - Participates in professional activities - Participates in school and/or school or district committees - Correlates outcomes, instruction assessment and student learning activities - Uses evaluation data and feedback to improve quality of instruction and increase teaching effectiveness - Utilizes and evaluates appropriate and effective new ideas, skills or strategies in the classroom - Identifies specific areas of pedagogical strengths and weaknesses across different categories of students - Reflects on individual lessons and units 	<ul style="list-style-type: none"> - PDP -pre/post observation conference -lesson plan -School Improvement Plan (SIP) -Collaborative planning
(b) Examines and uses data-informed research to improve instruction and student achievement	<ul style="list-style-type: none"> - Reflects on professional practices - Engages in ongoing professional development - Provides evidence of professional growth experiences - Participates in professional activities - Participates in school and/or school or district committees - Correlates outcomes, instruction assessment and student learning activities - Uses evaluation data and feedback to improve quality of instruction and increase teaching effectiveness - Utilizes new ideas, skills or strategies in the classroom 	<ul style="list-style-type: none"> - PDP -pre/post observation conference -lesson plans -attends conferences or workshops -Collaborative planning
(c) Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement	<ul style="list-style-type: none"> - Reflects on professional practices - Engages in ongoing professional development - Provides evidence of professional growth experiences - Participates in professional activities - Participates in school and/or school or district committees - Correlates outcomes, instruction assessment and student learning activities - Utilizes new ideas, skills or strategies in the classroom - Uses evaluation data to foster communication with parents - Shares ideas and strategies with colleagues 	<ul style="list-style-type: none"> - PDP - Pre/post observation conference - Lesson plans - Orientation - Back-to-School Night - Report card pick up - Web based report card - Communication logs - School Improvement Plan (SIP) - Collaborative planning

Expectation	Indicators (may include but not limited to)	Evidence (may include but not limited to)
(d) Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues	<ul style="list-style-type: none"> - Reflects on professional practices - Engages in ongoing professional development - Provides evidence of professional growth experiences - Participates in professional activities - Participates in school and/or school or district committees - Correlates outcomes, instruction assessment and student learning activities - Uses evaluation data and feedback to improve quality of instruction and increase teaching effectiveness - Utilizes new ideas, skills or strategies in the classroom - Seeks mentorship for areas of need or interest - Shares ideas, strategies, and results with colleagues 	<ul style="list-style-type: none"> - PDP - Pre/post observation conference - Lesson plans - Attends conferences or workshops - Collaborative planning - 3D that is beyond HD
(e) Implements knowledge and skills learned in professional development in the teaching and learning process.	<ul style="list-style-type: none"> - Reflects on professional practices - Engages in ongoing professional development - Provides evidence of professional growth experiences - Participates in professional activities - Participates in school and/or school or district committees - Correlates outcomes, instruction assessment and student learning activities - Uses evaluation data and feedback to improve quality of instruction and increase teaching effectiveness - Utilizes new ideas, skills or strategies in the classroom 	<ul style="list-style-type: none"> - PDP - Pre/post observation conference - Lesson plans

CONTEMPORARY EFFECTIVE TEACHER RESEARCH

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Marzano, R., Pickering, D., & Pollock, J. (2001) *Classroom Instruction that Works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development

Marzano, R (2007) *The Art and Science of Teaching: A comprehensive Framework For Effective Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development

Zemelman, S., H. Daniels, & A. A. Hyde. (2005). *Best Practice: Today's Standards for Teaching & Learning in America's Schools*. Portsmouth, NH: Heinemann.

Stronge, J. H. (Ed.). (2005). *Evaluating teaching* (2nd ed.). Thousand Oaks, CA: Corwin Press.

PERFORMANCE STANDARD 6 – Professional Responsibility & Ethics

Professional Responsibility and Ethical Conduct: Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, follows the School Board of Manatee County Policy and Procedure Manual, and fulfills the expected obligations to students, the public and the education profession.

PERFORMANCE APPRAISAL RUBRIC:

Professional Responsibility & Ethics

	Effective		Unsatisfactory
	Sufficient evidence exists that the teacher demonstrates the standard above.		Evidence exists that the teacher has not demonstrated the standard above.

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, an Initial Screening classroom visit, deliberate practice using the Professional Development Plan, brief Walk-through observations, and informal evidence gathering techniques. The annual 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 superintendent must annually report to the Florida Department of Education evaluation results for instructional personnel and school administrators who receive two (2) “Unsatisfactory” evaluations and any intent to terminate or not renew employees. The evaluation may be amended if assessment data are available within ninety (90) days of the close of the school year. If so, then all regular notification procedures must again be followed.

STUDENT LEARNING GROWTH DATA

At least 50% of the evaluation is based on student learning growth assessed annually by statewide assessments. For subjects not measured by statewide assessments, the evaluation will be based on school wide student growth measures or assessments developed by the district. The district will use the state-adopted student growth measures for courses associated with FCAT for 2013-2014 as well as those noted on page 40.

For the initial first semester evaluation for teachers new to the district, the district will determine the appropriate student learning growth measures using Standard 4 – Assessment as the basis for this evaluation.

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

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

For teachers with only FCAT course assignments, the district will utilize the state approved formula to equal 50% of the evaluation result. For teachers with assignments that utilize results from multiple assessments, the district will review the best course of action in using the state approved formula to equal 50% of the evaluation result.

If less than 3 years of data are available, years for which data are available must be used, and percentage of evaluation based on student learning growth may be reduced to not less than 40%. The district will include student learning growth data and other measurable student outcomes, as they are approved at the state or local level. If 3 years of student learning growth data are not available, years available must be used.

For instructional personnel who are not classroom teachers, the student learning growth portion of the evaluation must include growth data on statewide assessments for students assigned to the instructional personnel over the course of at least 3 years, or may include a combination of student learning growth data and other measurable students outcomes that are specific to the assigned position, provided that the student learning growth data accounts for not less than 30 percent of the evaluation. If less than 3 years of student growth data are available, the years for which data are available will be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 20 percent.

By 2014-15, the district will measure growth using equally appropriate formulas. The 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. For courses measured by district assessments, the district can include growth on FCAT Reading and/or Mathematics as part of a teacher's growth measure, with a rationale. In this instance, growth on district assessment must receive the greater weight.

Student growth must be measured by growth on statewide assessments, or if students do not take statewide assessments, by established learning targets approved by the principal. 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 – The current year's student performance data will be used to evaluate teachers. For the 2013-2014 school year, 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 Comprehensive Achievement Test (FCAT) student result data connected with teachers, schools and the district as a whole. Student data is connected with the teacher based on course codes and survey data provided by the district to the state. Student data is connected to a school based on the survey data provided by the district to the state.

A Teacher will be classified on the Summative Annual Teacher Evaluation using state provided teacher Aggregated Value Added Model (AVAM) classification method based on the data of identified students with reportable FCAT scores, as long as there is data for ten (10) or more students attached to that teacher and the standard error data is not extensive. Teachers with less than ten students with state reported data will not be rated for 2013-2014. Teachers not assigned to a school will be classified using the state reported District FCAT and District Aggregated Value Added Model data. Since one year of data is being used, the Student Learning Growth portion will account for 40% of the total Summative Annual Teacher Evaluation.

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

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

The variables were included with the intent to level the playing field. From the data provided, the teacher Value Added Model scores require some aggregation, since teachers may have students that take more than one test or have students at more than one level. The District will also calculate the mean score and standard deviation for all district teachers with useable Aggregated VAM scores. The School effect is calculated in the same manner based on all students predictive and actual FCAT data attached to the school. For more information about the model go to the Florida DOE websites at <http://www.fldoe.org/committees/sg.asp> or <http://www.fldoe.org/arra/racetothetop.asp>.

Teacher's Confidence Band – Using the unique Teacher AVAM score and the Teacher AVAM Standard Error score, the District will calculate the Confidence Band for each teacher. The Confidence Band provides a level of confidence that the teacher's AVAM score is valid and reliable. The teacher's Confidence Band is defined as one-half of the teacher's AVAM SE added above the teacher's AVAM score to one-half of the teachers AVAM SE subtracted from the teacher's AVAM score. In the event that a teacher has a high AVAM

SE and that teacher's confidence band extends across two classification thresholds and three performance levels, the teacher will be classified using the School Value Added Model classification method rather than the individual Teacher AVAM classification method.

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

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

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

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

HIGHLY EFFECTIVE – The HIGHLY EFFECTIVE classification threshold shall be one-half standard deviation above the mean of all Teacher Aggregated Value Added Model scores within the district. A Teacher will be classified as HIGHLY EFFECTIVE in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the entire Confidence Band for that teacher is above the HIGHLY EFFECTIVE threshold. The Confidence Band is calculated as the Teacher's AVAM score plus one-half of the Teacher's AVAM SE at the top of the band and extends to the Teacher's AVAM score minus one-half of the Teacher's AVAM SE.

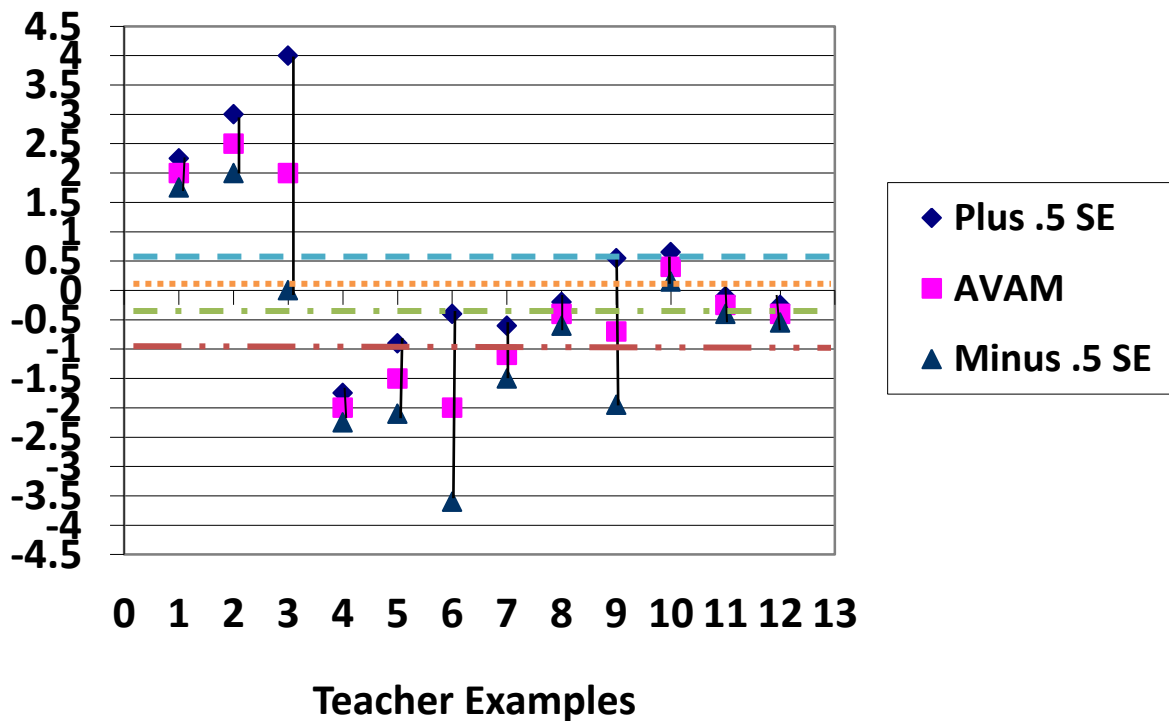
UNSATISFACTORY - The UNSATISFACTORY threshold is the score that equates to one standard deviation below the mean for all District teachers with usable AVAM scores. A Teacher will be classified as UNSATISFACTORY in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the teacher's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

calculated as the Teacher's AVAM score plus one-half of the Teacher's AVAM SE at the top of the band, to the Teacher's AVAM score minus one-half of the Teacher's AVAM SE at the bottom of the band.

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

EFFECTIVE – A Teacher will be classified as EFFECTIVE in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the Teacher's Confidence Band does not meet any of the above classifications or by having the entire Confidence Band between one-half standard deviation above the mean and one-half standard deviation below the mean, or 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.

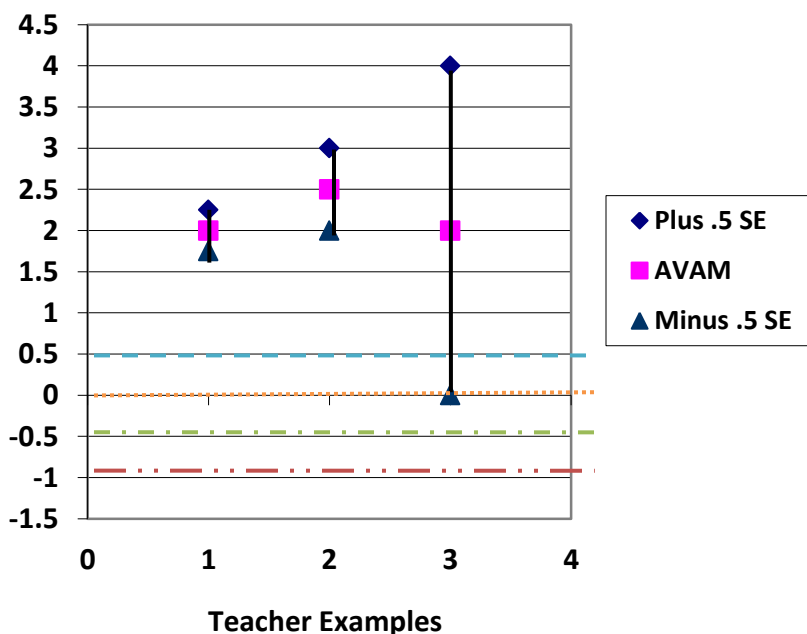
TEACHER EXAMPLES: The following teacher examples are provided to clarify the determination of the appropriate performance rating for the Student Learning Growth portion of the Summative Annual Teacher Evaluation Form for any Manatee Teacher classified using the individual Teacher AVAM classification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



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

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

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

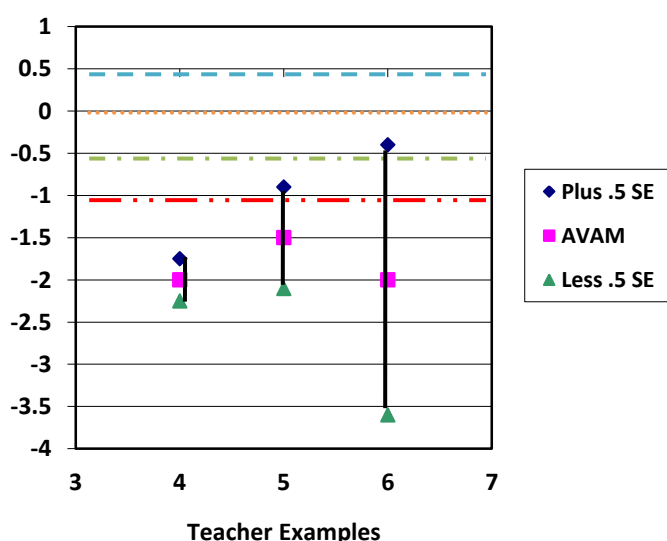


The dotted horizontal line at zero (0.00) is the mean for all teacher AVAM scores. The dash line at 0.50 is one-half standard deviations above the mean and is the HIGHLY EFFECTIVE threshold. Teacher 1 and Teacher 2 each have a confidence band (vertical black lines) that is completely above the dashed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

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

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

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

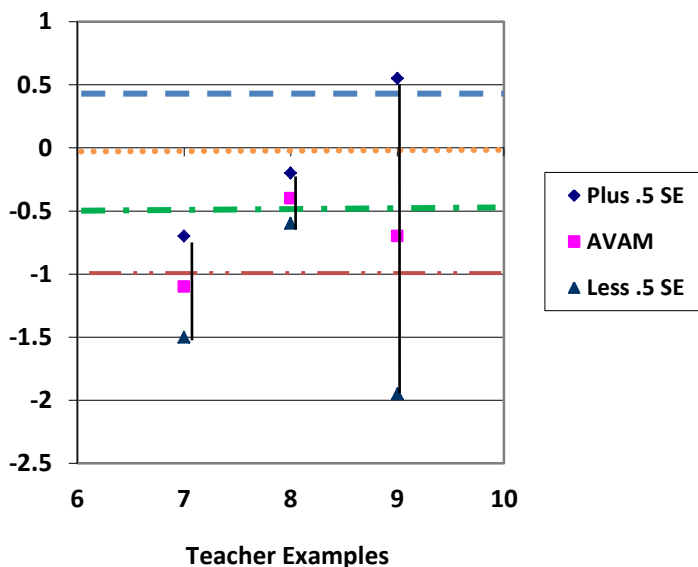


If the dotted line at zero (0.00) is the mean for all teacher AVAM scores and the dash and dotted line at -0.50 is one-half standard deviations below the mean and the threshold for NI/D, and the dash and double dotted line at -1.00 represents the threshold for U at one standard deviation below the mean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

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

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

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

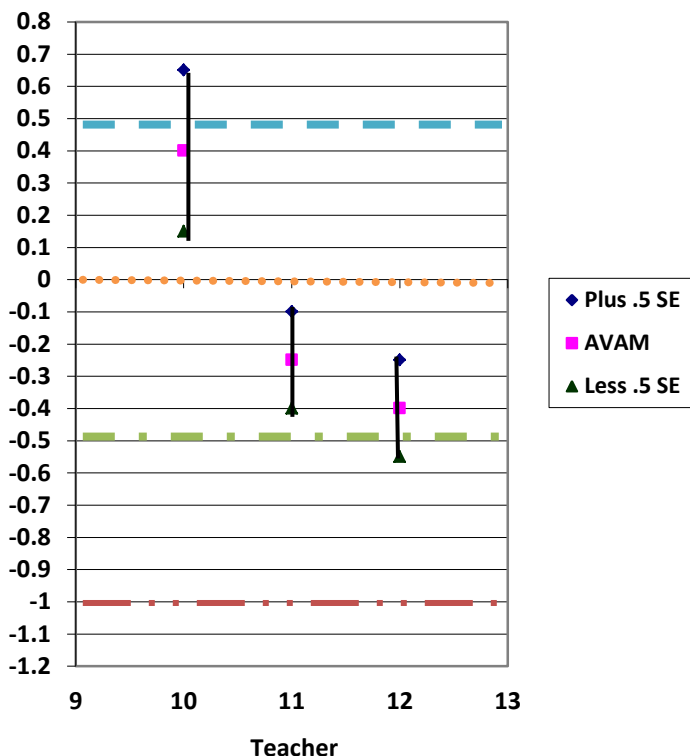


If the dotted line at zero (0.00) is the mean for all teacher AVAM scores, and the dashed line at 0.50, one-half standard deviation above the mean, represents the HE threshold, and the dot and dash line at -0.50, one-half standard deviations below the mean, represents the threshold for NI/D, and the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

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

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

Teacher Example 12: Teacher 12 has an AVAM score of -0.400 and an AVAM SE of 0.300 . The Confidence Band for Teacher 12 is from -0.250 ($-0.400 + 0.150 = -0.250$) at the top of the band to -0.550 ($-0.400 - 0.150 = -0.550$) at the bottom of the Confidence Band. Even though the bottom of the Confidence Band crosses the NEEDS IMPROVEMENT/DEVELOPING threshold of -0.500 , not all of the Confidence Band is below that threshold. Therefore, Teacher 12 is classified as EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation Form.



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

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

- A teacher with less than ten (10) student FCAT records reported by the state for that teacher will not be classified using the Teacher AVAM scores.
- A teacher that has more than 10 student FCAT records reported by the state for that teacher, but has a high teacher AVAM SE score resulting in a Confidence Band that crosses two or more performance thresholds and spans three or more performance classification levels will not be classified using the individual teacher AVAM scores.
- A teacher that has no student FCAT records reported by the state for that teacher will not be classified using the individual teacher VAM scores.
- All middle school teachers, including those who teach eighth grade Algebra I will be classified using the individual teacher VAM scores for 2013-14.
- A teacher teaching courses that are assessed through the state end-of-course exams (Civics, American History, Geometry) will be assessed using the individual teacher VAM scores for 2013-14.

Other teachers will be rated using the following measures:

<u>Grade level or Subject Area</u>	<u>Assessment or Data</u>	<u>Process to determine rating</u>
Prekindergarten	FLVPK assessment	Comparing AP1 to AP3
Kindergarten, First, and Second grades	FAIR	Comparing AP1 to AP3
Third grade	Benchmark to FCAT 2.0	Comparing the lowest benchmark percentage to FCAT Reading points
Special Areas – Arts, Music, PE/Vocational Area	Teacher VAM	VAM scores of the teacher's students
11 th and 12 th grade subject areas without an EOC	PERT, ACT, or SAT	Pass rate Average
Reading and Math Coaches, Guidance Counselors, and Media Specialists	School VAM	VAM scores of the grade levels or subject areas with which the coach works
Algebra I (8 th Grade), Geometry, Civics, American History	Teacher VAM	VAM scores of the teacher's students

For teachers who do not receive VAM scores, the thresholds for evaluation are determined as follows:

Highly effective =	2 standard deviations (SD) above the grade level mean
Effective =	1 SD above and 1 SD below the grade level mean
Needs Improvement/Developing =	2 SD below the grade level mean
Unsatisfactory =	Greater than 2 SD below the grade level mean

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

School's Value Added Model Score - The School AVAM is the typical amount that students at a school learn above expectation and is calculated using a statistical model based on FCAT data for the students at the school. Using the state formula, the District will calculate a School's Aggregated Value Added Model (School AVAM) score and a School's Aggregated Value Added Model Standard Error (School AVAM SE). The District will also calculate the mean score and standard deviation for all schools within the District each year.

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

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

HIGHLY EFFECTIVE - A Teacher not classified using the state reported Teacher AVAM data who teaches all students in the school will be classified as HIGHLY EFFECTIVE (HE) in the Student Learning Growth portion of the Summative Annual Teacher Evaluation if the School's entire error confidence band is above the score that equates to one-half of a standard deviation above the mean for all District Schools VAM scores. The School's Confidence Band is calculated as the School AVAM score plus one-half of the School AVAM SE at the top of the band to the School AVAM score minus one-half of the School AVAM SE.

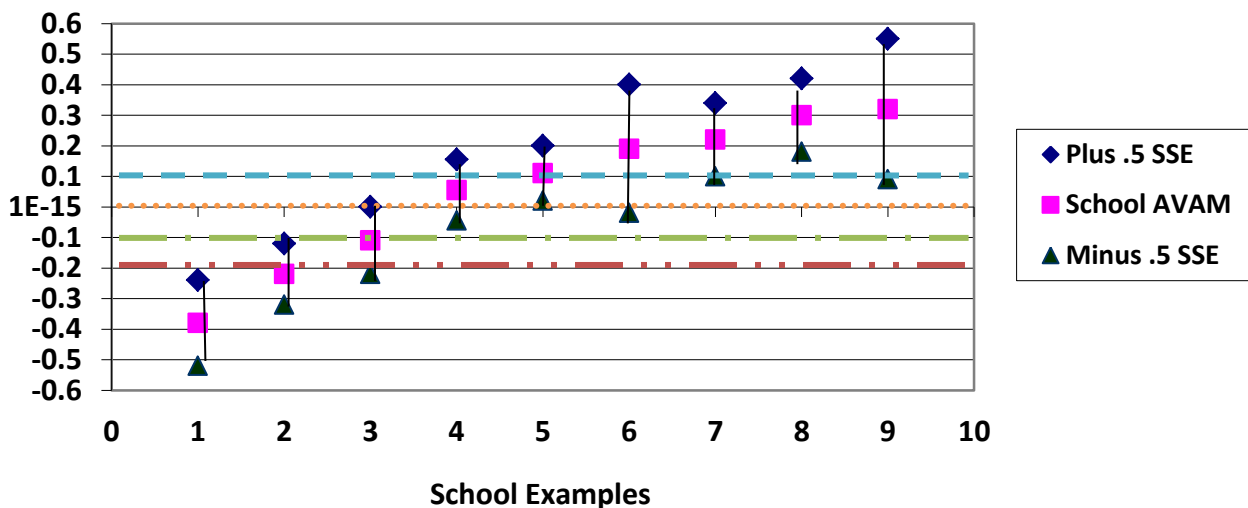
UNSATISFACTORY - A Teacher not classified using the state reported Teacher AVAM data who teaches all students in the school will be classified as UNSATISFACTORY in the Student Learning Growth

portion of the Summative Annual Teacher Evaluation if the School's entire Confidence Band is below the threshold for UNSATISFACTORY, the score that equates to one standard deviation below the mean for all School AVAM scores. The School Confidence Band is calculated as the School AVAM score plus one-half of the School AVAM SE at the top of the band to the School AVAM score minus one-half of the School AVAM SE.

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

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

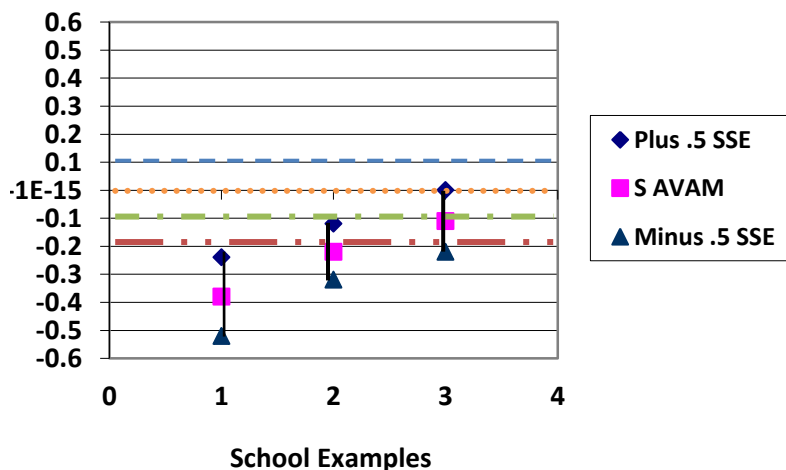
SCHOOL EXAMPLES: Teachers not rated using the Teacher AVAM classification method who teach all students in the school, will be classified using the School AVAM classification method. The following school examples are provided to clarify the determination of the appropriate performance rating for the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



School 1 Example: School 1 has a School AVAM score of -0.380 with a School AVAM SE of 0.280. The Confidence Band for School 1 spans from the School AVAM score plus one-half of the School AVAM SE or -0.240 at the top of the band ($-0.380 + 0.140 = -0.240$) to the School AVAM score minus one-half of the School AVAM SE or -0.52 at the bottom of the band ($-0.380 - 0.14 = -0.52$). This School Confidence Band from -0.240 to -0.52 is entirely below the UNSATISFACTORY threshold for School scores at -0.200, one standard deviation below the mean for all School AVAM scores. Therefore, all teachers in School 1 not rated using the individual Teacher AVAM classification method would be rated as UNSATISFACTORY on the Student Learning Growth portion of the Summative Annual Teacher Evaluation form for this year.

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

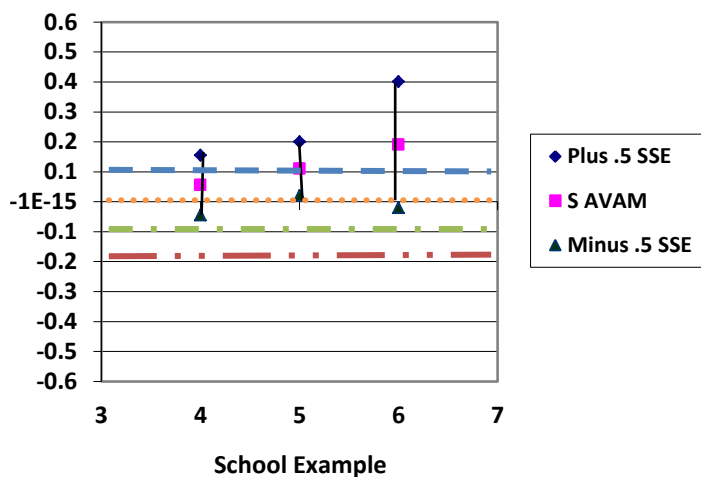
School 3 Example: School 3 has a School AVAM score of -0.110 with a School AVAM SE of 0.220. The School Confidence Band for School 3 is from 0.00 at the top of the band, the School AVAM score plus one-half of the School AVAM SE ($-0.110 + 0.110 = 0.00$) to -0.22 at the bottom of the School Confidence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



School 4 Example: School 4 has a School AVAM score of 0.055 with a School AVAM SE of 0.20. The Confidence Band for School 4 spans from the School AVAM score plus one-half of the School AVAM SE or 0.155 at the top of the band ($0.055 + 0.10 = 0.155$) to the School AVAM score minus one-half of the School SE or -0.045 at the bottom of the band ($0.055 - 0.10 = -0.45$). This School Confidence Band from 0.155 to -0.450 is entirely above the threshold for NEEDS IMPROVEMENT/DEVELOPING at -0.10, but is not entirely above the HIGHLY EFFECTIVE threshold for School scores at 0.100, one standard deviation above the mean for all School AVAM scores. Therefore, all teachers in School 4 not rated using the individual Teacher AVAM classification method would be rated as EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation form for this year.

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

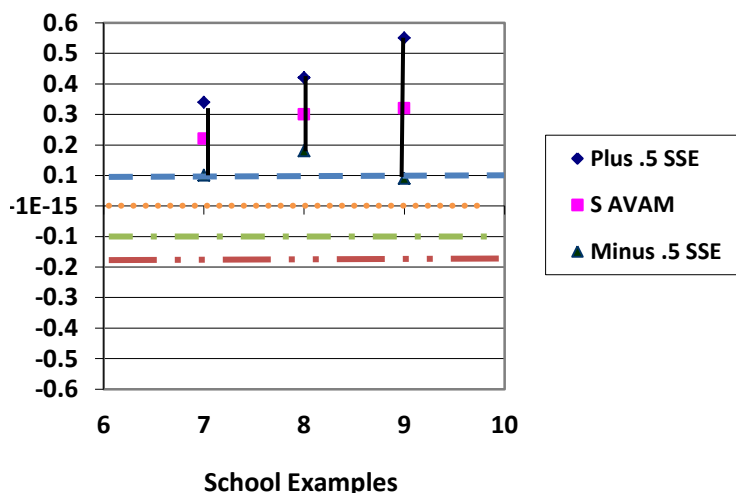
School 6 Example: School 6 has a School AVAM score of 0.19 with a School AVAM SE of 0.42. The School Confidence Band for School 6 is from 0.40 at the top of the band, the School AVAM score plus one-half of the School AVAM SE ($0.19 + 0.210 = 0.40$) to -0.02 at the bottom of the School Confidence Band,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



School 7 Example: School 7 has a School AVAM score of 0.22 with a School AVAM SE of 0.24. The Confidence Band for School 7 spans from the School AVAM score plus one-half of the School AVAM SE or 0.340 at the top of the band ($0.22 + 0.12 = 0.34$) to 0.10, the School AVAM score minus one-half of the School SE or 0.10 at the bottom of the band ($0.22 - 0.12 = 0.10$). This School Confidence Band from 0.34 to 0.10 is entirely at or above the HIGHLY EFFECTIVE threshold for School scores at 0.100, one standard deviation below the mean for all School AVAM scores. Therefore, all teachers in School 7 not rated using the individual Teacher AVAM classification method would be rated as HIGHLY EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation form for this year.

School 8 Example: School 8 has a School AVAM score of 0.30 with a School AVAM SE of 0.24. The School Confidence Band for School 8 is from 0.42 at the top of the band, the School AVAM score plus one-half of the School AVAM SE ($0.30 + 0.12 = 0.42$) to 0.18 at the bottom of the School Confidence Band, the School AVAM score minus one-half of the School SE ($0.30 - 0.12 = 0.18$). This School Confidence Band from 0.42 to 0.18 is entirely above the HIGHLY EFFECTIVE threshold at 0.10, therefore, the teachers not rated using the individual teacher AVAM classification method assigned to School 8 will be classified as HIGHLY EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation form for the year.

School 9 Example: School 9 has a School AVAM score of 0.32 with a School AVAM SE of 0.46. The School Confidence Band for School 9 is from 0.55 at the top of the band, the School AVAM score plus one-half of the School AVAM SE ($0.32 + 0.23 = 0.55$) to 0.09 at the bottom of the School Confidence Band, the School AVAM score minus one-half of the School SE ($0.32 - 0.23 = 0.09$). This School Confidence Band from 0.55 to 0.09 is not entirely above the HIGHLY EFFECTIVE threshold at 0.10, therefore the teachers assigned to this school not rated using the individual Teacher AVAM classification method will be rated EFFECTIVE on the Student Learning Growth portion of the Summative Annual Teacher Evaluation Form for this year. (See Chart)



OVERVIEW EVALUATION PROCESS AND PROCEDURES

INITIAL SCREENING CLASSROOM VISIT

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

FORMAL OBSERVATIONS

The approved Observation Form shall be used for all formal observations. 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, 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 the Observation Form. These teachers may request an additional observation. Principals may choose to observe teachers in excess of these requirements.

WALK-THROUGH CLASSROOM VISITS

A Walk-through is a brief seven to ten minute classroom visit using one of the two Walk-through forms. The intent of a Walk is to collect data at different times within each semester using the Walk-through Form connected to Standard 3 - Instructional Delivery and Facilitation or, if needed, Standard 2 - The Learning Environment. Not all expectations may be evident in any single walk. Although a conference is not required for most walks, either the teacher or evaluator may request a conference following a walk-through.

DELIBERATE PRACTICE - PROFESSIONAL DEVELOPMENT PLAN

The Professional Development Plan will be used to support a teacher's growth and demonstrate the expectations for Standard 5 - Continuous Professional Improvement 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. Many of these evidence sources are listed in the charts provided for each of the Standards. 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 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 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. 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. The original (white) copy is submitted to the human resources department within the timelines established annually. All copies will be distributed as per form.

SUMMATIVE TEACHER EVALUATION PROCEDURES

OVERVIEW

The Manatee County Teacher Annual Summative Evaluation Form and the First Semester Summative Evaluation Form are used to summarize the teacher's performance related to the six Teacher Performance Standards and Expectations based on the Florida Educators' Accomplished Practices (FEAPs) as revised in December 2010. 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 First Semester Summative Evaluation Form and the Annual Summative Evaluation Form are to be completed during or following 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 First Semester Summative Evaluation Form and the Annual 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 First Semester Summative Evaluation Form is used to summarize the new teacher's performance related to the six Teacher Performance Standards and Expectations based on the Florida Educators' Accomplished Practices (FEAPs) as revised in December 2010, 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 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 First Semester Summative Evaluation Form is to be completed during or following 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. The Student Learning Gains will be based on Standard 4 – Assessment and its expectations as determined by the District.

CONFERENCES

The teacher must sign the First Semester Summative Evaluation Form or the Instructional Annual 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. All the copies will be distributed as per form.

EVIDENCE

The First Semester Summative Evaluation Form must be based on the evidence collected throughout the first semester. The Instructional Annual 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.

Manatee County Teacher Evaluation System
Instructional Annual Summative Evaluation Form

Employee Name _____ ID Number _____

School Site _____ Position _____

Summary of ratings:

A. Standards (30%)

	4	3	2	1
1. Instructional Design and Lesson Planning				
2. The Learning Environment				
3. Instructional Delivery and Facilitation				
4. Assessment				

B. Deliberate Practice (25%)

	4	3	2	1
5. Continuous Professional Improvement				

C. Professional Responsibility and Ethics (5%)

	4	3	2	1
6. Professional Responsibility and Ethics				

Employee Signature

Administrator Signature

Date

D. Student Growth Measurement (40%)

	4	3	2	1
<i>Measurement of student learning growth using the formula approved by the Commissioner</i>				

FINAL RATING:	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<i>Use Summative Evaluation Spreadsheet to calculate final rating</i>	3.50 – 3.95	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49
A + B + C + D =				

Employee Signature

Administrator Signature

Date

Administrator Name (Print)

Manatee County Teacher Evaluation System
First Semester Summative Evaluation Form

Employee Name _____ ID Number _____

School Site _____ Position _____

Summary of ratings:

A. Instructional Practice (60%)

	4	3	2	1
1. Instructional Design and Lesson Planning				
2. The Learning Environment				
3. Instructional Delivery and Facilitation				

B. Student Performance (30%)

	4	3	2	1
4. Assessment				
5. Continuous Professional Improvement				

C. Professional Responsibility and Ethics (10%)

	4	3	2	1
6. Professional Responsibility and Ethics				

FINAL RATING:	Highly Effective	Effective	Developing	Unsatisfactory
<i>Use Summative Evaluation Spreadsheet to calculate final rating</i>	3.5 – 3.90	2.5 – 3.49	1.5 – 2.49	1.0 – 1.49
A + B + C =				

Employee Signature

Administrator Signature

Date

Administrator Name (Print)

TEACHER EVALUATION OBSERVATION PROCEDURES

OVERVIEW

Florida Educator Accomplished Practices (FEAP) is the foundation of the Manatee County Teacher Evaluation System. As stated in the philosophy, the purpose of the system is to improve the quality of instructional, administrative, and supervisory service to increase student learning growth. Each teacher will be observed at least once during the year with new teachers, probationary teachers, and teachers new to the district being observed at least twice during the year.

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

Formal observations for evaluation purposes shall be performed using the appropriate forms provided within the system 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 within ten (10) days of the observation.

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

Trained observers may conduct Walk-through observations, brief seven to ten minute observations, and collect data using the Walk-through Tools connected to Standard 3- Instructional Delivery and Facilitation or, if needed, Standard 2 – The Learning Environment. As all forms, any Walk-through Form intended to be used for the evaluation process must be signed by both the administrator and the teacher, with a copy provided to the teacher. **A conference must be held for any Walk-through when improvements are noted that could negatively impact the evaluation or at the request of the teacher or administrator.** Walks in which no data will be used in the evaluation process do not require a conference or the maintenance of a form. However, feedback is always encouraged.

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

PRE-OBSERVATION CONFERENCE

The pre-observation tool may be used as evidence to demonstrate effective practices in Standards 1 and 4. The pre-observation conference will be used to support the expectations for Standard 1 -Instructional Design and Lesson Planning and Standard 4 – Assessment. Standard 1 pertains to the specific observed lesson and Standard 4 pertains to yearly teaching practice. The teacher completes this form 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 Gradebook page, student portfolios, data files, lesson plans, sample assessments, teacher-made tests, quizzes, exit tickets, entrance tickets, etc.

OBSERVATION PROCESS

The observation tool will be used to gather evidence to support the expectations for Standard 2-Learning Environment and Standard 3-Instructional Delivery and Facilitation. 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 on the space provided.

FEEDBACK AND CONFERENCES

A post-observation conference must be held and documented after each formal observation using the Post-Observation Conference Form. A copy of Observation Form and any other observation notes should be shared with the teacher prior to the post-observation conference to facilitate teacher self- evaluation. Observer copies may be filed in the teacher's portfolio, personnel evaluation file, or simply given to the teacher depending upon the use of the information for documentation, personnel decisions or feedback for self-improvement purposes. **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 copies will be distributed as per form. All initial screening forms, observation forms or walk-through forms used for evaluation decisions must be included in the teacher's evaluation file at the school/site. 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 screening, observation, walk-through, 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 observation, 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.

CONTINUOUS IMPROVEMENT

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



08/24/2012
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Development System

School District of Manatee County, Florida

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Initial Screening Form

To be completed within first 30 days of school year or initial employment

Name: **BOLNO, LINDA H.**

Worksite: **751**

Position/Subject Area: **Tchr, Kindergarten**

School Year: **2012-2013**

Start Date: **08/24/2012** Time: **03:39 PM**

Finish Time: **03:41 PM**

Indicators	Performance Standard	Examples / Non-examples What was seen or not seen	Not Observed
The lesson objective is evident to students and reflects grade level standards.	<u>Instructional Design & Lesson Planning</u> (1a) Aligns instruction with state-adopted standards at the appropriate level of rigor (1b) Sequences lessons and concepts to ensure coherence and required prior knowledge (1c) Designs instruction for students to achieve mastery	***** ***** ***** *****	
Classroom rules and procedures are clearly established with consequences.	<u>Learning Environment</u> (2b) Manages individual and class behaviors through a well-planned management system (2c) Conveys high expectations to all students	***** *****	
Physical layout of the classroom is able to accommodate the differing needs and diversity of students.	<u>Learning Environment</u> (2a) Organizes, allocates, and manages the resources of time, space, and attention (2h) Adapts the learning environment to accommodate the differing needs and diversity of students	***** ***** *****	
Models clear, acceptable oral and written communication skills.	<u>Learning Environment</u> (2c) Conveys high expectations to all students		✓
Uses verbal and nonverbal behaviors that create a nurturing environment for students.	<u>Learning Environment</u> (2d) Respects students cultural, linguistic and family background (2f) Maintains a climate of openness, inquiry, fairness, and support		✓
The students are actively engaged, on task and challenged.	<u>Multiple</u> <u>Learning Environment</u> (2a) Organizes, allocates, and manages the resources of time, space, and attention <u>Instructional Delivery & Facilitation</u> (3a) Deliver engaging and challenging lessons	***** ***** *****	
Conveys high expectations to all students.	<u>Multiple</u> <u>Learning Environment</u> (2c) Conveys high expectations to all students <u>Instructional Delivery & Facilitation</u> (3b) Deepen and enrich students understanding through content area literacy strategies, verbalization of thought, and application of the subject matter	***** ***** *****	
Uses informal assessments to check for understanding.	<u>Multiple</u> <u>Instructional Design & Lesson Planning</u> (1c) Designs instruction for students to achieve mastery (1d) Selects appropriate formative assessments to monitor learning <u>Instructional Delivery & Facilitation</u> (3c) Identify gaps in students subject	***** ***** ***** *****	

School District of Manatee County
Teacher Pre-Observation Form

Employee _____

Site _____

Date _____

Subject/Grade Level _____

The pre-observation conference will be used to support the expectations for Standard 1 -Instructional Design and Lesson Planning and Standard 4 – Assessment. Standard 1 pertains to the specific observed lesson and Standard 4 pertains to yearly teaching practice. The teacher completes this form 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 Gradebook page, student portfolios, data files, lesson plans, sample assessments, teacher-made tests, quizzes, exit tickets, entrance tickets, etc.

Standard 1 - Instructional Design and Lesson Planning

The effective educator consistently applies concepts from human development and learning theories.

a) How did you align instruction with state-adopted standards at the appropriate level of rigor?

b) How did you sequence this lesson/concepts to ensure coherence and consider prior knowledge?

c) How will you ensure mastery of this lesson?

d) What formative assessments are you using to monitor learning?

e) What variety of data (independently and in collaboration with colleagues) will be used to evaluate the learning outcomes, adjust planning and continuously improve the effectiveness of the lesson?

f) How will students be asked to demonstrate a variety of applicable skills and competences in this lesson?

g) What evidence supports that you are on target with pacing and fidelity to the curriculum?

School District of Manatee County
Teacher Pre-Observation Form

Standard 4- Assessment

The effective educator gathers, analyzes, and uses data (including FCAT state assessment data as applicable) to measure learner progress, guide instruction, and provide timely feedback.

a) How do you analyze and apply data from multiple assessments and measures to diagnose students' learning needs, inform-instruction based on those needs, and drive-the learning process?

b) What steps do you take to design and align formative and summative assessments that match learning objectives and lead to mastery?

c) What assessment tools are used to monitor student progress, achievement and learning gains?

d) How are assessment and testing conditions modified to accommodate learning styles and varying levels of knowledge?

e) Give examples of how you share importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).

f) How is technology used to organize and integrate assessment information?

Other noted standards and expectations

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Employee Signature
MIS 41-01029, Human Resources
Approved: 09/2013

Date

Administrator Signature
Distribution: Employee, Administrator, Human Resources
Expires: 09/2018

Date



02/21/2014
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Pre-Observation Tool for Teacher Assessment

Date:

Pre-Observation Number:

Name:

Worksite:

Position/Subject Area:

School Year:

The pre-observation conference will be used to support the expectations for Standard 1 -Instructional Design and Lesson Planning and Standard 4 - Assessment. Standard 1 pertains to the specific observed lesson and Standard 4 pertains to yearly teaching practice. The teacher completes this form 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 Gradebook page, student portfolios, data files, lesson plans, sample assessments, teacher-made tests, quizzes, exit tickets, entrance tickets, etc.

Standard 1 - Instructional Design and Lesson Planning

The effective educator consistently applies concepts from human development and learning theories

a) How did you align instruction with state-adopted standards at the appropriate level of rigor?

b) How did you sequence this lesson/concepts to insure coherence and consider prior knowledge?

c) How will you ensure mastery of this lesson?

d) What evidence supports that you are on target with pacing and fidelity to curriculum?

e) What formative assessments are you using to monitor learning?

f) What variety of data (independently and in collaboration with colleagues) will be used to evaluate the learning outcomes, adjust planning, and continuously improve the effectiveness of the lesson?

g) How will students be asked to demonstrate a variety of applicable skills and competences in this lesson?



Click on "?" to view Rubric

[Highly Effective](#) ?

[Effective](#) ?

[Needs Improvement/Developing](#) ?

[Unsatisfactory](#) ?

Standard 4 - Assessment

The effective educator gathers, analyzes, and uses data (including FCAT state assessment data as applicable) to measure learner progress, guide instruction, and provide timely feedback

a) How do you analyze and apply data from multiple assessments and measures to diagnose students' learning needs, inform-instruction based on those needs, and drive the learning process?

b) What steps do you take to design and align formative and summative assessments that match learning objectives and lead to mastery?

c) What assessment tools are used to monitor student progress, achievement and learning gains?

d) How are assessment and testing conditions modified to accommodate learning styles and varying levels of knowledge?

e) Give examples of how you share importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).

f) How is technology used to organize and integrate assessment information?

Click on "?" to view Rubric

[Highly Effective](#) ?

[Effective](#) ?

[Needs Improvement/Developing](#) ?

[Unsatisfactory](#) ?

Other noted standards and expectations

Teacher Review Date:

Administrator Review Date:

Evaluator:

School District of Manatee County
Observation Tool for Teacher Evaluation

Employee _____

Site _____

Date _____

Subject/Grade Level _____

Standard 2 - The Learning Environment

The effective educator maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.

Standard	Evidence
a) Organizes, allocates, and manages the resources of time, space, and attention	
b) Manages individual and class behaviors through a well-planned management system	
c) Conveys high expectations to all students	
d) Respects students' cultural and family background	
e) Models clear, acceptable oral and written communication skills	
f) Maintains a climate of openness, inquiry, fairness and support	
g) Integrates current information and communication technologies i) Utilizes current and emerging assistive technologies that enable students to participate in the high-quality communication interactions and achieve their educational goals	
h) Adapts the learning environment to accommodate students' diverse needs	

School District of Manatee County
Observation Tool for Teacher Evaluation

Standard 3 - Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught.

Standard	Evidence
a) Delivers engaging and challenging lessons	
b) Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter	
c) Identifies gaps in students' subject matter knowledge d) Modifies instruction to respond to preconceptions or misconceptions j) Utilizes student feedback to monitor instructional needs and to adjust instruction	
e) Relates and integrates the subject matter with other disciplines and life experiences	
f) Employs higher-order questioning techniques	
g) Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	
h) Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students	
i) Support, encourage, and provide immediate and specific feedback to students to promote student achievement	

Other observed standards and expectations

Employee Signature
MIS 41-01030, Human Resources
Approved: 09/2013

Date

Administrator Signature
Distribution: Employee, Administrator, Human Resources
Expires: 09/2018

Date



02/21/2014
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School District of Manatee County, Florida

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Observation Tool for Teacher Assessment

Date:

Observation Number:

Name:

Worksite:

Position/Subject Area:

School Year:

Standard 2 - The Learning Environment

The effective educator maintains a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative

a) Organizes, allocates, and manages the resources of time, space, and attention

b) Manages individual and class behaviors through a well-planned management system

c) Conveys high expectations to all students

d) Respects students' cultural and family background

e) Models clear, acceptable oral and written communication skills

f) Maintains a climate of openness, inquiry, fairness and support

g) Integrates current information and communication technologies

i) Utilizes current and emerging assistive technologies that enable students to participate in the high-quality communication interactions and achieve their educational goals

h) Adapts the learning environment to accommodate students' diverse needs

Click on "?" to view Rubric

[Highly Effective](#) ?

[Effective](#) ?

[Needs Improvement/Developing](#) ?

[Unsatisfactory](#) ?

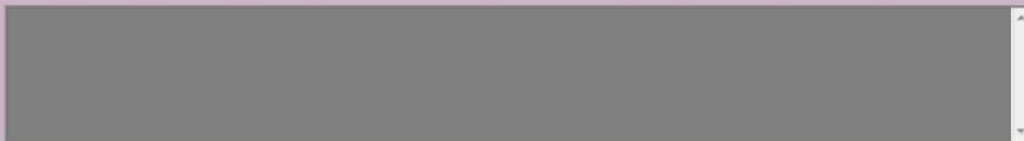
Standard 3 - Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught

a) Delivers engaging and challenging lessons



b) Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter



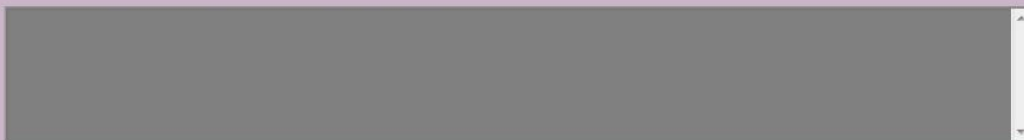
c) Identifies gaps in students' subject matter knowledge

d) Modifies instruction to respond to preconceptions or misconceptions

j) Utilizes student feedback to monitor instructional needs and to adjust instruction



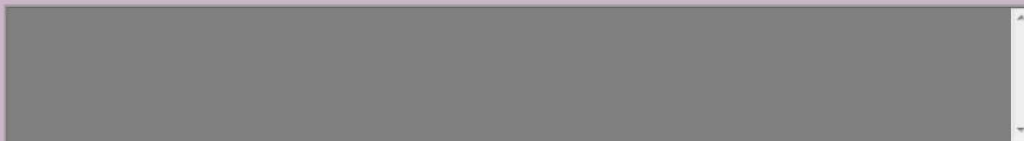
e) Relates and integrates the subject matter with other disciplines and life experiences



f) Employs higher-order questioning techniques



g) Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding



h) Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students



i) Support, encourage, and provide immediate and specific feedback to students to promote student achievement

Click on "?" to view Rubric

[Highly Effective](#) ?

[Effective](#) ?

[Needs Improvement/Developing](#) ?

[Unsatisfactory](#) ?

Other observed standards and expectations

Teacher Review Date:

Administrator Review Date:

Evaluator:

School District of Manatee County

Post-Observation Form

Teacher _____

Administrator _____

Date of Conference _____

Date of Observation _____

Behaviors to Continue/Maintain

Specific Examples

--	--

Behaviors to Initiate/Increase

Specific Examples

--	--

Behaviors to Reduce/Eliminate

Specific Examples

--	--

Additional observation needed

_____ Teacher

_____ Administrator

Teacher

Date

Administrator

Date

MIS 41-01032, Human Resources (Approved: 10/2011; Expires: 10/2016)

Distribution: Administrator, Employee, Human Resources



02/21/2014
12:51:44 PM

School District of Manatee County, Florida

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Post-Observation Form

Post-Observation Number:

Date of Conference:

Name:

Date of Observation:

Position/Subject Area:

Worksite:

School Year:

Behaviors to Continue/Maintain	Specific Examples
<input type="text"/>	<input type="text"/>
Behaviors to Initiate/Increase	Specific Examples
<input type="text"/>	<input type="text"/>
Behaviors to Reduce/Eliminate	Specific Examples
<input type="text"/>	<input type="text"/>

Additional observation needed:

☐ **Teacher**

☐ **Administrator**

Teacher Review Date:

Administrator Review Date:

Administrator:

[← Back](#)

Walk-through Tool for Teacher Evaluation

Standard 3: Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and a comprehensive knowledge of the subject taught.

Effective instruction in Manatee County includes the assignment of rigorous and clearly defined standards-based tasks that challenge and engage students in the learning process. Our teachers use a variety of research-based strategies during the delivery of instruction to increase student engagement, deepen understanding, differentiate according to need, and monitor achievement growth.

Walk Number: 1

Total # of Students: 20 / 20 Total # Engaged

Start Date: 08/27/2012 **Time:** 03:49 PM

Finish Time: 03:49 PM

Name: BOLNO, LINDA H.

Worksite: 751

Position/Subject Area: Tchr, Kindergarten

School Year: 2012-2013

Task	Scenario:
<p>Does the standards-based task include quality design, cognitive complexity, & clarity?</p> <ol style="list-style-type: none"> delivers engaging and challenging lesson? deepen student understanding? formative assessment to identify gaps? response to student misconception(s)? Integration? employ higher-order questioning to challenge students? comprehensible instructions? differentiated? immediate feedback to increase achievement? utilize feedback? 	<ul style="list-style-type: none"> Students are currently working on <div style="border: 1px solid black; padding: 5px; min-height: 80px;"></div> <ul style="list-style-type: none"> The teacher is currently <div style="border: 1px solid black; padding: 5px; min-height: 80px;"></div> <ul style="list-style-type: none"> Notes <div style="border: 1px solid black; padding: 5px; min-height: 120px;"></div>
Student Engagement	
<p>Is targeted/on-task student participation part of the learning process? (Inquiry, problem solving, questioning, collaboration w peers, etc.)</p> <ol style="list-style-type: none"> engaging lesson(s)? modify lessons based on student behaviors/responses? relevant to students' prior knowledge/life experience(s)? apply varied strategies / technology? 	
Strategies	
<p>Techniques used to increase engagement & deepen understanding?</p> <ol style="list-style-type: none"> challenging?(know level of students and stretch/scaffold) <ol style="list-style-type: none"> engaging? (require active participation of students) literacy strategies? (question, summarize, synthesize, etc.) verbalization of thought? (think-aloud, model, etc.) formative assessments? (questioning, exit slip, etc.) relate content to student experiences / real world? higher-order questioning strategies? apply varied strategies / technology? differentiate based on assessment /need? provide specific and immediate feedback ? utilize feedback to adjust instruction? 	

Feedback of Observer:

Observer Review Date: 08/27/2012

School District of Manatee County

Walk-through Tool for Teacher Evaluation

Standard 2: The Learning Environment

Teacher _____ Observer _____

Date _____ Time _____

If there are any questions or concerns from the feedback provided on this form, the teacher or administrator may request a conference to discuss the walk-through feedback. However, 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. Not all expectations will be observed during the walk-through observation.

Expectation	Comments/Evidence
a) Organizes, allocates, and manages the resources of time, space, and attention <i>How was the physical layout and organization of the classroom conducive to student learning?</i>	
b) Manages individual and class behaviors through a well-planned management system <i>How were classroom rules and procedures supporting student learning and engagement?</i>	
c) Conveys high expectations to all students <i>How is the teacher communicating high expectations for all students?</i>	
d) Respects students' cultural, linguistic and family background <i>What teacher behaviors reflect the building of a diverse classroom climate?</i>	
e) Models clear, acceptable oral and written communication skills <i>How was the communication between the teacher and students creating effective interaction to enhance learning?</i>	
f) Maintains a climate of openness, inquiry, fairness and support <i>How are the students and teacher relating to each other?</i>	
g) Integrates current information and communication technologies <i>What strategies demonstrate the integration of technology in the classroom?</i>	
h) Adapts the learning environment to accommodate the differing needs and diversity of students <i>How is the learning environment differentiated for the students?</i>	
i) Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals <i>How are special needs students encouraged to participate in the classroom discussion?</i>	

Evidence of other expectations

Conference Requested: ___ Teacher ___ Observer

Employee Signature Date
MIS 41-01031, Human Resources (Approved: 10/2011; Expires: 10/2016)

Administrator Signature Date
Distribution: Administrator, Employee, Human Resources

Parent Input Form

Teacher's Name _____

Teaching Assignment _____

Worksite/School _____

Parent's Comments _____

Parent's Signature _____ Date _____

Print Name _____

This signed form will be placed in the principal's correspondence file for no longer than one year.

DELIBERATE PRACTICE- PROFESSIONAL DEVELOPMENT PLAN

OVERVIEW

The Professional Development Plan will be used to support a teacher's growth and demonstrate the expectations for Standard 5- Continuous Professional Improvement 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 and signed 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. The PDP rating becomes part of the Instructional Annual Summative Evaluation for Standard 5 Continuous Professional Development.



08/24/2012

11:22 AM

Development System

School District of Manatee County, Florida

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Professional Development Plan

All Teachers: Classroom and Non-Classroom Instructional

Name: **BOLNO, LINDA H.**

Worksite: **751**

Position/Subject Area: **Tchr, Kindergarten**

School Year: **2012-2013**

Specify SMART Goal(s)

This may be individual, department, school, SLC, etc. goal. Include expected student outcomes.

Research and Data Evidence

What data was used to determine need and what research is used to develop plan.

Strategies and Behaviors

What strategies and behaviors will you use to accomplish your SMART goal?

Professional Learning Activities

May include workshops, study groups, action research, coaching, reading resources, classroom visits, peer observations, self-study, activities related to the subject content or teaching methods, technology, assessment and data analysis, classroom management, school safety, other.

Collaborating Personnel

Assistance and/or Resources Required

Mid-Year Self Evaluation and Reflection

Required for new teachers to include with first semester summative evaluation.

Plan Modification

Administrators Mid-Year Comments

Professional Development Plan Rubric:

Highly Effective:

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

Effective:

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

Needs Improvement/Developing:

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

Unsatisfactory:

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

TEACHER EVALUATION – IMPROVEMENT NOTICE

OVERVIEW

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

Administrators may mark "Needs Improvement" or "Unsatisfactory" on the Teacher Observation Form 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.

The original (white) copy should be submitted to the Human Resources Department attached to any "Unsatisfactory" evaluations. If the required improvements are made, the white copy may be kept with the administrator's copy in the teacher's personnel file at the school or work site. A copy should be given to the employee. If any notations or changes are made to any one copy, they must be made to all copies. Copies will be submitted as per form.

School District of Manatee County
FORMAL IMPROVEMENT NOTICE

(Failure to demonstrate improvement may result in a
"Developing" or "Unsatisfactory" evaluation,
or contract non-renewal)

NAME _____ SCHOOL/LOCATION _____ ACADEMIC YEAR _____

ASSIGNMENT _____ PERSON COMPLETING FORM _____

1. Description of unsatisfactory performance _____

2. Improvement desired _____

3. Assistance to be provided _____

4. Prescribed time limits _____

5. Possible consequences _____

6. Teacher comments (optional) _____

EVALUATOR'S SIGNATURE _____ DATE _____

TEACHER'S SIGNATURE _____ DATE _____

7. Follow up results _____

DATE REVIEWED _____ EVALUATOR'S INITIALS _____ TEACHER'S INITIALS _____

MIS 41-01034, Human Resources (Expiration Date: 10/2016)

Distribution: Administrator, Employee, Human Resources

Manatee County Teacher Evaluation Cycles 2013-14

<i>Teachers New To the Manatee County School District This Year</i> <i>(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.)</i>	<i>Teachers With Two or More Years Previously Rated Less Than Effective</i>	<i>Teachers in Second or Third Years Previously Rated Effective or Highly Effective</i>	<i>Teachers After Third Year Previously Rated Effective or Highly Effective</i>
<ul style="list-style-type: none"> • 1 walk-through within the first semester 	<ul style="list-style-type: none"> • 1 walk-through within the first semester 	<ul style="list-style-type: none"> • 2 walk-throughs within the first semester 	<ul style="list-style-type: none"> • 2 walk-throughs within the first semester
<ul style="list-style-type: none"> • An Initial Screening visit shall occur within the first 30 instructional days of each year <u>or within the first 30 days of initial employment.</u> 	<ul style="list-style-type: none"> • An Initial Screening visit shall occur within the first 30 instructional days of each year. 	<ul style="list-style-type: none"> • A minimum of one observation between August 15th and December 15th including a pre and post observation conference 	<ul style="list-style-type: none"> • A minimum of one observation each year between August 15th and December 15th or January 15th and prior to May 15th including a pre and post observation conference.
<ul style="list-style-type: none"> • A minimum of one observation between August 15th and December 15th including a pre and post observation conference. 	<ul style="list-style-type: none"> • A minimum of one observation between August 15th and December 15th including a pre and post observation conference. 	<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation 	<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation
<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation 	<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation 	<ul style="list-style-type: none"> • Development of PDP during first quarter. 	<ul style="list-style-type: none"> • Development of PDP during first quarter
<ul style="list-style-type: none"> • 2 walk-throughs within the second semester 	<ul style="list-style-type: none"> • 2 walk-throughs within the second semester 	<ul style="list-style-type: none"> • 2 walk-throughs within the second semester 	<ul style="list-style-type: none"> • 2 walk-throughs within the second semester
<ul style="list-style-type: none"> • Development of Professional Growth Plan/Deliberate Practice (PDP) during first quarter. 	<ul style="list-style-type: none"> • Development of PDP during first quarter. 	<ul style="list-style-type: none"> • A minimum of one observation after January 15th and prior to May 15th including a pre and post observation conference. 	<ul style="list-style-type: none"> • Review of the PDP prior to completing the annual summative evaluation.
<ul style="list-style-type: none"> • Review of PDP prior to completing first semester summative evaluation. 	<ul style="list-style-type: none"> • A minimum of one observation after January 15th and prior to May 15th including a pre and post observation conference. 	<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation. 	<ul style="list-style-type: none"> • Annual summative evaluation prior to May 15th.
<ul style="list-style-type: none"> • Summative evaluation at the end of first semester. 	<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation. 	<ul style="list-style-type: none"> • Review of the PDP prior to completing the annual summative evaluation. 	
<ul style="list-style-type: none"> • One observation after January 15th and prior to May 15th including a pre and post observation conference. 	<ul style="list-style-type: none"> • Review of the PDP prior to completing the annual summative evaluation. 	<ul style="list-style-type: none"> • Annual summative evaluation prior to May 15th. 	
<ul style="list-style-type: none"> • Post observation conference within ten (10) days following observation. 	<ul style="list-style-type: none"> • Annual summative evaluation prior to May 15th. 		
<ul style="list-style-type: none"> • Review of the PDP prior to completing the annual summative evaluation. 			
<ul style="list-style-type: none"> • Annual Summative Evaluation prior to May 15th. 			

COMMON LANGUAGE

Deliberate Practice – Identifying an area of growth or need through data analysis, setting specific goals (SMART) for those areas of growth or need, working within a framework to accomplish those goals, and reflecting on the level of success. Deliberate practice is the professional development plan for a teacher.

Developing – One of four ratings given to teachers new to the district or in their second or third year in their performance evaluation. Since the evaluation system is a growth model, at the developing stage the teacher is working to become effective.

Effective – One of four ratings given to teachers in their performance evaluation.

Evidence – Sources of information such as observable behaviors, instructional or planning artifacts, or other data elements that are collected by either the teacher or administrator and support the FEAP core standards and expectations for effective educators.

Expectation – The description of the intended outcome. Each expectation serves as a building block for a standard of the Florida Educator Accomplished Practices (FEAPs).

Florida Educator Accomplished Practices (FEAPs) – The Educator Accomplished Practices, as revised December 2010, 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.

Formative Assessment – Assessment for learning. These assessments inform both teachers and students about student understanding at a point when timely adjustments to instruction can be made. Examples of formative assessments include student goal setting, observations, questioning strategies, or student self-assessment.

Indicator – Teacher behaviors that will support student growth. Each Standard's expectation is supported by a variety of these teacher behaviors.

Highly Effective – One of four ratings given to teachers in their performance evaluation.

Needs Improvement – One of four ratings given to teachers in their performance evaluation.

Newly Hired – Teachers who are in their first year of teaching or who are in their first year of teaching in Manatee County.

Professional Development Plan (PDP) – Plan developed by the teacher to improve instructional practices and ultimately, student achievement. The plan describes a teacher's continued professional growth and is aligned with FEAP Standard 5 – Continuous Professional Improvement.

Standard – Each of six (6) Accomplished Practices established by the State Board of Education revised in December 2010. These standards are used to evaluate the teachers of Manatee County.

Student Success Act – Senate Bill 736 passed in the 2011 legislative session. The bill provided for performance evaluations for instructional personnel and school administrators, compensation for performance, and employment.

Student Learning Growth – The measurable difference in a student's performance on statewide assessments between the current and prior year(s) that is attributable to the classroom teacher. This measurement is 40% or 50% of a teacher's evaluation.

Summative Assessment – Assessment of learning. These assessments are given periodically to determine, at a particular point in time, what students know and do not know. Examples of summative assessments include FCAT, Algebra EOC, Semester Exams, or End-of-Chapter tests.

Unsatisfactory – One of four ratings given to teachers in their performance evaluation.