2015-2016

Instructional Evaluation System Template

Manatee

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Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

**Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

1. **Performance of Students**

Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].

- At least 33.3% of the evaluation is based on student learning growth assessed annually by statewide assessments. For subjects not measured by statewide assessments, the district will calculate student learning based on district-wide assessments developed by or approved by the district. The district will use the state-adopted student growth measures for courses associated with Florida Standards Assessments as well as those noted on page 4.

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

- The district will measure growth using equally appropriate formulas. The Florida Department of Education will provide the appropriate models. The district will have the option to request, through evaluation system review process, to use student achievement, rather than growth, or combination of growth and achievement for classroom teachers where achievement is more appropriate.
- For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].

- At least 33.3% of the evaluation is based on student learning growth assessed annually by statewide assessments. For subjects not measured by statewide assessments, the district will calculate student learning based on district-wide assessments developed by or approved by the district. The district will use the state-adopted student growth measures for courses associated with Florida Standards Assessments as well as those noted.

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

- For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].

- The model is a core three-level covariate model that includes a calculation of the unique teacher effect plus one-half of the overall school effect. The teacher effect is the difference between the predicted performance and actual performance of the students connected with the teacher for each FSA reading and math test. The predicted performance is based on the *previous two years of FSA performance* by the student while taking into consideration the additional state approved variables.

- If less than three years of data are available, years for which data are available must be used. The district will include student learning growth data and other measurable student outcomes, as they are approved at the state or local level. If three years of student learning growth data are not available, years available must be used.

- For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].

- For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.]

- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].

The following optional chart is provided for your convenience. Other ways to display information are acceptable. This chart is intended to address some of the bullets listed above, but additional documentation may be needed.

Student Performance Measures

Student Performance Measure: All instructional personnel will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used.		
Teaching Assignment	Performance Measure(s) for Evaluation Purposes	Percentage Associated with Final Summative Evaluation
Pre-Kindergarten (PK)	NA	NA
Kindergarten (K)	I-Ready	33.3%
First Grade (1)	I-Ready	33.3%
Second Grade (2)	I-Ready	33.3%
Third Grade (3)	FSA to I-Ready	33.3%
Fourth Grade (4)	FSA	33.3%
Fifth Grade (5)	FSA and FCAT Science	33.3%
Other (K-5), including non-classroom instructional personnel	FSA ELA or School VAM	33.3%
Math Courses (6-8)	FSA	33.3%
Science Courses (8)	FCAT Science	33.3%
English/Language Arts/Reading Courses (6-8)	FSA	33.3%
Other (6-8), including non-classroom instructional personnel	FSA	33.3%
Civics	State EOC	33.3%
English 1	VAM	33.3%
English 2	VAM	33.3%
English 3	PERT	33.3%
English 4	PERT	33.3%
AP English Comp	National Pass-Rate	33.3%

Algebra 1; Algebra 1 Honors; Algebra 1B	State EOC VAM	33.3%
Pre-AICE Mathematics 1	State EOC	33.3%
IB Middle Years Program – Algebra 1 Honors	District Pass Rate	33.3%
Geometry; Geometry Honors	State EOC	33.3%
IB Middle Years Geometry Honors	State EOC	33.3%
Pre-AICE Mathematics 2	VAM	33.3%
Biology 1; Biology 1 Honors; Biology Technology; Biology 1 Pre-IB; Integrated Science 3; Integrated Science 3 Honors	State EOC	33.3%
Pre-AICE Biology	State EOC	33.3%
IB Middle Years Program Biology Honors	State EOC	33.3%
United States History	State EOC	33.3%
ROTC	PERT	33.3%
Other (9-12), including non-classroom instructional personnel	School VAM	33.3%
District Non-Classroom Instructional Personnel	District VAM	33.3%

Manatee County will accept the state determined VAM score of each teacher. This score will be a 1-4 score, indicated by U to HE. The chart below demonstrates how this score will be converted to points for the summative evaluation score:

VAM Score Conversion	Categorical Score	= Points
4	Highly Effective	4
3	Effective	3
2	Needs Improvement/Developing	2
1	Unsatisfactory	1

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Non-VAM Score Conversion (this will be used for assessments that don't have a conversion chart listed within the document)	Categorical Score	= Points
76 – 100% growth, achievement, or proficiency on any non-VAM assessment	Highly Effective	4
51 – 75% growth, achievement, or proficiency on any non-VAM assessment	Effective	3
26 – 50% growth, achievement, or proficiency on any non-VAM assessmentgrowth or proficiency on any non-VAM assessment	Needs Improvement/Developing	2
0 – 25% growth or proficiency on any non-VAM assessment	Unsatisfactory	1

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

2. Instructional Practice

Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].

- 50% Teacher Onsite Evaluation Data (Instructional Practice Score) which is broken down by four domain areas using the Danielson Framework for Teaching rubrics

  a) 20% - Planning and Preparation

  b) 30% - Classroom Environment

  c) 30% - Instruction

  d) 20% - Professional Responsibilities

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

- Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].
- The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

The Accomplished Practices are based upon and further describe three essential principles:
- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
- The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
- The effective educator exemplifies the standards of the profession.

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

- For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].

- The FEAP alignment chart can be found at the following link: **http://www.fldoe.org/core/fileparse.php/7503/urlt/0071814-tesa-feaps-marzanodanielson.pdf**

- For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].

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

⊟• Observation Instrument:

15-16 Evaluation C
Formal Observation
for NAME

Menu	By	Modified Date	Status	Shared		Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
No information to display					**PLANNING AND PREPARATION**				
					1a: Demonstrating Knowledge of Content and Pedagogy				
					1b: Demonstrating Knowledge of Students				
					1c: Assessments and Outcomes				
					1d: Use and Understanding of Resources				
					THE CLASSROOM ENVIRONMENT	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
					2a: Creating an Environment of Respect and Rapport				
					2b: Establishing a Culture for Learning				
					2c: Managing Classroom Procedures				
					2d: Managing Student Behavior				
					2e: Organizing Physical Space				
					INSTRUCTION	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
					3a: Communication with Students				
					3b: Using Questioning and Discussion Techniques				
					3c: Engaging Students in Learning				
					3d: Using Assessment in Instruction				
					3e: Demonstrating Flexibility and Responsiveness				
					REFLECTING ON TEACHING	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
					4a: Reflecting on Teaching				
					4b: Maintaining Accurate Records				
					4c: Communicating with Families				
					4d: Participating in Professional Community				
					4e: Growing and Developing Professionally				
					4f: Showing Professionalism				

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⊟• For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].

⊟• Non-classroom instructional personnel are evaluated using the non-classroom teacher *Danielson Framework for Teaching* (Danielson, 2007) rubrics aligned with each element

within the components for each domain. Evaluators provide evidence documenting teacher performance within the components.

☐• Observation Instrument for non-classroom personnel (rubrics reflect the position type:

🔴 15-16 Evaluation C
Formal Observation
for NAME

Menu	By	Modified Date	Status	Shared	PLANNING AND PREPARATION	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
No information to display					1a: Demonstrating Knowledge of Content and Pedagogy				
					1b: Demonstrating Knowledge of Students				
					1c: Assessments and Outcomes				
					1d: Use and Understanding of Resources				
					THE CLASSROOM ENVIRONMENT	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
					2a: Creating an Environment of Respect and Rapport				
					2b: Establishing a Culture for Learning				
					2c: Managing Classroom Procedures				
					2d: Managing Student Behavior				
					2e: Organizing Physical Space				
					INSTRUCTION	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
					3a: Communication with Students				
					3b: Using Questioning and Discussion Techniques				
					3c: Engaging Students in Learning				
					3d: Using Assessment in Instruction				
					3e: Demonstrating Flexibility and Responsiveness				
					REFLECTING ON TEACHING	Highly Effective	Effective	Developing/Needs Improvement	Unsatisfactory
					4a: Reflecting on Teaching				
					4b: Maintaining Accurate Records				
					4c: Communicating with Families				
					4d: Participating in Professional Community				
					4e: Growing and Developing Professionally				
					4f: Showing Professionalism				

☐•

☐• For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].

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

teachers, probationary teachers, and teachers new to the district being observed at least twice during the year.

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

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

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

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

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

TEACHER EVALUATION OBSERVATION PROCEDURES

<u>OVERVIEW</u>

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

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

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

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

Trained observers may conduct Walk-through observations, brief seven to ten minute observations, and collect data using the Danielson Framework for Teaching rubrics focusing on Domain 2 – The Classroom Environment and Domain 3 – Instruction. All data collected for evaluation purposes will be documented through the "My Professional Growth Plan" platform and must be accessible for teacher feedback and acknowledgement through the platform. **A conference must be held for any Walk-through when improvements are noted that could negatively impact the evaluation or at the request of the teacher or administrator.** Walks in

which no data will be used in the evaluation process do not require a conference or the maintenance of a form. However, feedback is always encouraged.

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

PRE-OBSERVATION CONFERENCE

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

OBSERVATION PROCESS

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

FEEDBACK AND CONFERENCES

A post-observation conference must be held and documented after each formal observation using the Post-Observation Conference Form. Observation notes should be shared with the teacher through the "My Professional Growth Plan" platform prior to the post-observation conference to facilitate teacher self- evaluation. **In addition, a conference must be held for any Initial Screening or Walk-through when improvements are noted that could negatively impact the evaluation or at the request of the teacher or administrator.** Conferences should cover the analysis of data collected from both parties, the identification of strengths and weaknesses (if any) and plans for improvement assistance or follow-up as needed. No data should be given to a teacher without the opportunity for feedback and discussion with the

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administrator or supervisor. All initial documentation used for evaluation decisions must be included on the "My Professional Growth Plan" platform. A written follow up of a "problem centered" conference shall be documented within the "My Professional Growth Plan" platform and accessible to the teacher within ten (10) working days of the conference. The employee may provide a written response to any screening, observation, walk-through, evaluation or conference which shall uploaded to the "My Professional Growth Plan" platform and included in the individual's personnel file.

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

~~1.~~a.   specific improvement(s) desired,
~~2.~~b.   time for improvement(s) to be made,
~~3.~~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.

Standards and Indicators

DOMAIN 1: Planning and Preparation
Effective educators organize instruction into a sequence of activities and exercises necessary to make learning accessible for all students. Components of Domain 1 include:
- **Demonstrating Knowledge of Content and Pedagogy**
    - Knowledge of Content and the Structure of the Discipline
    - Knowledge of Prerequisite Relationships
    - Knowledge of Content-Related Pedagogy
- **Demonstrating Knowledge of Students**
    - Knowledge of Child and Adolescent Development
    - Knowledge of the Learning Process
    - Knowledge of Students' Skills, Knowledge, and Language Proficiency
    - Knowledge of Students' Interests and Cultural Heritage
    - Knowledge of Students' Special Needs
- **Selecting Instructional Outcomes**

- o Value, Sequence, and Alignment
- o Clarity
- o Balance
- o Suitability for Diverse Learners
- **Demonstrating Knowledge of Resources**
  - o Resources for Classroom Use
  - o Resources to Extend Content Knowledge and Pedagogy
  - o Resources for Students
- **Designing Coherent Instruction**
  - o Learning Activities
  - o Instructional Materials and Resources
  - 1. o Instructional Groups
  - 2. o Lesson and Unit Structure
- 4. **Designing Student Assessment**
  - 1. o Congruence with Instructional Outcomes
  - 2. o Criteria and Standards
  - 3. o Design of Formative Assessments
  - 4. o Use in Future Planning

	LEVEL OF PERFORMANCE			
Component	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 1: PLANNING AND PREPARATION Component 1b: Demonstrating Knowledge of Students	The teacher displays understanding of individual students, recognizes the value of understanding their cultural heritage, collects information from a variety of sources and possesses information about each student's learning and medical needs. Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to	The teacher recognizes the value of understanding students including their cultural heritage as displayed for groups of students and shows awareness of their special learning and medical needs. All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant	The teacher recognizes the value of understanding students including the importance of knowing students' special learning or medical needs but displays that knowledge for the class as a whole or in an incomplete or inaccurate manner. Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	The teacher displays little or no knowledge of students including information related to their cultural heritage or understanding of special learning or medical needs. Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in

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• DOMAIN 1: PLANNING AND PREPARATION • Component 1a Demonstrating Knowledge of Content and Pedagogy •	Teacher displays extensive knowledge of the important concepts and pre-requisite relationships in the discipline and how these relate both to one another and to other disciplines.	Teacher displays solid knowledge of the important concepts and pre-requisite relationships in the discipline and how these relate to one another.	Teacher is familiar with the important concepts and some pre-requisite relationships in the discipline but may display lack of awareness of how these concepts relate to one another.	In planning and practice, teacher makes content errors, displays little understanding of pre-requisite relationships or does not correct errors made by students.
	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher displays little or no understanding of the range of pedagogical approaches suit-able to student learning of the content.
	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.
	engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.	cognitive challenge, with some differentiation for different groups of students.		active intellectual activity.
	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups partially support the instructional outcomes, with an effort at pro-viding some variety.	Instructional groups do not support the instructional outcomes and offer no variety.

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	different patterns of instructional groups.			

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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 1: PLANNING AND PREPARATION Component 1c: Assessments and Outcomes	Proposed approach to assessment is fully aligned with instructional outcomes which represent high expectations and rigor in both content and process and are connected to a sequence of learning within the discipline and related disciplines. Assessment methodologies have been adapted for individual students, as needed. All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. Outcomes are based on a comprehensive assessment of student learning	All the instructional outcomes are assessed through the approach to assessment; however, most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. Assessment methodologies may have been adapted for groups of students. All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Most of the outcomes are suitable for all students in the class and are	Some of the instructional outcomes are assessed through the proposed approach, and represent moderately high expectations and rigor reflecting important learning in the discipline and at least some connection to a sequence of learning. Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Assessment procedures are not congruent with instructional outcomes, represent low expectations for students, lack of rigor and do not reflect important learning in the discipline or a connection to a sequence of learning. Outcomes are either not clear or are stated as activities not as student learning. Outcomes do not permit viable methods of assessment. Outcomes reflect only one type of learning and only one discipline or strand. Outcomes are not suitable for the class or are not based on any assessment of student needs.

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and take into account the varying needs of individual students or groups. Assessment criteria and standards are clear, assessed through formative assessments designed with evidence of student participation and results are used to plan for future instruction for individual students.	based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. Assessment criteria and standards are clear, assessed through formative assessments and results are used by the teacher to plan for future instruction for groups of students.	Assessment criteria and standards are unclear, assessed through rudimentary formative assessments and teacher uses results to plan for future instruction for the class as a whole.	Proposed approach contains no criteria or standards. The teacher has no plan to incorporate formative assessment or to use assessment results in designing future instruction.

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 1: PLANNING AND PREPARATION Component 1d: Use and Understanding of Resources	Teacher's knowledge of resources for classroom use as well as to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.	Teacher displays awareness of resources available for classroom use as well as to enhance content and pedagogical knowledge through the school or district and some familiarity with resources external to the school and on the Internet. All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	Teacher displays awareness of resources available for classroom use as well as to enhance content and pedagogical knowledge and for students through the school or district but displays no knowledge of resources available more broadly. Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Teacher is unaware of resources for classroom use as well as to enhance content and pedagogical knowledge and for students available through the school or district. Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.

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DOMAIN 1: TEACHER PERFORMANCE RUBRIC

<table>
<tr>
<td colspan="5">DOMAIN 1: PLANNING AND PREPARATION
Component 1a Demonstrating Knowledge of Content and Pedagogy</td>
</tr>
<tr>
<td rowspan="2">ELEMENT</td>
<td colspan="4">LEVEL OF PERFORMANCE</td>
</tr>
<tr>
<td>HIGHLY EFFECTIVE</td>
<td>EFFECTIVE</td>
<td>DEVELOPING/NEEDS IMPROVEMENT</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>Knowledge of content and the structure of the discipline</td>
<td>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</td>
<td>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</td>
<td>Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.</td>
<td>In planning and practice, teacher makes content errors or does not correct errors made by students.</td>
</tr>
<tr>
<td>Knowledge of prerequisite relationships</td>
<td>Teacher's plans and practices reflect understanding of pre-requisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.</td>
<td>Teacher's plans and practice reflect accurate understanding of prerequisite relation-ships among topics and concepts.</td>
<td>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge maybe inaccurate or incomplete.</td>
<td>Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.</td>
</tr>
<tr>
<td>Knowledge of content-related pedagogy</td>
<td>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</td>
<td>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</td>
<td>Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.</td>
<td>Teacher displays little or no understanding of the range of pedagogical approaches suit-able to student learning of the content.</td>
</tr>
</table>

DOMAIN 1: PLANNING AND PREPARATION				
Component 1b: Demonstrating Knowledge of Students				
ELEMENT	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Knowledge of child and adolescent development	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	Teacher displays partial knowledge of the develop-mental characteristics of the age group.	Teacher displays little or no knowledge of the develop-mental characteristics of the age group.
Knowledge of the learning process	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher sees no value in understanding how students learn and does not seek such information.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays understanding of individual students' skills, knowledge, and language	Teacher recognizes the value of understanding students' skills, knowledge,	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language

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	proficiency and has a strategy for maintaining such information.	and language proficiency and displays this knowledge for groups of students.	but displays this knowledge only for the class as a whole.	proficiency and does not indicate that such knowledge is valuable.
Knowledge of students' interests and cultural heritage	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.	Teacher recognizes the value of understanding students 'interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.
Knowledge of students' special needs	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.	Teacher is aware of students' special learning and medical needs.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.

DOMAIN 1: PLANNING AND PREPARATION Component 1c: Setting Instructional Outcomes				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY

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Value, sequence, and alignment	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.
Clarity	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	Outcomes are either not clear or are stated as activities not as student learning. Outcomes do not permit viable methods of assessment.
Balance	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect only one type of learning and only one discipline or strand.
Suitability for diverse learners	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Outcomes are not suitable for the class or are not based on any assessment of student needs.

students or groups.	However, the needs of some individual students may not be accommodated.			

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

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	through professional organizations and universities, and on the Internet.	some familiarity with resources external to the school and on the Internet.		
Resources for students	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources for students avail able through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources for students available through the school or district.

DOMAIN 1: PLANNING AND PREPARATION				
Component 1e: Designing Coherent Instruction				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY

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Learning Activities	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.
Instructional Materials and Resources	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.
Instructional Groups	Instructional groups are varied as appropriate to the students and the different	Instructional groups are varied as appropriate to the students and the	Instructional groups partially support the instructional outcomes, with an effort at pro-viding some variety.	Instructional groups do not support the instructional outcomes and offer no variety.

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	instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.	different instructional outcomes.		
Lesson and Unit Structure	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.

DOMAIN 1: PLANNING AND PREPARATION				
Component 1f: Designing Student Assessments				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY

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

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DOMAIN 2: The Classroom Environment

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

- **Creating an Environment of Respect and Rapport**
    - Teacher Interaction with Students
    - Student Interactions with One Another
- **Establishing a Culture for Learning**
    - Importance of the Content
    - Expectations for Learning and Achievement
    - Student Pride in Work
- **Managing Classroom Procedures**
    - Management of Instructional Groups
    - Management of Transitions
    - Management of Materials and Supplies
    - Performance of Non-Instructional Duties
    - Supervision of Volunteers and Paraprofessionals
- **Managing Student Behavior**
    - Expectations
    - Monitoring of Student Behavior
    - Response to Student Misbehavior
- **Organizing Physical Space**
    - Safety and Accessibility
    - Arrangement of Furniture and Use of Physical Resources.

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

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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY

DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2b: Establishing a Culture for Learning	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. As evidenced by their active participation, curiosity, initiative and pride in their work, students have internalized these expectations.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.

	LEVEL OF PERFORMANCE			
Component	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2c: Managing Classroom Procedures	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. Transitions and routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth and efficient operation. Systems for performing non-instructional duties are well established, with students assuming considerable	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. Transitions and routines for handling materials and supplies occur smoothly, with little loss of instructional time. Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Students in only some groups are productively engaged in learning while unsupervised by the teacher. Only some transitions are efficient and routines for handling materials and supplies function moderately well, but with some loss of instructional time. Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Students not working with the teacher are not productively engaged in learning. Transitions are chaotic and materials and supplies are handled inefficiently, resulting in significant loss of instructional time. Considerable instructional time is lost in performing non-instructional duties.

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	responsibility for efficient operation.			

	LEVEL OF PERFORMANCE			
Component	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY

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

	LEVEL OF PERFORMANCE			
Component	**HIGHLY EFFECTIVE**	**EFFECTIVE**	**DEVELOPING/NEEDS IMPROVEMENT**	**UNSATISFACTORY**
DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2e: Organizing Physical Space	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is unsafe, or learning is not accessible to some students.

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DOMAIN 2: THE CLASSROOM ENVIRONMENT RUBRIC

<table>
<tr>
<td colspan="5">DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2a: Creating and Environment of Respect and Rapport</td>
</tr>
<tr>
<td></td>
<td colspan="4">LEVEL OF PERFORMANCE</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>HIGHLY EFFECTIVE</td>
<td>EFFECTIVE</td>
<td>DEVELOPING/NEEDS IMPROVEMENT</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>Teacher interaction with students</td>
<td>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.</td>
<td>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</td>
<td>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.</td>
<td>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Stu-dents exhibit disrespect for the teacher.</td>
</tr>
<tr>
<td>Student interaction with other students</td>
<td>Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</td>
<td>Student interactions are generally polite and respectful.</td>
<td>Students do not demonstrate disrespect for one another.</td>
<td>Student interactions are characterized by conflict, sarcasm, or put-downs.</td>
</tr>
</table>

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

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	improvements in it by, for example, revising drafts on their own or helping peers.	pride in that work.		complete a task rather than to do high-quality work.

<table>
<tr><td colspan="5" align="center">DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2c: Managing Classroom Procedures</td></tr>
<tr><td></td><td colspan="4" align="center">LEVEL OF PERFORMANCE</td></tr>
<tr><td>ELEMENT</td><td>HIGHLY EFFECTIVE</td><td>EFFECTIVE</td><td>DEVELOPING/NEEDS IMPROVEMENT</td><td>UNSATISFACTORY</td></tr>
<tr><td>Management of instructional groups</td><td>Small group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.</td><td>Small group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.</td><td>Students in only some groups are productively engaged in learning while unsupervised by the teacher.</td><td>Students not working with the teacher are not productively engaged in learning.</td></tr>
<tr><td>Management of transitions</td><td>Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.</td><td>Transitions occur smoothly, with little loss of instructional time.</td><td>Only some transitions are efficient, resulting in some loss of instructional time.</td><td>Transitions are chaotic, with much time lost between activities or lesson segments.</td></tr>
<tr><td>Management of materials and supplies</td><td>Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.</td><td>Routines for handling materials and supplies occur smoothly, with little loss of instructional time.</td><td>Routines for handling materials and supplies function moderately well, but with some loss of instructional time.</td><td>Materials and supplies are handled inefficiently, resulting insignificant loss of instructional time.</td></tr>
</table>

| Performance of non-instructional duties | Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation | Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. | Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time. | Considerable instructional time is lost in performing non-instructional duties. |
| Supervision of volunteers and paraprofessionals | Volunteers and paraprofessionals make a substantive contribution to the classroom environment. | Volunteers and paraprofessionals are productively and independently engaged during the entire class. | Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. | Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. |

DOMAIN 2: THE CLASSROOM ENVIRONMENT				
Component 2d: Managing Student Behavior				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Expectations	Standards of conduct are clear to all students and appear to have been developed with student participation	Standards of conduct are clear to all students.	Standards of conduct appear to have been established, and most students seem to understand them.	No standards of conduct appear to have been established, or students are confused as to what the standards are.
Monitoring of student behavior	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one	Teacher is alert to student behavior at all times.	Teacher is generally aware of student behavior but may miss the activities of some students.	Student behavior is not monitored, and teacher is unaware of what the students are doing.

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	another respectfully.			
Response to student misbehavior	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.

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

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DOMAIN 3: Instruction

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

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

		LEVEL OF PERFORMANCE		
Component	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION Component 3a: Communication with Students	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. Teacher finds opportunities to extend students' vocabularies.	Teacher's purpose for the lesson or unit is clear. Teacher's directions and procedures are clear to students. Vocabulary is appropriate to the students' ages and interests.	Teacher attempts to explain the instructional purpose, with limited success. Teacher's directions and procedures are clarified after initial student confusion. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's purpose in a lesson or unit is unclear to students. Teacher's directions and procedures are confusing to students. Vocabulary maybe inappropriate, vague, or used incorrectly, leaving students confused.

	LEVEL OF PERFORMANCE			
Component	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION Component 3b: Using Questioning and Discussion Techniques	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate questions. Students assume responsibility for the success of the discussion, making unsolicited contributions and assisting others in the discussion.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. Teacher creates a genuine discussion among students, stepping aside when appropriate.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.

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	LEVEL OF PERFORMANCE			
Component	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION **Component 3c: Engaging Students in Learning**	All students are engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. The lesson's structure is coherent. Pacing of the lesson is appropriate for all students. Teacher's explanation of content is engaging and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.	Most activities and assignments are appropriate to students, and most students are engaged in exploring content. The lesson has a defined structure around which the activities are organized. Pacing of the lesson is appropriate for most students. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Some activities and assignments are appropriate to some students, but others are not engaged. The lesson has some recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Activities and assignments are inappropriate for students. Students are not engaged in them. The lesson has no structure, or the pace of the lesson is too slow or rushed, or both. Teacher's explanation of the content is unclear or confusing.

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Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION — Component 3d: Using Assessment in Instruction	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. Teacher actively and systematically elicits diagnostic information from individual students. Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	Students are fully aware of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. Teacher's feedback to students is timely and of consistently high quality.	Students know some of the criteria and performance standards by which their work will be evaluated. Teacher monitors the progress of the class as a whole but elicits no diagnostic information. Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Students are not aware of the criteria and performance standards by which their work will be evaluated. Teacher does not monitor student learning in the curriculum. Teacher's feedback to students is of poor quality and not provided in a timely manner.

	Component	LEVEL OF PERFORMANCE			
		HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 3: INSTRUCTION Component 3e: Demonstrating Flexibility and Responsiveness		Teacher seizes opportunities to enhance learning, building on student interests or a spontaneous event.

Teacher persists in seeking effective approaches for students who have difficulty learning, using an extensive repertoire of strategies. | Teacher successfully accommodates students' questions or interests.

Teacher persists in seeking approaches for students who have difficulty learning, drawing on a repertoire of strategies. | Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.

Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | Teacher ignores or brushes aside students' questions or interests.

When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment. |

Instructional Evaluation System Template (IEST – 2015)

DOMAIN 3: INSTRUCTION				
Component 3a: Communication with Students				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Expectations for learning	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose in a lesson or unit is unclear to students.
Directions and procedures	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are confusing to students.
Explanations of content	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.
Use of oral and written language	Teacher's spoken and written language is correct and conforms to	Teacher's spoken and written language is	Teacher's spoken language is audible, and written language is legible.	Teacher's spoken language is inaudible, or written language

standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.	clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary maybe inappropriate, vague, or used incorrectly, leaving students confused.

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

Note: Quality of questions header split into HIGHLY EFFECTIVE / EFFECTIVE / DEVELOPING/NEEDS IMPROVEMENT / UNSATISFACTORY

Instructional Evaluation System Template (IEST – 2015)

	voices are heard in the discussion.	students in the discussion.	but with only limited success.	

DOMAIN 3: INSTRUCTION				
Component 3c: Engaging Students in Learning				
	LEVEL OF PERFORMANCE			
ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
Activities and assignments	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.
Grouping of students	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional out-comes of the lesson.	Instructional groups are inappropriate to the students or to the instructional outcomes.
Instructional materials and resources	Instructional materials and resources are suitable to the instructional	Instructional materials and resources are suitable to the instructional	Instructional materials and resources are only partially suit-able to the instructional	Instructional materials and resources are unsuitable to the instructional

Instructional Evaluation System Template (IEST – 2015)

	purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.	purposes and engage students mentally.	purposes, or students are only partially mentally engaged with them.	purposes or do not engage students mentally.
Structure and pacing	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.

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

DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Instructional Evaluation System Template (IEST – 2015)

~~and monitoring of progress~~	~~and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.~~	~~assess and monitor the quality of their own work against the assessment criteria and performance standards.~~	~~the quality of their own work against the assessment criteria and performance standards.~~	~~assessment or monitoring of progress.~~

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

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DDOMAIN 4: Professional Responsibilities

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

1.• **Communicating with Students**
- 1.○ Expectations for Learning
- 2.○ Directions and Procedures
- 3.○ Explanations of Content
- 4.○ Use of Oral and Written Language

2.• **Using Questioning and Discussion Techniques**
- 1.○ Quality of Questions
- 2.○ Discussion Techniques
- 3.○ Student Participation

3.• **Engaging Students in Learning**
- 1.○ Activities and Assignments
- 2.○ Grouping of Students
- 3.○ Instructional Materials and Resources
- 4.○ Structure and Pacing

4.• **Using Assessment in Instruction**
- 1.○ Assessment Criteria
- 2.○ Monitoring of Student Learning
- 3.○ Feedback to Students
- 4.○ Student Self-Assessment and Monitoring of Progress

5.• **Demonstrating Flexibility and Responsiveness**
- 1.○ Lesson Adjustment
- 2.○ Response to Students
- Persistence

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

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

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

Instructional Evaluation System Template (IEST – 2015)

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

Instructional Evaluation System Template (IEST – 2015)

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 4: REFLECTING ON TEACHING Component 4e: Growing and Developing Professionally	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher participates in professional activities to a limited extent. Teacher reluctantly accepts feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.
	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 4: REFLECTING ON TEACHING Component 4f: Showing Professionalism	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher complies fully with school and district regulations, taking a leadership role with colleagues to help ensure that such decisions are based on the highest professional standards.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher complies fully with school and district regulations and participates in team or departmental decision making.	Teacher is honest in interactions with colleagues, students, and the public. Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher decisions are based on limited professional consideration.	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher does not comply with school and district regulations. Teacher decisions are based on self-serving criteria.

1.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES RUBRIC

<table>
<tr><td colspan="5">DOMAIN 4: REFLECTING ON TEACHING
Component 4a: Reflecting on Teaching</td></tr>
<tr><td></td><td colspan="4">LEVEL OF PERFORMANCE</td></tr>
<tr><td>ELEMENT</td><td>HIGHLY EFFECTIVE</td><td>EFFECTIVE</td><td>DEVELOPING/NEEDS IMPROVEMENT</td><td>UNSATISFACTORY</td></tr>
<tr><td>Accuracy</td><td>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</td><td>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</td><td>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</td><td>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.</td></tr>
<tr><td>Use in future teaching</td><td>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</td><td>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td><td>Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.</td><td>Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.</td></tr>
</table>

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

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

Instructional Evaluation System Template (IEST – 2015)

	frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.	frequent and successful.		efforts are inappropriate.

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

The header of the table reads:

DOMAIN 4: REFLECTING ON TEACHING
Component 4d: Participating in Professional Community

Instructional Evaluation System Template (IEST – 2015)

	contribution, and assumes a leadership role in a major school or district project.	substantial contribution.		

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

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

Instructional Evaluation System Template (IEST – 2015)

		decision making.		
Compliance with school and district regulations	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	Teacher complies fully with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher does not comply with school and district regulations.

3. Other Indicators of Performance

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- Individual Professional Development Plan
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].
- Individual Professional Development Plan counts for 16.7% of the Instructional Practice Score. The Professional Development Plan will be rated using a rubric. Points for each rating are as follows: Highly Effective=4, Effective=3, Needs Improvement=2, Unsatisfactory=1. This point total will be combined with the Instructional Practice score and the VAM/Growth Score to create a Final Annual Evaluation score and rating.
- The calculated final rating is compared to the categories below to assign the classification level.

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

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Development Plan
- Other indicators, as selected by the district

DELIBERATE PRACTICE- PROFESSIONAL DEVELOPMENT PLAN

OVERVIEW

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

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

PROCEDURES

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

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

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

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

Continuous Professional Development rubric. The PDP rating will account for 16.7% of the final evaluation score.

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.

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 with the wider school community 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.

4. Summative Evaluation Score

Directions:

The district shall provide:

- The summative evaluation form(s); and

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

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

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

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

- The scoring method, including how it is calculated and combined; and

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

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

    A=20% - Planning and Preparation

    B=30% - Classroom Environment

    C=30% - Instruction

    D=20% - Professional Responsibilities

The Final Summative Evaluation is combined with the Professional Development Plan score and the VAM or Student Growth Score to calculate a Final Annual Score.

33.3% (SPM) + 16.7% (PDP) + 50% (IPS) = Final Summative Score

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

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

- The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].

- 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.

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5. <u>Additional Requirements</u>

<u>Directions:</u>

The district shall provide:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]

  Teachers will have the review their class rosters through the roster verification process.

- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].

  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.

  The annual final evaluation is based on data collected during the year by the principal, assistant principal, project manager, program coordinator or his/her designee, and the teacher.

- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].

  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.

- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].

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

- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].

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.

- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].

Any teacher evaluated as less than effective will be required to participate in professional development programs specific to the areas in which they were rated as needs improvement or unsatisfactory. Teachers must provide documentation that they successfully completed the professional development activities.

- Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].

All instructional personnel 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.

- Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].

A summative evaluation takes place annually for all classroom teachers

Instructional Evaluation System Template (IEST – 2015)

- Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].

- Manatee County will evaluate all newly hired by the district at least twice in the first year of teaching in the distrct.

- Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].

  N/A

- Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].

  N/A

- Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].

  Mentor teachers are provided for all first year teachers. Peer teachers may be assigned at the school level as determined by the Principal. Teacher assistance is available to all teachers through the Office of Professional Learning.

Manatee County Teacher Evaluation System (MCTES) 2015-16 Cycle

A	B	C
Teachers New To the Manatee County School District This Year (The teacher has never taught in Manatee County or if they have taught in Manatee County before, there was a separation of duty for at least one year.)	**Teachers In Year Two Or More Previously Rated Less Than Effective In Instructional Practice**	**Teachers In Year Two Or More Previously Rated Effective or Highly Effective**
• 1 walk-through of 7-10 minutes within the first semester	• 1 walk-through of 7-10 minutes within the first semester	• 1 walk-through of 7-10 minutes in the semester in which the observation occurs
• An Initial Screening visit of at least 20 minutes shall occur within the first 30 days of initial employment or within the first 30 days of the MyPGS online system (TNL) going live.	• An Initial Screening visit of at least 20 minutes shall occur or within the first 30 days of the MyPGS online system (TNL) going live.	• Development of PDP during first quarter
• Development of Professional Growth Plan/Deliberate Practice (PDP) during first quarter	• Development of PDP during first quarter	• A minimum of one observation of at least 30 minutes prior to December 15th or after January 15th and prior to May 15th including a pre and post observation conference
• A minimum of one observation of at least 30 minutes prior to December 15th including a pre and post observation conference	• A minimum of one observation of at least 30 minutes prior to December 15th including a pre and post observation conference	• Post observation conference within ten (10) days following observation
• Post observation conference within ten (10) days following observation	• Post observation conference within ten (10) days following observation	• 2 walk-throughs of 7-10 minutes each in the semester in which an observation does *not* occur
• Review of PDP prior to completing mid-year summative evaluation. Electronic acknowledgment required, but teacher or administrator may request face to face meeting.	• 2 walk-throughs of 7-10 minutes each within the second semester	• Review of the PDP prior to completing the annual summative evaluation. Electronic acknowledgment required, but teacher or administrator may request face to face meeting.

Instructional Evaluation System Template (IEST – 2015)

• Mid-year summative evaluation at the end of first semester	• A minimum of one observation of at least 30 minutes after January 15th and prior to May 15th including a pre and post observation conference	• Annual summative evaluation prior to May 15th
• 2 walk-throughs of 7-10 minutes each within the second semester	• Post observation conference within ten (10) days following observation	
• One observation of at least 30 minutes after January 15th and prior to May 15th including a pre and post observation conference	• Review of the PDP prior to completing the annual summative evaluation. Electronic acknowledgment required, but teacher or administrator may request face to face meeting.	
• Post observation conference within ten (10) days following observation	• Annual summative evaluation prior to May 15th	
• Review of the PDP prior to completing the annual summative evaluation. Electronic acknowledgment required, but teacher or administrator may request face to face meeting.		
• Annual Summative Evaluation prior to May 15th		

Instructional Evaluation System Template (IEST – 2015)

6. **District Evaluation Procedures**

Directions:

Manatee County will provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:

    ➢ submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].

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

    ➢ submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].

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

    ➢ discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].

Data will be shared with the teacher through "My Professional Growth Plan" platform as soon as practical for feedback and discussion.

    ➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].

The 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.

- The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].

  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:

  - specific improvement(s) desired,

  - time for improvement(s) to be made,

  - assistance to be provided, if necessary.

- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

  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.

7. District Self-Monitoring

Directions:

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

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]

  Evaluators participate in annual evaluation calibration/inter-rater reliability trainings.

- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]

  Evaluators are required to provide timely feedback to employees being evaluated. Time limits vary with activity, however the general practice is to provide feedback in no less than 10 from the time the evidence was collected.

- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]

  Evaluators are required to evaluate instructional employees based on their assigned evaluation cycle (A, B, or C).

- Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]

  Evaluators may recommend or require specific professional development to an instructional employee based on evaluation data.

- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

  Evaluation data is taken into consideration when creating School Improvement Plans.

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

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

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

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

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:

     ☐ The percentage of the evaluation that is based on the performance of students criterion.

     ☐ An explanation of the scoring method, including how it is calculated and combined.

     ☐ At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:

     ☐ The student performance measure(s).

     ☐ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

     ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.

     ☐ If less than the three most recent years of data are available, those years for which data are available must be used.

     ☐ If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:

     ☐ Documented that VAM results comprise at least one-third of the evaluation.

○ For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

○ For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

○ For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:

➤ ☐ _____ The percentage of the evaluation system that is based on the instructional practice criterion.

➤ ☐ _____ At least one-third of the evaluation is based on instructional practice.
➤ ☐ _____ An explanation of the scoring method, including how it is calculated and combined.

• ☐ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

○ ☐ A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

- o ☐ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

- o ☐ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- o ☐ Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

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

Summative Evaluation Score

The district has provided and meets the following criteria:

a) ☐ Summative evaluation form(s).

b) ☐ Scoring method, including how it is calculated and combined.

c) ☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

<u>Additional Requirements</u>

The district has provided and meets the following criteria:

- ☐ Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

- ☐ Documented that the evaluator is the individual who is responsible for supervising the employee.

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

Description of training programs:

- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.

- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- ☐ Processes for providing timely feedback to the individual being evaluated.

- ☐ Description of how results from the evaluation system will be used for professional development.

- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.

- ☐ All instructional personnel must be evaluated at least once a year.

- ☐ All classroom teachers must be observed and evaluated at least once a year.

☐ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:

☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.

☐ Description of the district's criteria for inclusion of parental input.

☐ Description of manner of inclusion of parental input.

☐ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.

☐ Description of the district's peer assistance process, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:

  - ➤ That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

  - ➤ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.

  - ➤ That the evaluator must discuss the written evaluation report with the employee.

  - ➤ That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

- ☐ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.

- ☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who

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

District Self-Monitoring

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

☐ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.

☐ Evaluators provide necessary and timely feedback to employees being evaluated.

☐ Evaluators follow district policies and procedures in the implementation of evaluation system(s).

☐ The use of evaluation data to identify individual professional development.

☐ The use of evaluation data to inform school and district improvement plans.