

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

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The purpose of St. Lucie County School District's revised teacher evaluation system is to increase student learning growth by improving the quality of instructional, administrative, and supervisory service. The system is founded on a core of effective practices that have been strongly linked to increased student achievement and include the Florida Educator Accomplished Practices, the contemporary synthesized research of Dr. Robert Marzano, and the requirements of Florida Statute 1012.34. The St. Lucie County School District has opted to utilize the State model as presented at the Teacher Evaluation Academies including all of the observation instruments that are linked directly to effective teaching practices and the Florida Educator Accomplished Practices (FEAPs).

Key Components of the redeveloped teacher evaluation system include:

- Core of Effective Practices
- Measures of Student Growth
- Evaluation Rating Criteria
- Teacher and Principal Involvement
- Multiple Evaluations for First Year Teachers
- Additional Metric Evaluation Elements
- Milestone Career Events
- Annual Evaluation
- Improvement Plans
- Continuous Professional Improvement
- Teaching Fields Requiring Special Procedures
- Evaluator Training
- Process of Informing Teachers About the Evaluation Process
- Parent Input
- Annual Review by the District
- Peer Review Option
- Evaluation by Supervisor
- Input into Evaluation by Trained personnel other than the Supervisor
- Amending Evaluations

1. Core of Effective Practices

- St Lucie has framed our teacher evaluation model following Dr. Robert Marzano's "The Art and Science of Teaching". Marzano's framework is based on contemporary research of instruction and clusters strategies in four domains of teaching responsibilities (Domain 1) Classroom Strategies and Behaviors, (Domain 2) Planning and Preparing, (Domain 3) Reflection on Teaching and (Domain 4) Collegiality and Professionalism. Marzano's framework is a causal model; if instructional personnel effectively use the teaching strategies in this framework there will be a positive impact on student performance.
- St Lucie County School District has adopted the approved Florida Model for teacher evaluation developed by Dr. Robert Marzano that embodies contemporary research and practice.
- St Lucie County School District has adopted the Florida Model of approved classroom observation and evaluation instruments aligned to the Florida Educator Accomplished Practices.
- Observation Instruments
- The principal, direct supervisor, and any other individual performing observations and evaluations will use, at a minimum, this same core of effective practices.
- Contemporary Research Reference List

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- Research Base and Validation Studies on the Marzano Evaluation Model: [PDF File](#)
- Meta-Analytic Synthesis of Studies on Instructional Strategies: [PDF File](#)
- Contemporary References List: [PDF File](#)
- Learning Map, Overview of the 4 Domains: [PDF File](#) | [Word Doc](#)
- FEAPs Crosswalk to Marzano Model: [PDF File](#) | [Excel File](#)

2. Student Growth

STUDENT PERFORMANCE MEASURES:

Student Performance Measures: A measure of student performance will be incorporated in each teacher's annual overall evaluation. Performance measures will be based on student growth where available, student proficiency, or a combination of both growth and proficiency.

Student Assessments by Grade/Subject: Beginning in the 2011 – 2012 school year student assessment results will be incorporated into teacher evaluations. The list of student assessments for each subject and grade level used in 2012-2013 performance are summarized in Table 1 below. In accordance with SB 736 (7)(e) the state-adopted student growth measure (VAM) will be used for all teachers for whom a VAM is calculated by the Florida Department of Education. The VAM for the teacher will be applied through aggregation using a common metric (Approach 1 in the AIR presentation using average annual growth).

For teachers in grades PK – 3 and for teachers in grades 6 – 12 of subjects other than Language Arts, Reading or Math, where state assessments are not available a waiver is requested in accordance with SB 736 (7)(c) to include measures of student achievement for these teachers as a component in calculating the overall student performance factor. For teachers in grades PK – 3, the assessments that will be used to measure student performance are listed in Table 1 below. For teachers in grades 6 – 12 of subjects other than Language Arts, Reading or Math, measures of student achievement will include final exams given in Semester 1 and Semester 2. Final Exam results for all students assigned will be aggregated to determine an average proficiency score for the teacher. These measures are listed and weighted for each teacher group as indicated in Table 1.

TABLE 1: Student Performance Measure for Classroom Teachers			
Grade Level/Subject			
Grade Level/Subject	Assessments Used	Calculation Components of the Student Performance Factor	Evaluation Weight/Percent of Overall Evaluation
ELEMENTARY			
Teachers assigned to Prekindergarten (VPK and Gen Ed only)	Florida Department of Education VPK Assessment, period 3	- Student proficiency on FLDOE VPK Assessment	- Student proficiency on VPK assessment Total = 40% of overall evaluation

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Grade Level/Subject	Assessments Used	Calculation Components of the Student Performance Factor	Evaluation Weight/Percent of Overall Evaluation
Teachers assigned to Kindergarten – Grade 2	FCAT Reading and Math EasyCBM Math and Language Arts Benchmarks	<ul style="list-style-type: none"> - Aggregated Schoolwide VAM for Reading and Math - EasyCBM Assessment Window 3 proficiency measure - Cumulative Benchmarks for both Math and Language Arts 	Combination of two factors: <ul style="list-style-type: none"> - Schoolwide VAM (19%) - Assessment of Proficiency (21%) as measured by EasyCBM (10.5%) and Cumulative Math/LA Benchmarks (10.5%) Total = 40% of overall evaluation
Teachers assigned to Grade 3	FCAT Reading and Math EasyCBM Grade 3 FCAT for Reading and Math	<ul style="list-style-type: none"> - Aggregated Schoolwide VAM for Reading and Math - EasyCBM Assessment Window 3 proficiency measure - Grade 3 FCAT for Reading and Math as measure of proficiency (Level 2 or above) 	Combination of two factors: <ul style="list-style-type: none"> - Schoolwide VAM (19%) - Assessment of Proficiency (21%) as measured by EasyCBM (10.5%) and FCAT proficiency (10.5%) Total = 40% of overall evaluation
Teachers assigned to Grades 4 and 5	FCAT Reading and Math for assigned students	<ul style="list-style-type: none"> - Aggregated Teacher VAM – includes reading and math 	Growth in students assigned to the teacher (teacher VAM) Total = 40% of overall evaluation

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Grade Level/Subject	Assessments Used	Calculation Components of the Student Performance Factor	Evaluation Weight/Percent of Overall Evaluation
Elementary Resource Teachers in core content area and Media Specialists	FCAT Reading or Math (depending on the core content being taught) for assigned students	- Teacher VAM – includes reading or math or reading and math	Growth in students assigned to the teacher (teacher VAM) Total = 40% of overall evaluation
Resource Teachers includes Music, Art, Technology, and Physical Education	FCAT Reading and Math	- Aggregated School wide VAM for Reading and Math	Schoolwide VAM = 40% of overall evaluation
Middle Grades (G6- G8) and High School (G9 – 12)			
Teachers of Reading, Language Arts, or Math in grades 6 - 10	FCAT Reading or Math for assigned students Semester Exams	- Teacher VAM - Semester 1 and Semester 2 Final Exams for assigned students	Combination of 2 factors: - Growth in students assigned to the teacher (teacher VAM) (19%) - Student proficiency on Semester Final Exams (21%) (Semester 1 = 10.5% and Semester 2 = 10.5% in proficiency score) Total = 40% of overall evaluation
Teachers of Reading, Language Arts or Math in grades 11 and 12	FCAT Reading and Math Semester Exams	- Aggregated Schoolwide VAM for Reading and Math - Semester 1 and Semester 2 Final Exams for assigned students	Combination of 2 factors: - Schoolwide VAM (19%) - Student proficiency on Semester Final Exams (21%) (Semester 1 = 10.5% and Semester 2 = 10.5% in proficiency score) Total = 40% of overall evaluation

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Grade Level/Subject	Assessments Used	Calculation Components of the Student Performance Factor	Evaluation Weight/Percent of Overall Evaluation
Teachers for subjects other than Reading, Language Arts or Math	FCAT Reading and Math Semester Exams	<ul style="list-style-type: none"> - Aggregated Schoolwide VAM for Reading and Math - Semester 1 and Semester 2 Final Exams for assigned students 	Combination of 2 factors: <ul style="list-style-type: none"> - Schoolwide VAM (19%) - Student proficiency on Semester Final Exams (21%) (Semester 1 = 10.5% and Semester 2 = 10.5% in proficiency score) Total = 40% of overall evaluation
Teachers of Grades 9 through 12 with less than 10 students with FCAT scores	FCAT Reading and Math Semester Exams	Aggregated Schoolwide VAM for Reading and Math <ul style="list-style-type: none"> - Semester 1 and Semester 2 Final Exams for assigned students 	Combination of 2 factors: <ul style="list-style-type: none"> - Schoolwide VAM (19%) - Student proficiency on Semester Final Exams (21%) (Semester 1 = 10.5% and Semester 2 = 10.5% in proficiency score) Total = 40% of overall evaluation
EXCEPTIONAL STUDENT EDUCATION (ESE)			
ESE Teachers (VE, SSS)	FCAT Reading and Math for assigned students	<ul style="list-style-type: none"> - Aggregated Teacher VAM for Reading and Math 	Teacher VAM = 40% of overall evaluation
ESE Teachers, Self-Contained in grades PK – 2	FCAT Reading and Math	<ul style="list-style-type: none"> - Aggregated Schoolwide VAM for Reading and Math 	Schoolwide VAM = 40% of overall evaluation
ESE Teachers, Self-Contained in grades 3 - 5	FCAT Reading and Math FAA assessment for assigned students	<ul style="list-style-type: none"> - Aggregated Schoolwide VAM for Reading and Math - Student proficiency on FAA 	Combination of two factors: <ul style="list-style-type: none"> - Schoolwide VAM (19%) - Student proficiency on FAA (21%) Total = 40% of overall evaluation

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Grade Level/Subject	Assessments Used	Calculation Components of the Student Performance Factor	Evaluation Weight/Percent of Overall Evaluation
ESE Teachers, Self-Contained in grades 6 - 12-	FCAT Reading and Math FAA assessment for assigned students	<ul style="list-style-type: none"> - Aggregated Schoolwide VAM for Reading and Math - Student proficiency on FAA 	Combination of two factors: <ul style="list-style-type: none"> - Schoolwide VAM (19%) - Student proficiency on FAA (21%) Total = 40% of overall evaluation
CREDIT RETRIEVAL/9 WEEK COURSES (WHEEL)			
Teachers for credit retrieval courses and other 9 week courses	FCAT Reading and Math	<ul style="list-style-type: none"> - Aggregated Schoolwide VAM for Reading and Math 	Schoolwide VAM = 40% of overall evaluation
SCHOOL BASED INSTRUCTIONAL SUPPORT			
Guidance Counselor	FCAT Reading and Math	<ul style="list-style-type: none"> - Aggregated Schoolwide VAM for Reading and Math 	Schoolwide VAM = 40% of overall evaluation
Dean	FCAT Reading and Math	<ul style="list-style-type: none"> - Aggregated Schoolwide VAM for Reading and Math 	Schoolwide VAM = 40% of overall evaluation
Media Specialist Secondary	FCAT Reading and Math	<ul style="list-style-type: none"> - Aggregated Schoolwide VAM for Reading and Math 	Schoolwide VAM = 40% of overall evaluation
Math Instructional Coach	FCAT Math for students assigned to the school	<ul style="list-style-type: none"> - Schoolwide VAM for Math 	Schoolwide VAM for Math = 40% of overall evaluation
Literacy Instructional Coach	FCAT Reading for students assigned to the school	<ul style="list-style-type: none"> - Schoolwide VAM for Reading 	Schoolwide VAM for Reading = 40% of overall evaluation
ESE School Based Specialist	FCAT Reading and Math	<ul style="list-style-type: none"> - Aggregated Schoolwide VAM for Reading and Math - 	Aggregated Schoolwide VAM Total = 40% of overall evaluation
ESE Student Support Faciliator	FCAT Reading and Math	<ul style="list-style-type: none"> - Aggregated Schoolwide VAM for Reading and Math 	Aggregated Schoolwide VAM Total = 40% of overall evaluation
Speech/Language Pathologists	FCAT Reading and Math	<ul style="list-style-type: none"> - Aggregated Schoolwide VAM for Reading and Math 	Aggregated Schoolwide VAM Total = 40% of overall evaluation

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Grade Level/Subject	Assessments Used	Calculation Components of the Student Performance Factor	Evaluation Weight/Percent of Overall Evaluation
Athletic Director	FCAT - Reading and Math	- Aggregated Schoolwide VAM for Reading and Math	- Aggregated Schoolwide VAM Total = 40% of overall evaluation
Teacher on Special Assignment – School Based	FCAT Reading and Math	- Aggregated Schoolwide VAM for Reading and Math	Aggregated Schoolwide VAM Total = 40% of overall evaluation
DISTRICT LEVEL INSTRUCTIONAL PERSONNEL			
<ul style="list-style-type: none"> - Behavior Analyst - Behavior Specialist - Child Find/Educational Consultant - Curriculum Specialist - Diagnostician - Language Development Specialist - Professional Development Specialist - Program Specialist - RTI Coach - School Psychologists - School Social Workers - Teachers on Special Assignment - Teacher Support Specialist 	FCAT Reading and Math	- Aggregated District VAM for Reading and Math	District VAM = 40% of overall evaluation

Timeline for Development/Selection of student assessments: Until assessments are made available by the State, for each subject in grades 6 – 12 where no state assessment is available final semester exams for each subject will be used as measures of proficiency. Final semester exams will be created at the school level. If more than one teacher teaches the subject a school wide assessment will be created. If only one teacher teaches the subject within the school the teacher's individual semester exam will be used. As additional assessments are made available by the State these tests will be incorporated into the evaluation system and applied to teachers of the tested subjects/grades and locally created tests will be discontinued. Additionally, as the District develops Common Assessments (DCA) for non-FCAT or State EOC tested subjects these assessments will also

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be integrated into the Teacher Evaluation System. Beginning in January, 2012 and every January thereafter, the assessments used to measure student performance will be reviewed, and revisions made to the Teacher Evaluation System annually so that these revisions are in place at the beginning of the next school year. Consistent with the State's timeline it is anticipated that all state developed assessments will be incorporated by the 2014 – 2015 school year.

Application of Student Performance Measures: Because three years of validated student performance data is not available for the 2011-2012 school year or the 2012-2013 school year, the student performance measure will account for 40% of each teacher's overall evaluation as SB736 (3)(a)1.a. The student performance measures for each grade level/ subject for both classroom and non-classroom teachers that will be used in 2012-2013 is outlined in Table 1. As a part of the annual review of the Teacher Evaluation System these measures will be analyzed and revised as needed. In addition, the System will be revised to incorporate additional performance measures developed by FDOE when they become available. Evaluation System revisions will be made annually.

Evaluation Criteria: Until 3 years of performance data is available, the student performance measure will equal 40% of the teacher's overall evaluation then increased to 50% when all three years are available. Each year as scores become available, the student performance measures outlined in Table 1 will be translated into a rating scale using the four levels of performance; 4 = Highly Effective, 3 = Effective, 2 = Emerging, and 1 = Ineffective. This rating will be added to the instructional practice rating for the teacher. For the 2011-2012 and 2012-2013 school years the overall teacher evaluation score will be calculated by multiplying the instructional practice score by 60% and adding this score to the student performance factor multiplied by 40%. For the 2013-2014 school year and beyond, the overall teacher evaluation score will be calculated by multiplying both the instructional practice score and the student performance factor by 50% and then adding the two into one score, which will then be used as the teacher's final evaluation rating for the school year.

Cut Scores: To translate test data, Teacher VAM, School VAM and District VAM into one of the 4 ratings, the following procedures will be used.

For individual VAM scores:

- For teachers with individual VAM estimates, once the state math and reading by grade files are received from FDOE, cut scores are determined by using the district mean for each grade by subject and comparing this mean to each of four calculations made for each teacher; 1) Teacher's VAM, 2) Teacher's VAM adjusted by a confidence level of .5 x standard error (SE), 3) Teacher's VAM adjusted by a confidence level of 1 x SE and 4) Teacher's VAM adjusted by a confidence 1.5 x SE (see Table 3 below) Teachers with all four calculations below the district mean will receive a student performance factor rating of "1" or Ineffective. Teachers with all four calculations above the district mean will receive a rating of "4" or Highly Effective. Teachers with one of the four calculations greater than, or less than the district mean will receive a rating of "2" or Emerging. All other teachers will receive a rating of "3" or Effective. Once the student performance factor is determined this rating will be multiplied by 40 percent and combined with the teacher effectiveness factor (multiplied by 60 percent) to achieve the overall final evaluation rating. Since the 2011-2012 school year is the first year VAM scores will be available cut scores cannot be determined until VAM data is received. Once this data is received by the district cut scores will be identified.

Table 3 – Cut Score Calculation For Individual VAM Scores
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If VAM is < District Mean for Grade/Subject and....			
Student Performance Factor	VAM + (1.5*SE) < District Mean	VAM + (1*SE) < District Mean	VAM + (.5*SE) < District Mean
Rating = 1	yes	yes	Yes
Rating = 2	no	yes	Yes
Rating = 3	no	no	Yes
Rating = 4	no	no	No

If VAM is > District Mean for Grade/Subject and....			
Student Performance Factor	VAM - (1.5*SE) > District Mean	VAM - (1*SE) > District Mean	VAM - (.5*SE) > District Mean
Rating = 1	no	no	No
Rating = 2	yes	no	No
Rating = 3	yes	yes	No
Rating = 4	yes	yes	yes

For teachers with multiple VAM scores:

- For teachers where VAM estimates for both subjects (math and reading) are used according to Table 1, the individual rating for each subject will be calculated as outlined above. Then 1) the number of students on which the reading score is based will be multiplied by the rating for reading (reading factor), 2) the number of students on which the math score is based will be multiplied by the rating (math factor) 3) the reading and math factors will be added together and 4) then divided by the total number of students assigned for both reading and math to result in an overall rating calculation.
- For teachers where VAM estimates for multiple grades are provided the individual rating for each grade will be calculated as outlined above. Then 1) the number of students on which the score is based by grade level will be multiplied by the rating for each grade level, 3) the factor calculated for each grade will be added together and 4) then divided by the total number of students assigned to result in an overall rating calculation.
- Since the overall rating calculation may not result in a whole number the rating calculation will be carried out to two decimal places and the following rating scale below will be used to determine the overall student performance factor. This rating will be multiplied by 40 percent and combined with the teacher effectiveness factor (multiplied by 60 percent) to achieve the overall final evaluation rating.

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For elementary teachers with student proficiency measures (grades PK – 3):

- Individual scores by test for each student will be electronically scored and entered into the district data warehouse. Assessment results for all students assigned to the teacher will be aggregated in the district data warehouse. All calculations to arrive at the teacher's overall score will occur in the district data warehouse.
- For teachers of VPK students, the number of students demonstrating proficiency on period 3 VPK Assessment will be divided by the number of students taking the assessment to determine the percentage of students demonstrating proficiency.
- For teachers in grades K – 2, the number of students assigned to the teacher that demonstrate proficiency on the reading benchmark, the math benchmark and writing benchmark (for grades 1 – 2 only) will be calculated and divided by the number of assessments taken resulting in an average number of students demonstrating proficiency on benchmarks. The number of students taking each assessment will also be divided by the number of assessments given to determine the average number of students assessed.
- The average number of students demonstrating proficiency on benchmarks (result of calculation above) will then be added to the number of students demonstrating proficiency as measured by the EasyCBM. The average number of students taking the benchmarks (results of step 2) will be added to the number of students taking the EasyCBM.
- The aggregate number of students demonstrating proficiency on the benchmarks and EasyCBM will then be divided by the number of students taking both assessment measures to determine the overall percentage of proficient students assigned to the teacher.
- For teachers in grade 3 the student performance measure will be calculated in the same way as for teachers in grades K-2, however proficiency on FCAT reading and math will be used instead of the language arts and math benchmark assessments.
- This total score will then be divided by the number of students who took the assessments. The average score for each teacher will be transformed and cut points will be determined to assign each teacher a rating. Once cut points are determined a student performance factor rating of "1" or Ineffective, "2" or Emerging, "3" or Effective, or "4" Highly Effective will be assigned to each teacher. This rating will be multiplied by 40 percent and combined with the teacher effectiveness factor (multiplied by 60 percent) to achieve the overall final evaluation rating.
- For teachers in schools with a schoolwide VAM, the School VAM scores by grade will be calculated using the same procedure as for teachers with multiple VAM scores to determine the school's overall rating of 1 – 4. The resulting VAM score will make up 19% and the student performance score will contribute 21% to the 40% of the student performance measure.
- For teachers where no schoolwide VAM exists such as Garden City Early Learning Center, student proficiency scores for each teacher will equal 40% of the overall evaluation.

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For teachers with Semester 1 and Semester 2 Scores:

- Individual scores by test will be determined by the teacher and entered into the Skyward Student Grading System as each student's final semester exam, which will then be incorporated as a factor in the student's semester grade. For the teacher evaluation system the final semester exam results for all students assigned to the teacher for both semester 1 and semester 2 will be aggregated in the district data warehouse. This total score will then be divided by the number of students who took the exams. The average score for each teacher will be transformed and cut points will be determined to assign each teacher a rating. Once cut points are determined a student performance factor rating of "1" or Ineffective, "2" or Emerging, "3" or Effective, or "4" or Highly Effective will be assigned to each teacher. This rating will be multiplied by 40 percent and combined with the teacher effectiveness factor (multiplied by 60 percent) to achieve the overall final evaluation rating.

For teachers with both VAM and Semester 1 and 2 scores:

- For teachers with both average assessment scores and Individual VAM Scores the Semester Exams rating (1 – 4) will be multiplied by 21 percent and the Final VAM rating (1 – 4) will be multiplied by 19 percent. The Semester Exam percentage (21%) and the VAM rating percentage (19%) will be combined to equal 40 percent of the teacher's overall final evaluation rating.

Rounding:

As stated previously, since the overall calculation may not result in a whole number the rating calculation will be carried out to two decimal places and the following rating scale below will be used to determine the overall student performance factor.

	Ineffective (1)	Emerging (2)	Effective (3)	Highly Effective (4)
Student Performance Factor Range	1 – 1.49	1.50 – 2.49	2.50 – 3.49	3.50-4.00

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3. Evaluation Rating Criteria

- The teacher performance evaluation system differentiates among four levels of overall performance that defines the summative rating:

Highly Effective: Final Score of 3.5 – 4.0

Effective: Final Score of 2.5 – 3.4

Emerging: Final Score of 1.5 – 2.4

Ineffective: Final Score of 1.0 – 1.4

- The summative rating is based on the aggregation of data from each of the two components in the Florida Model: Instructional Practice and Student Growth
- The Marzano Framework's rating scale for Domain Elements include:

	4	3	2	1	0
Formative Ratings Used for Each Domain Element	Innovating	Applying	Developing	Beginning	Not Using

These formative ratings are utilized during the collection of data and evidence for the instructional practice component of the instructor's evaluation. These labels translate into four summative ratings and finally into the four required ratings in Florida Statute as indicated below:

Summative Ratings:

Marzano Formative Ratings	St. Lucie Summative Ratings	Florida Summative Ratings
Innovating	Highly Effective	Highly Effective
Applying	Effective	Effective
Developing and Beginning	Emerging	Developing and Needs Improvement
Not Using	Ineffective	Unsatisfactory

Rubrics and Weighting Scales:

- Using the Florida Model approved evaluation and calculation instruments for Category I and Category 2 an instructional staff member will receive a score of 1.0 to 4.0 for instructional practice.
 - Reflects teachers' performance across all elements within the framework (Domains 1-4)
 - Accounts for teachers' experience levels
 - Assigns weight to the domain with greatest impact on student achievement (Domain 1)
 - Acknowledges teachers' focus on deliberate practice by measuring teacher improvement over time on *specific* elements within the framework

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- The instructional staff member will participate in an end of the year evaluation conference with a supervising administrator and complete the Florida Model approved evaluation instrument for instructional practice.
- Final Rating: Using the state growth model for student performance a rating for the instructor will be determined utilizing a 4 point scale. The cut points for the scale will be determined once the model is delivered and the data is reviewed. The Instructional Practice score with a weight of 60% will be calculated using the Florida Model and combined with the Student Growth score with a weight of 40% resulting in a final rating for the instructional staff member. The instructional practice score and the student performance score will be calculated at the district level utilizing the Teacher Evaluation Component of St. Lucie's LIIS. Staff members will be informed in writing of their final score upon completion of the calculations by their principal.

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4. Teacher and Principal Involvement

- An eighteen member Steering Committee for Teacher Appraisal was established in January 2011. Membership on this team included principals, assistant principals, teachers, district administrators, and union leaders. This team has met at least two times a month to focus on the redevelopment of the district teacher evaluation system. Four Sub-Committees were formed that included 22 additional teachers. These sub-committees worked on tasks that were then reported back to the steering committee for approval and inclusion in the new teacher evaluation system. These committees continued to meet and complete assignments until the submission of the teacher evaluation system.
- A Teacher Evaluation Review Team will be established to include administrators, instructional staff and union leadership to meet annually to review the teacher evaluation system. This team will review all pertinent teacher performance, student learning outcomes, and feedback from users to determine needed revisions/improvement to the system. The review team will meet four times during the first year (or more often if needed) of implementation to insure success.
- See Appendix A for Evidence of Collaborative Bargaining.

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5. Multiple Evaluations for First Year Teachers Category 1.1

- Evaluation includes both observations and reviews of student work
- The process includes feedback for the beginning teacher specific to improvements and level of progress toward effective teaching

Formal Observation (2)	Informal Observation (4)	Evaluation	Notes	
Conducted by principal/assistant principal	Conducted by principal/assistant principal	Includes both classroom observations and reviews of student work and performance		
Using state approved forms	Using state approved forms	Conducted by principal/assistant principal		
*Must have informal prior to first formal		Using state approved forms		
<ul style="list-style-type: none">• Pre Observation Conference (Domain 2)• A minimum of one class period or 45 minutes in length (Domain 1)• Post Observation Conference (Domain 3)• Written Feedback Required Within 10-Days• Results used for annual evaluation	<ul style="list-style-type: none">• Announced or Unannounced• At least 10 minutes in length• Written Feedback Required for Less than Applying Rating• Feedback is Provided Within 3 Days• Results used for annual evaluation	Includes review of student performance ie: Student work, benchmark assessments, pre-post-tests, performance matters, student progress monitoring systems, grades, artifacts, etc.	An experienced teacher new to the district whose final evaluation rating is highly effective or effective will move to the category that is equivalent to their years of experience for the following year.	
Observation Instruments <ul style="list-style-type: none">• Pre-Observation Conference• Short• Snapshot• Post Observation Conference• Long Form as a Reference Tool• Formal Classroom Observation Data Collection• Other	Observation Instruments <ul style="list-style-type: none">• Pre-Observation Conference• Short Form• Snapshot• Post Observation Conference• Long Form as a Reference Tool• Formal Classroom Observation Data Collection• Other	Late Hire Requirements (Minimum)		
		Days Worked	Observations	Evaluations
		91 - 179	2 Formal 4 Informal	2
		45 – 90	1 Formal 2 Informal	1
		44 or Less	1 Informal	Narrative

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ROLES and RESPONSIBILITIES

Formal Observation	Observer	Teacher
Pre-Conference	To support and guide the teacher in planning and preparation for the observation. To gather evidence for Domain 2. The evaluator schedules the pre-observation conference with the teacher 2-3 days ahead of the observation. The evaluator reviews the pre-observation conference form to guide the conversation. The evaluator and the teacher discuss the lesson to be observed.	To provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula. The teacher prepares and shares the pre-observation conference guide with the evaluator at least one day in advance of the conference.
Observation	The evaluator gathers evidence of teaching strategies as indicated in The Art and Science of Teaching, Teacher Evaluation Model, Domain 1 using the observation form. Results are used for annual evaluation. The evaluator sends evidence of the observation to the teacher prior to the post-observation conference.	To demonstrate effective teaching as outlined in The Art and Science of Teaching, Teacher Evaluation Model, Domain 1. The teacher reviews the evidence of observation and prepares for the post-observation conference completing the post observation conference guide.
Post-Conference	The evaluator schedules the post-observation conference to occur within 10 days of the observation. The evaluator provides a climate and experience that enables the teacher and to reflect upon the lesson and to determine next steps. Together the teacher and evaluator complete the rating scale for the observation to gather evidence for Domain 3.	To reflect upon the impact that the lesson had on student learning. Together the teacher and evaluator complete the rating scale for the observation to gather evidence for Domain 3 and determine next steps.
Written Feedback	Provide objective, actionable and timely feedback within 10 days	To reflect upon, engage in dialogue with observers and to take appropriate action

Note: The district is developing the Beginning Teacher Support Program which will include peer reviewers as a component. In addition, the district is considering adding a peer review component to the evaluation system in year two or three.

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6. Additional Metric Evaluation Element

The additional metric of Deliberate Practice will apply to all classroom teachers and non-classroom teachers as appropriate.

Using the Florida Model an instructor's Instructional Practice Score represents 50% of the teacher's final evaluation score. In consideration of an additional metric the district will implement the combination of a Status Score based on an aggregation of a teacher's performance across all observed elements within the framework with a weight of 30%. The Deliberate Practice Score is based on the teacher's improvement over time on specific elements within the framework with a weight of 20% for the final evaluation. A score of 1.0 – 4.0 will be determined for the teacher.

Deliberate Practice is determined jointly by the supervisor and the instructor. Up to 3 target elements will be identified for improvement and professional development based upon the previous year's evaluation score and/or the instructor's self-assessment. Since there will be no baseline data for year 1 implementation the district will use the Florida Model approach to implementation as follows:

- Year 1
Focus on establishing a common language using the framework for all users.
Establish baseline status data across all elements in the framework.
- Year 2
Incorporate the Florida DOE Approved Additive Deliberate Practice score as a multi-metric element. Track Deliberate Practice against identified specific focused elements. Engage in professional development, collaboration and feedback on the identified elements.
- Year 3
Incorporate the Florida DOE Approved Inclusive Deliberate Practice.

7. Milestone Career Events

Milestone Career Events as defined by St. Lucie County School District:

- Moving from Probationary Contract to Annual Contract
- Moving from Category 1 to Category 2
- Promotion

A multi-metric will occur for all instructional personnel beginning with the 2012-2013 school year as described above in the implementation of the Florida Model.

A Probationary Teacher must have a final rating of not less than Developing to move to Annual Status.

A Category 1 Teacher must have a final rating of Effective or Highly Effective to move to Category 2.

A teacher considered for a promotion must have a final rating of Effective or Highly Effective to move to a new position.

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8. Annual Evaluation for Category 1.2, 1.3, and 2.0 Teachers

A performance evaluation will be conducted for each instructional employee at least once a year. The following charts outline the requirements for formal and informal observations, required number of observations, sources of evidence collected for each domain, roles of the observer and teacher in the evaluation process, the suggested timeframe for the evaluation process, cycles for observations and the process and procedures for struggling teachers.

Requirements for Observations

Formal Observation (1)	Informal Observation (3)	Evaluation	Notes
<p>Conducted by principal/assistant principal</p> <p>Using state approved forms</p> <p>*Must have informal prior to first formal</p>	<p>Conducted by principal/assistant principal</p> <p>Using state approved forms</p>	<p>Includes both classroom observations and reviews of student work</p> <p>Conducted by principal/assistant principal</p> <p>Using state approved forms</p>	
<ul style="list-style-type: none"> • Pre Observation Conference (Domain 2) • Observation: a minimum of one class period or 45 minutes in length (Domain 1) • Post Observation Conference (Domain 3) • Written Feedback Required • Results used for annual evaluation 	<ul style="list-style-type: none"> • Announced or Unannounced • Observation: at least 10 minutes in length • Written Feedback Required for Less Than Applying Rating • Feedback is provided within 3 days • Results used for annual evaluation 	<p>Includes review of student performance ie: Student work, benchmark assessments, pre-post tests, performance matters, student progress monitoring systems, grades, artifacts, etc.</p>	<p>An experienced teacher new to the district whose final evaluation rating is highly effective or effective will move to the category that is equivalent to their years of experience for the following year.</p>
<p>Observation Instruments</p> <ul style="list-style-type: none"> • Pre Observation Conference • Short • Snapshot • Post Observation Conference • Long Form as a Reference Tool • Classroom Observation Data Collection • Other 	<p>Observation Instruments</p> <ul style="list-style-type: none"> • Short • Snapshot • Long Form as a Reference Tool • Classroom Observation Data Collection • Other 		

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Required Number of Observations

STATUS	FORMAL OBSERVATION	INFORMAL OBSERVATION	EVALUATION	NOTES
Category 1.1 New teacher to the district	2	4	2	Milestone Event movement from probationary to annual contract
Category 1.2 New teacher year 2 in the district	1	3	1	
Category 1.3 New teacher year 3 in the district	1	3	1	Milestone Event movement from Category 1 to Category 2 teacher
Category 2 Year 4 in the district	1	3	1	Teachers in year 4 of experience unless brand new to the district

Sources of Evidence for Each Domain

Domain 1: Classroom Strategies and Behaviors	Domain 2: Planning and Preparing
<ul style="list-style-type: none"> • Formal Observation(s) • Informal Observations • Student Interviews/Surveys • Videos of classroom practice • Artifacts (e.g. student work, letters from parents) 	<ul style="list-style-type: none"> • Pre-observation conference • Lesson Planning Documents • Evidence of differentiation • Artifacts (e.g. student work samples, assessments, scales, rubrics)
Domain 3: Reflecting on Teaching	Domain 4: Collegiality and Professionalism
<ul style="list-style-type: none"> • Self-assessment • Post-observation conference • Individual Professional Development Plan (IPDP) • Conferences • Student Work Samples 	<ul style="list-style-type: none"> • Professional Learning Community Agendas • Participation in School Activities Log • Lesson Study Agendas • Action Research Report • Documentation of Parent Involvement/Communication • Leading Professional Development

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Roles and Responsibility

Timeline for Observation and Evaluation

Formal Observation	Observer	Teacher
Pre-Conference	To support and guide the teacher in planning and preparation for the observation. To gather evidence for Domain 2. The evaluator schedules the pre-observation conference with the teacher 2-3 days ahead of the observation. The evaluator reviews the pre-observation conference form to guide the conversation. The evaluator and the teacher discuss the lesson to be observed.	To provide evidence regarding their skills in planning and aligning their lessons to district standards and curricula. The teacher prepares and shares the pre-observation conference guide with the evaluator at least one day in advance of the conference.
Observation	The evaluator gathers evidence of teaching strategies as indicated in The Art and Science of Teaching, Teacher Evaluation Model, Domain 1 using the observation form. Results are used for annual evaluation. The evaluator sends evidence of the observation to the teacher prior to the post-observation conference.	To demonstrate effective teaching as outlined in The Art and Science of Teaching, Teacher Evaluation Model, Domain 1. The teacher reviews the evidence of observation and prepares for the post-observation conference completing the post observation conference guide.
Post-Conference	The evaluator schedules the post-observation conference to occur within 10 days of the observation. The evaluator provides a climate and experience that enables the teacher and to reflect upon the lesson and to determine next steps. Together the teacher and evaluator complete the rating scale for the observation to gather evidence for Domain 3.	To reflect upon the impact that the lesson had on student learning. Together the teacher and evaluator complete the rating scale for the observation to gather evidence for Domain 3 and determine next steps.
Written Feedback	Provide objective, actionable and timely feedback within 10 days	To reflect upon, engage in dialogue with observers and to take appropriate action

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<u>MONTH</u>	<u>CATEGORY 1.1</u>	<u>CATEGORY 1.2, 1.3, & 2</u>
August	Observation and Schedule	Orientation and Schedule
September	Informal	Informal
October	Formal Observation Informal Observation	Informal Observation Formal Observation
November	Formal Observation	Informal Observation Formal Observation
December	Informal Observation Evaluation	Informal Observation Formal Observation
January	Evaluation	Informal Observation Formal Observation
February	Informal Observation	Informal Observation Formal Observation
March	Informal Observation Formal Observation	Informal Observation Formal Observation
April	Formal Observation Evaluation	Formal Observation Evaluation
May	Informal Observation Evaluation	Evaluation

Cycle of Observation

For the first year of implementation of the Marzano Framework, the entire district will follow the observation cycle as outline below. This cycle will be reviewed annually. If the observer identifies elements other than the area of focus during an observation the observer will consider these elements in addition to those identified in the cycle. This will insure focused professional development and enhance the development of a common language of instruction for all users. During year 2 and beyond, this cycle is recommended as areas of focus for new teachers.

Cycle 1 Observation	Cycle 2 Observation	Cycle 3 Observation	Cycle 4 Observation
D.Q. 1 What will I do to establish learning goals, track student progress and celebrate success?	D.Q. 1 What will I do to establish learning goals, track student progress and celebrate success?	D.Q. 2 What will I do to help students interact with new knowledge?	D.Q. 3 What will I do to help students deepen and practice new knowledge?
D.Q. 6 What will I do to establish or maintain classroom routine	D.Q. 9 What will I do to communicate high expectations for students?	D.Q. 8 What will I do to establish and maintain effective relationships?	D.Q. 4 What will I do to help students generate and test hypothesis about new knowledge.
D.Q. 5 What will I do to engage students.	D.Q. 7 What will I do to acknowledge adherence or lack of rule and procedures?		

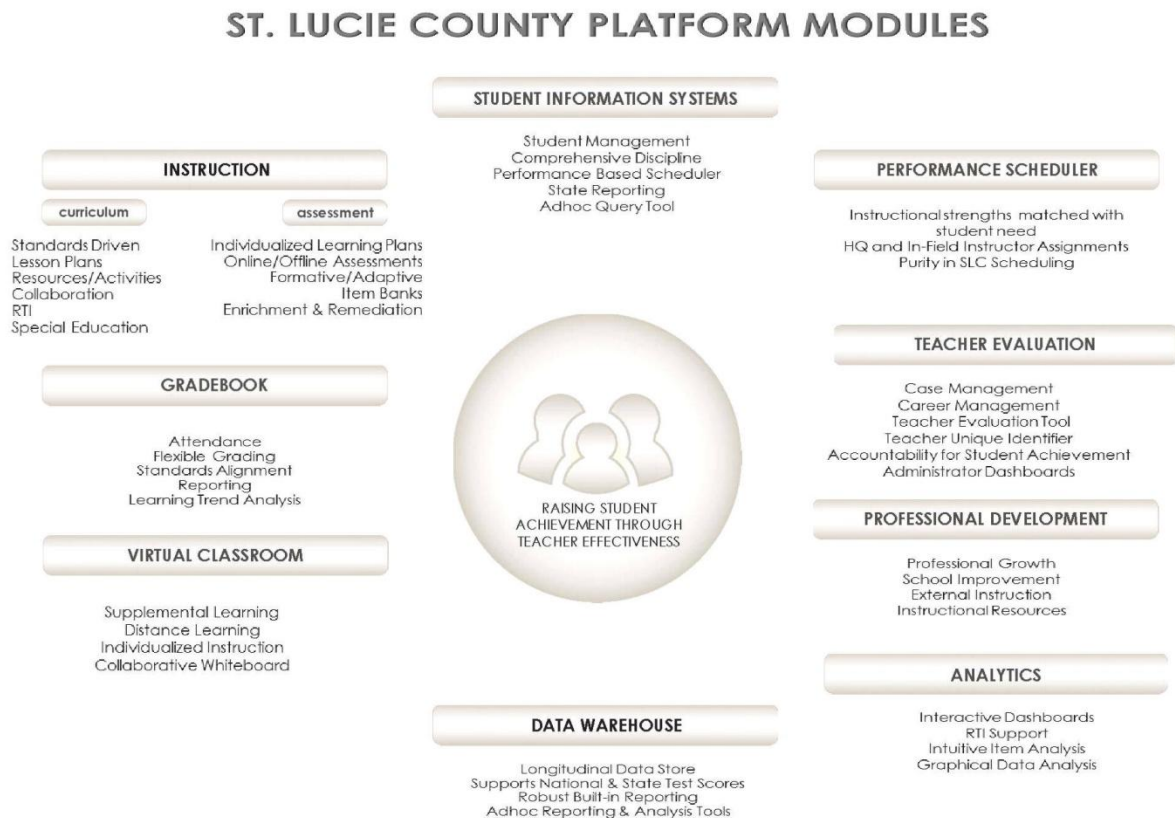
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9. Improvement Plans

The Marzano Model of teacher evaluation is designed as a comprehensive framework for effective instruction to be used by all teachers in all classrooms. These strategies have a high probability that if used effectively will enhance student achievement and therefore support the district and school improvement plans. Data collected from the evaluation process will be used by both the district and schools to inform the next cycle of improvement planning.

The district is currently planning to link data collection and analysis from evaluation and professional development through the LIIS that is under development. This data analysis will provide the district with the ability to link individual, school and district improvement plans and improve the ability of the district to focus professional development where it will have the greatest impact on student achievement.

- See Appendix C for Platform Modules



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10. Continuous Professional Improvement

Upon completion of an informal observation the supervisor will input the observation data in the district's digital system for the purpose of feedback within 3 days after an observation. This timely feedback will allow the instructor to identify professional development in areas that need improvement or development.

Upon completion of a formal observation the instructor will complete the post observation conference form and meet for a reflective conversation with the supervisor. Areas in need of development or improvement identified by the supervisor and/or the instructor will be discussed as well as professional development related to the identified needs. Objective, actionable written feedback will be provided to the instructor within 10 days.

Upon completion of the annual evaluation the instructor and evaluator will identify areas in need of development or improvement for incorporation into the next cycle of individual professional development planning.

The instructor and the supervisor will identify up to 3 target elements for growth and professional development during the end of year evaluation conference. This Deliberate Practice will become part of the instructor's Professional Growth Plan for the following year.

Professional development is integral to the success of this evaluation system. All professional development will be aligned to the FEAP's and the Framework prior to the 2011-2012 school year.

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11. Teaching Fields Requiring Special Procedures

All non-classroom teaching positions have been identified at both the school and district level. The district identified teaching positions requiring special procedures initially with a review of job titles within the Human Resource Division and with verification of the school principal or district supervisor.

Non-Classroom Teaching Positions:

SCHOOL-BASED	DISTRICT - BASED
Athletic Director	Behavioral Analyst
Dean/Conduct Counselor	Behavioral Specialist
ESE School-Based Specialist	Child Find Specialist/Educational Consultant
Guidance Counselors	Diagnostician
Literacy Coach	Language Development Specialist
Mathematics Coach	Program Specialist
School Librarian/Media Specialist (Less than 50% teaching)	Response to Intervention Coach
Speech/Language Pathologist	School Psychologist
Student Support Facilitator (S Qualifier for courses taught)	School Social Worker Educational Consultant
Teacher on Special Assignment	Teacher Support Specialist
	Teacher on Special Assignment

For the 2011-2012 year only the individuals in the positions listed above will be evaluated for the instructional practice component of assessment on effective use of the FEAP's in support of classroom instructional personnel.

The Non-Classroom Teacher evaluation procedures will be located at the following URL upon approval of the FLDOE:

<http://www.stlucie.k12.fl.us/staff/documents/Non-Classroom-Teacher-Eval.pdf>

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12. Evaluator Training

An evaluator is defined as: a site based administrator or a district-based administrator who supervise instructional personnel. Also included in the evaluator training will be peer observers. These individuals will conduct observation for the purpose of providing coaching and normative feedback to beginning and struggling teachers.

DATE	Hours	ACTIVITY	TARGET AUDIENCE
2011			
March Principal/AP Meeting	2	Overview of RTTT	Principals/Assistants
June 9	1	Video Overview Teacher Evaluation System/Marzano Research. Resources identified for summer learning at no cost	Teachers/Administrators
June 21-22	14	Overview Teacher Evaluation System, Dr. Tom Roy Overview of Marzano Framework, Batelle Overview of VAM	All Administrators
July 12-14	21	Teacher Evaluation Academy Focus on Communication for District	Steering Committee, select principals and district administrators
July 26	1	Overview of Teacher Evaluation System	SLC School Board
August 2, 3, 4	21	Marzano Leaders of Learning T Domain 1, observation practice	School teams including administrators and teachers, district staff & bargaining unit
August 8	7	Teacher Evaluation Training System and Observations	All administrators
August 8	2	Bridge Website Live	All teachers and administrators
August 17, 18	7	Dr. Tom Roy Overview of Domain 1	All teachers and administrators
August 17, 18	2	Teacher Evaluation System Training ; TV Station	All teachers and administrators
September-April	32	Monthly Bridge Help Sessions	All administrators
September - June	280 approx	Support Specialists begin supporting schools in implementation of Marzano; coaching teachers and administrators	Administrators and teachers
September	60	Design Questions 1, 5 and 6 Training Modules go live/Share	All teachers and administrators
September Principal/AP Meeting	8	Marzano Content, Observations, Digital Bridge Training Part 1	Principals/AP's

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September 19-23	4	Mark Rolewski begins instructional rounds based on Marzano Framework; work continues throughout the year	Principals
September 30	1	Digital Bridge Training Part 1 via video and face to face at school sites. In addition a user guide was provided to all users.	All administrators and teachers
October	1	Status Score (On-Demand)	Principal/APs
October	4	Site Based Q&A Sessions; Carla/Sue	As needed
October	4	Principal & AP Meeting	Principals/APs
October Cycle 2	6	Design Questions 1, 9, 7	All teachers and administrators
October 28	7	Supervision of the Art and Science of Teaching; Formal Observation Process and coaching	All site based administrators
November	4	Principal & AP Meeting	Principal/APs
November	5	Mark Rolewski - Common language, observation, data collection, alignment of data with appropriate elements, accurate rating, and conferencing	Principals
November 2011 – November 2012	60	Self-Study Domain 1 Course	All users
December	4	Principal Meeting	Principals
December	1	Mid-Year Evaluation for Category 1.1 Teachers (On-Demand)	Principals/APs
December	1	Evidence Portfolio (On-Demand)	Principals/APs
2012			
January	4	Principal & AP Meeting	Principal/APs
January/February Cycle 3	6	Design Questions 2, 8 Modules	All teachers and administrators
January 2-Elementary January 20-Secondary	7	Supervision of the Art and Science of Teaching Domains 2, 3, 4	Principals/APs
February	4	Principal & AP Meeting	Principal/APs
February	5	Mark Rowlewski - Common language, observation, data collection, alignment of data with appropriate elements, accurate rating, and conferencing	Principals
March	5	Mark Rowlewski - Common language, observation, data collection, alignment of data with appropriate elements, accurate rating, and conferencing	Principals
March/April	4	Principal & AP Meeting	Principal/APs
March Cycle 4	6	Domain Questions 3, 4	All teachers and administrators
April	5	Mark Rowlewski - Common language, observation, data collection, alignment of data with appropriate elements,	Principals

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		accurate rating, and conferencing	
May	1	Final Evaluation (On-Demand)	Principal/APs
June	24	AP Leadership Academy	APs
June	10	Principal Leadership Academy	Principals

641 Total Hours Training for Initial Implementation Year for Administrators

Principals: 617 hours

Assistant Principals: 596 hours

Monitoring for the effective and consistent use of the evaluation criteria by evaluators is the responsibility of the evaluator's supervisor. Data from LIIS collected during observations will be reviewed as part of the monitoring process by the evaluator's supervisor.

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13. Process of Informing Teachers About the Evaluation Process

Instructional personnel will be informed of the criteria and procedures by which they will be evaluated to include:

- Training sessions via a series of webinars beginning June 2011 and ongoing as needed.
- The district will develop a link to information regarding the new evaluation system including links to Marzano's Framework.
- Individual school sites will hold training sessions regarding evaluation procedures during pre-school week. Instructional personnel will be provided an overview of all forms and procedures as outlined within the collective bargaining agreement.
- Instructional personnel hired after the initial training in August will receive information during New Employee Orientation.
- All webinars conducted regarding the new evaluation system will be posted on the district website for review by instructional personnel.
- Ongoing professional development on the Marzano Framework will be provided at the school and district level during the first year of implementation and ongoing as needed.

14. Parent Input

Parents are invited to provide input on the performance of instructors. School administrators are expected to consider the comments and input offered by parents thru surveys and information received via the Parent Input form. This form will be made available in the school office and on the district webpage. Each year the Superintendent notifies parents via the district website they are invited to provide feedback on instructional staff as appropriate.

- See Appendix E for St. Lucie Schools' Parent Input Form

15. Annual Review by the District

An annual review of the teacher evaluation system will be completed by the Evaluation Review Team to determine compliance with Florida Statute. Any recommended revisions will be reviewed and approved by the school board before incorporation into the evaluation system.

An ongoing evaluation of the teacher evaluation system to include analysis of data such as overall district trends, fidelity of implementation and feedback from users will be conducted by the Evaluation Review Team. Quarterly reports will be made to the Superintendent and the Executive Council. Periodic updates will be presented to the School Board as appropriate. The following methods will be used to collect data:

- Surveys to assess teacher/evaluator perceptions of adequacy of training, understanding of the system, fairness of the process, and impact of the new process on teaching and student learning
- Surveys of selected teachers and evaluators to gather feedback on system implementation and identify necessary adjustments
- Impact of professional growth plans on teacher/student learning
- Correlation of teacher performance ranking and student performance data
- Trend data on professional development offerings

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- Patterns of performance on various components of the framework
- Review and feedback on the forms, rubric language, processes and support materials for recommended revisions

This analysis will be conducted with the assistance of the Department of Accountability and Assessment, Instructional Technology and Human Resource Divisions. Recommended revisions as a result of the analysis will be presented to the school board for annual approval.

16. Peer Review Option

Peer assistance will not be part of the evaluation system in the first year of implementation.

The Evaluation Review Team will meet to review the feasibility of implementing peer review. If a peer review component is deemed appropriate, a timeline will be developed. A recommendation will be made to the school board to include this option in the teacher evaluation system.

17. Evaluation by Supervisor

The school principal will determine which teachers will be evaluated by assistant principals available at the building and which teachers will be evaluated by the principal. In instances where the principal supervises teachers in more than one building additional evaluators may be recruited from district office staff. The principal will determine the supervisor for each teacher. The principal is required to sign off on all evaluations of teachers assigned to his/her school.

Non- classroom teachers assigned to the district office will be evaluated by the administrator in charge of the department.

18. Input into Evaluation by Trained Personnel other than the Supervisor

Personnel who could give input into the teachers' evaluation include district office administrators in the areas of human resources, curriculum and accountability and professional development. Only those individuals trained in the evaluation process as outlined in section 12 will provide input as appropriate.

19. Amending Evaluations

An evaluation may be amended based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. The evaluator will comply with procedures as outline in Florida Statute 1012.34.

The district and the CTA will complete negotiations regarding appeals to evaluations no later than October 30, 2011.

See Appendices F, G, H, I, and J for Observation Forms for All Domains and Annual Evaluation Forms

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APPENDIX

Appendix A: Evidence of Collaborative Bargaining

EVIDENCE OF COLLECTIVE BARGAINING

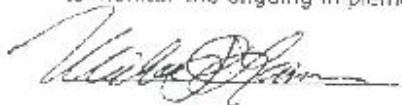
May 24, 2011

Please be advised that St. Lucie County School District and the St. Lucie County Classroom Teachers' Association have been actively engaged in collective bargaining negotiations and/or teacher evaluation system development consistent with the precepts contained in SB 736 and the Race to the Top grant in order to revise the teacher evaluation system for the 2011-2012 school year. It remains our intent to continue good faith negotiations in accordance with Chapter 447. We will continue to work diligently to design a new teacher evaluation system that combines the Race to the Top requirements with those required in the recently amended section 1012.34, Florida Statutes, and Rules 6B-4.010 and 6A.5.065, F.A.C.

The checklist and the activities of negotiations included with this letter will chronicle what we have accomplished, the process that we are using, the challenges that we now or will soon confront and the work yet to be developed and negotiated. It is also our intent that this document will assist DOE in ensuring that we have met the requirements in each area for the RTTT grant and SB 736, while also satisfying requirements for State Board Rule.

Through the district and union's ongoing collaborative bargaining process, there will be ongoing negotiation and refinement in the areas of selection of student assessments and growth measures and their applications, evaluation of instructional non-classroom personnel, procedural implementation of the overall appraisal system including training and inter-rater reliability, and use of the Teacher Performance Appraisal System forms including the Instructional Practice Score Calculation, collection of evidence, and observation forms/implementation.

It is the intent of the bargaining parties to fully address and comply with the law and the mandates of the Race to the Top grant while maintaining a focus on the needs of the district with regard to time, capacity, flexibility, and fairness. For this reason, the parties agree to maintain ongoing, regular meetings to address any substantive revisions required following the Department of Education's review and to monitor the ongoing implementation of the new system.



Michael Lannon, Superintendent



Vanessa Tillman, President CTA/CU

End of Appendix A: Letter of Understanding

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Appendix B: Performance Improvement Plan

PERFORMANCE IMPROVEMENT PLAN

PERFORMANCE IMPROVEMENT PLAN
REQUIRED FOR PROFESSIONAL SERVICES CONTRACT INSTRUCTIONAL STAFF
FLORIDA STATUTE 1012.34

A Performance Improvement Plan as outlined in Florida Statute 1012.34 is required for unsatisfactory performance when demonstrated by a professional services contract employee. In addition, this plan is required to be initiated prior to the final rating of unsatisfactory on the staff member's annual evaluation. Contact a Human Resources Administrator prior to providing the employee with written notice of performance.

(4) NOTIFICATION OF UNSATISFACTORY PERFORMANCE.—If an employee who holds a professional service contract as provided in s. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the following procedural requirements:

(a) Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

(b)1. The employee who holds a professional service contract shall be placed on performance probation and governed by the provisions of this section for 90 calendar days following the receipt of the notice of unsatisfactory performance to demonstrate corrective action. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a professional service contract must be evaluated periodically and apprised of progress achieved and must be provided assistance and inservice training opportunities to help correct the noted performance deficiencies. At any time during the 90 calendar days, the employee who holds a professional service contract may request a transfer to another appropriate position with a different supervising administrator; however, if a transfer is granted pursuant to ss. 1012.27(1) and 1012.28(6), it does not extend the period for correcting performance deficiencies.

2. Within 14 days after the close of the 90 calendar days, the evaluator must evaluate whether the performance deficiencies have been corrected and forward a recommendation to the district school superintendent. Within 14 days after receiving the evaluator's recommendation, the district school superintendent must notify the employee who holds a professional service contract in writing whether the performance deficiencies have been satisfactorily corrected and whether the district school superintendent

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will recommend that the district school board continue or terminate his or her employment contract. If the employee wishes to contest the district school superintendent's recommendation, the employee must, within 15 days after receipt of the district school superintendent's recommendation, submit a written request for a hearing.

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Performance Improvement Plan

Complete this form when "Unsatisfactory" performance is detected.

Name:	Position:	Location:	School Year:
Description of current performance (based on areas from evaluation instrument)			
Description of expected performance			
Actions and steps to be taken by the appraiser to improve performance			
Persons/Resources to be supplied to support performance improvement			
Timeline and Deadline for performance improvement activities			
Summary of the actions taken and outcomes.			
Notification Conference		Progress Conference	
Outcomes Conference			
<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>
<i>Appraiser</i>		<i>Appraiser</i>	
<i>Appraisee</i>		<i>Appraisee</i>	

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SUPPORT TEAM MEETING LOG

Complete one form per support team for each meeting held. Support Team Meeting should take place on regular intervals bi-weekly or monthly for a period of no less than 9 weeks.

Meeting Date _____ Time _____ Place _____

Members

Present _____

Teacher Comments: (Review of progress/activities since last meeting)

Observation/Comments from Team Regarding Areas Identified for Improvement:

Administrative Support, Feedback, Resources and Development Needed:

Next Meeting Date _____ Time _____ Place _____

Submitted by _____ Date _____

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PERFORMANCE IMPROVEMENT PLAN OUTCOMES SUMMARY

To be completed by the Support Team and Staff Member at the end of the Performance Improvement Plan.

Name _____ Date _____

Team Members _____

What were the results of the Performance Improvement Plan; Be Specific Regarding Each Area of Concern _____

Describe the activities that took place by the staff member _____

Describe the current performance level of the staff member

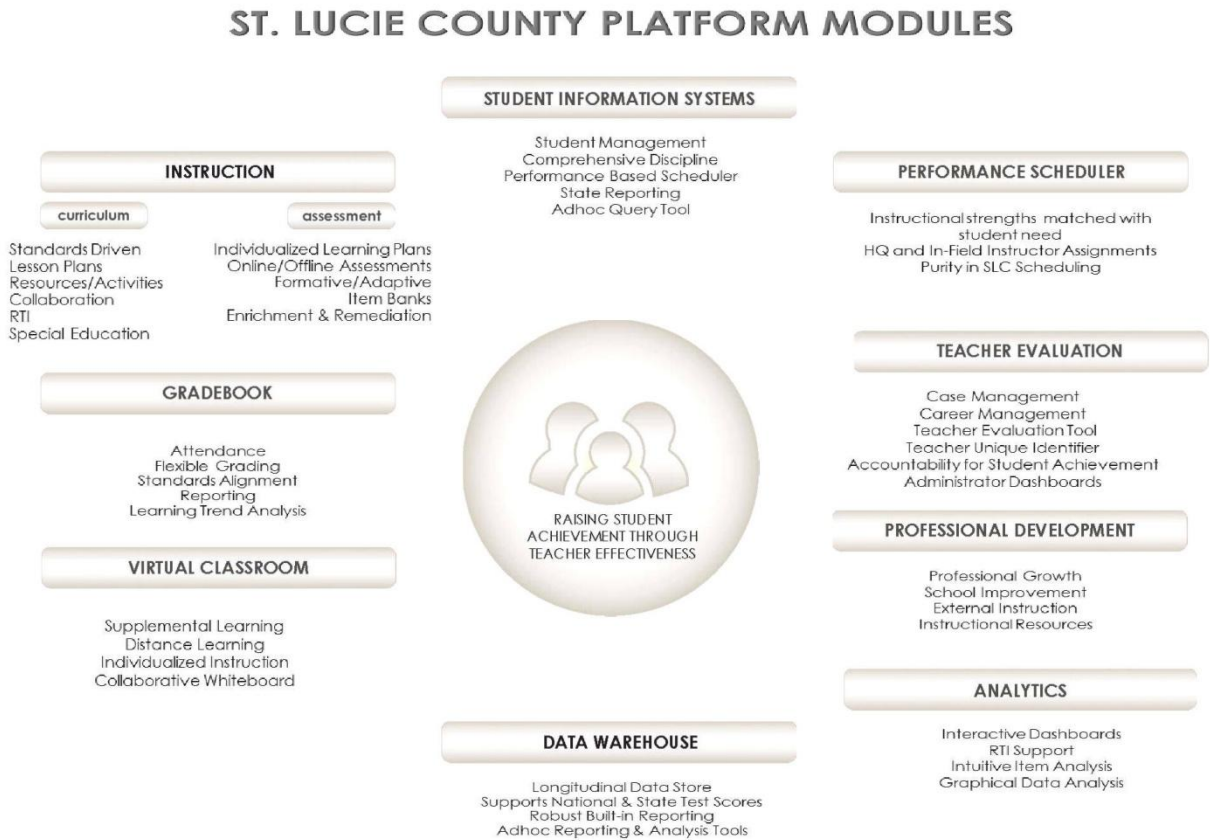
Next Steps for Staff Member

Submitted by _____ Date _____

End of Appendix B: Performance Improvement Plan

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Appendix C: St. Lucie County Platform Modules



END OF APPENDIX C: ST. LUCIE COUNTY PLATFORM MODULES

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Appendix D: Parent Input Form



4204 Okeechobee Road • Fort Pierce, FL 34947
772.429.3600 • stlucieschools.org

Board Members

Carol A. Hilson, Chairman
Debbie Hawley, Vice Chairman
Kathryn Hensley
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Superintendent

Michael J. Lannon

St. Lucie Public Schools
Parent Input Form

This form is to be used by parents, teachers, or other interested parties to provide input towards the assessment of teachers/administrators.

Teacher/Administrator Name _____

Position _____

Site _____

Comments:

Signature _____ Date _____

Please Print Name _____

PER0177



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End of Appendix D: Parent Input Form

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA TEACHER PERFORMANCE APPRAISAL SYSTEM

APPENDIX E – DOMAIN 1 OBSERVATION FORMS

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA DOMAIN 1 Protocol Snapshot

Name:	Position:	Work Site:
DATE:	School Year:	Observer:

Lesson Segments that Involve Routine Events that Might be Observed in Every Lesson

1. What is the teacher doing to help establish and communicate learning goals, track student progress, and celebrate success?

Comments:

2. What is the teacher doing to establish or maintain classroom rules and procedures?

Comments:

Lesson Segments that Address Content

3. What is the teacher doing to help students effectively interact with new knowledge?

Comments:

4. What is the teacher doing to help students practice and deepen their understanding of new knowledge?

Comments:

5. What is the teacher doing to help students generate and test hypotheses about new knowledge?

Comments:

Lesson Segments that are Enacted on the Spot

6. What is the teacher doing to engage students?

Comments:

7. What is the teacher doing to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

Comments:

8. What is the teacher doing to establish and maintain effective relationships with students?

Comments:

9. What is the teacher doing to communicate high expectations for all students?

Comments:

Observer

Date

Teacher

Date

3/15/2011

PER0168.1

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

Art and Science of Teaching Observation and Feedback Protocol

DOMAIN 1 Short Form - Lesson Segments Involving Routine Events

_____/_____
Teacher's Name (Please Print) Teacher's Signature Date

_____/_____
Observer's Name (Please Print) Observer's Signature Time Started Time Ended

AM AM
PM PM

LESSON SEGMENTS INVOLVING ROUTINE EVENTS

LEARNING GOALS & FEEDBACK	1. Providing clear learning goals and scales to measure those goals (e.g., provide or remind students about a specific learning goal)	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	2. Tracking student progress (e.g., use formative assessments to help students chart individual/group progress on a learning goal)	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
RULES & PROCEDURES	3. Celebrating Student Success (e.g., provide or remind students about a specific learning goal)	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	4. Establishing Classroom Routines (e.g., remind students of rules/procedures or establishes new rules/procedures)	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
RULES & PROCEDURES	5. Organizing the physical layout of the classroom for learning (e.g., organize materials/traffic, patterns/displays to enhance learning)	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

DOMAIN 1

Short Form - Lesson Segments Involving Routine Events

_____/_____
 Teacher's Name (Please Print) Teacher's Signature Date

 _____ : _____ AM
 Observer's Name (Please Print) Observer's Signature Time Started Time Ended
 _____ : _____ PM

LESSON SEGMENTS ADDRESSING CONTENT

INTERACTING WITH NEW KNOWLEDGE	1. Identifying critical information (e.g. provide clues) <u>Circle One:</u> I A D B NU	PRACTICING & DEEPENING KNOWLEDGE	10. Organizing students to practice and deepen knowledge (e.g. organize students to review or practice skills) <u>Circle One:</u> I A D B NU
	2. Organizing students to interact with new knowledge (e.g. organize students into dyads/triads) <u>Circle One:</u> I A D B NU		11. Using homework (e.g. use homework for independent practice or to elaborate on information) <u>Circle One:</u> I A D B NU
	3. Previewing new content (e.g. use K-W-L, advance organizers, and preview questions strategies) <u>Circle One:</u> I A D B NU		12. Examining similarities and differences (e.g. engage students in comparing/classifying/creating analogies and metaphors) <u>Circle One:</u> I A D B NU
	4. Chunking content into "digestible bites" (e.g. present content in small portions tailored to individual students) <u>Circle One:</u> I A D B NU		13. Examining errors in reasoning (e.g. ask students to examine informal fallacies, propaganda, and bias) <u>Circle One:</u> I A D B NU
	5. Group processing of new information (e.g. ask students to summarize and clarify what they have experienced) <u>Circle One:</u> I A D B NU		14. Practicing skills, strategies, and processes (e.g. use massed and distributed practice) <u>Circle One:</u> I A D B NU
6. Elaborating on new information (e.g. ask questions that require students to make and defend inferences) <u>Circle One:</u> I A D B NU	15. Revising knowledge (e.g. ask students to revise entries in notebooks to clarify/add to previous information) <u>Circle One:</u> I A D B NU		
GENERATING & TESTING HYPOTHESIS	7. Recording and representing knowledge (e.g. ask students to summarize, take notes, use nonlinguistic representation) <u>Circle One:</u> I A D B NU	GENERATING & TESTING HYPOTHESIS	16. Organizing students for cognitively complex tasks (e.g. organize students into small groups to facilitate tasks) <u>Circle One:</u> I A D B NU
	8. Reflecting on learning (e.g. ask students to reflect on their understanding or what they are still confused about) <u>Circle One:</u> I A D B NU		17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g. engage students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks) <u>Circle One:</u> I A D B NU
9. Reviewing content (e.g. review related content addressed previously) <u>Circle One:</u> I A D B NU	18. Providing resources and guidance (e.g. make resources available specific to tasks and help students execute tasks) <u>Circle One:</u> I A D B NU		

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

DOMAIN 1

Short Form - Lesson Segments Involving Routine Events

_____/_____
 Teacher's Name (Please Print) Teacher's Signature Date
 _____ : _____ AM : _____ AM
 _____ : _____ PM : _____ PM
 Observer's Name (Please Print) Observer's Signature Time Started Time Ended

LESSON SEGMENTS ENACTED ON THE SPOT

STUDENT ENGAGEMENT	1. Noticing and reacting when students are not engaged (e.g. scan classroom to monitor student engagement level) <u>Circle One:</u> I A D B NU	ADHERENCE TO RULES AND PROCEDURES	10. Demonstrating "withitness" (e.g. aware of variations in student behavior and attend to potential disruptions) <u>Circle One:</u> I A D B NU
	2. Using academic games (e.g. adopt popular games to re-engage students and focus their attention on academic content) <u>Circle One:</u> I A D B NU		11. Applying consequences (e.g. apply consequences to lack of adherence to rules/procedures consistently and fairly) <u>Circle One:</u> I A D B NU
	3. Managing response rates during questioning (e.g. ensure multiple students respond to questions) <u>Circle One:</u> I A D B NU	TEACHERS/STUDENT RELATIONSHIPS	12. Acknowledging adherence to rules and procedures (e.g. acknowledge consistently and fairly) <u>Circle One:</u> I A D B NU
	4. Using physical movement (e.g. require students to move physically) <u>Circle One:</u> I A D B NU		13. Students' interests and backgrounds (e.g. seek out knowledge about students to engage them) <u>Circle One:</u> I A D B NU
	5. Maintaining a lively pace (e.g. slow/quicken pace of instruction in such a way as to enhance engagement) <u>Circle One:</u> I A D B NU	HIGH EXPECTATIONS	14. Using verbal and nonverbal behaviors that indicate affection for students (e.g. use humor and friendly banter appropriately) <u>Circle One:</u> I A D B NU
	6. Demonstrating intensity and enthusiasm (e.g. use verbal/nonverbal signals to indicate enthusiasm about content) <u>Circle One:</u> I A D B NU		15. Displaying objectivity and control (e.g. behave in ways that indicate s/he does not take infractions personally) <u>Circle One:</u> I A D B NU
7. Using friendly controversy (e.g. require students to take and defend a position about content) <u>Circle One:</u> I A D B NU	16. Demonstrating value and respect for low expectancy students (e.g. demonstrate the same positive affective tone with low as well as high expectancy students) <u>Circle One:</u> I A D B NU		
8. Providing opportunities for students to talk about themselves (e.g. allow students to relate content to personal lives) <u>Circle One:</u> I A D B NU	17. Asking questions of low expectancy students (e.g. ask questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students) <u>Circle One:</u> I A D B NU		
9. Presenting unusual or intriguing information (e.g. provide/encourage identification of intriguing information about content) <u>Circle One:</u> I A D B NU	18. Probing incorrect answers with low expectancy students (e.g. inquire into incorrect answers with the same depth and rigor as with high expectancy students) <u>Circle One:</u> I A D B NU		

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA TEACHER PERFORMANCE APPRAISAL SYSTEM

DOMAIN 1

Lesson Segments Involving Routine Events

Name:	Position:	Work Site:
DATE:	School Year:	Observer:

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence

- ☐ Teacher has a learning goal posted so that all students can see it
- ☐ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- ☐ Teacher makes reference to the learning goal throughout the lesson
- ☐ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- ☐ Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence

- ☐ When asked, students can explain the learning goal for the lesson
- ☐ When asked, students can explain how their current activities relate to the learning goal
- ☐ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence

- ☐ Teacher helps student track their individual progress on the learning goal
- ☐ Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- ☐ Teacher charts the progress of the entire class on the learning goal

Student Evidence

- ☐ When asked, students can describe their status relative to the learning goal using the scale or rubric
- ☐ Students systematically update their status on the learning goal

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Facilitates tracking of student progress using a formative approach to assessment.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment, that address unique student needs and situations?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How can you facilitate tracking of student progress using a formative approach to assessment?	How can you begin to incorporate some aspects of this strategy into your instruction?

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Teacher Evidence

- ☐ Teacher acknowledges students who have achieved a certain score on the scale or rubric
- ☐ Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- ☐ Teacher acknowledges and celebrates the final status and progress of the entire class
- ☐ Teacher uses a variety of ways to celebrate success
 - Show of hands
 - Certification of success
 - Parent notification
 - Round of applause

Student Evidence

- ☐ Student show signs of pride regarding their accomplishments in the class
- ☐ When asked, students say they want to continue to make progress

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	Adapts and creates new strategies for unique student needs and situations.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	How can you begin to incorporate some aspects of this strategy into your instruction?

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

Student Interviews
<p>Student Questions:</p> <ul style="list-style-type: none">• What learning goal did today's lesson focus on?• How well are you doing on that learning goal?• Describe the different levels you can be at on the learning goal.

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

Design Question #6: What will I do to establish and maintain classroom rules and procedures?

4. Establishing Classroom Routines

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

Teacher Evidence

- ☐ Teacher involves students in designing classroom routines
- ☐ Teacher uses classroom meetings to review and process rules and procedures
- ☐ Teacher reminds students of rules and procedures
- ☐ Teacher asks students to restate or explain rules and procedures
- ☐ Teacher provides cues or signals when a rule or procedure should be used

Student Evidence

- ☐ Students follow clear routines during class
- ☐ When asked, students can describe established rules and procedures
- ☐ When asked, students describe the classroom as an orderly place
- ☐ Students recognize cues and signals by the teacher
- ☐ Students regulate their own behavior

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Establishing classroom routines	Adapts and creates new strategies for unique student needs and situations.	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	Establishes and reviews expectations regarding rules and procedures.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Establishing classroom routines	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create strategies for establishing and reviewing expectations, rules, and procedures that address unique student needs and situations?	In addition to establishing and reviewing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How can you establish and review expectations regarding rules and procedures?	How can you begin to incorporate some aspects of this strategy into your instruction?

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

5. Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

Teacher Evidence

- ☐ The physical layout of the classroom has clear traffic patterns
- ☐ The physical layout of the classroom provides easy access to materials and centers
- ☐ The classroom is decorated in a way that enhances student learning:
 - Bulletin boards relate to current content
 - Students work is displayed

Student Evidence

- ☐ Students move easily about the classroom
- ☐ Students make use of materials and learning centers
- ☐ Students attend to examples of their work that are displayed
- ☐ Students attend to information on the bulletin boards
- ☐ Students can easily focus on instruction

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing the physical layout of the classroom	Adapts and creates new strategies for unique student needs and situations.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning.	Organizes the physical layout of the classroom to facilitate movement and focus on learning.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing the physical layout of the classroom	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and focus on learning that address unique student needs and situations?	In addition to organizing the physical layout of the classroom to facilitate movement and focus on learning, how can you monitor the impact of the environment on student learning?	How can you organize the physical layout of the classroom to facilitate movement and focus on learning?	How can you begin to incorporate some aspects of this strategy into your instruction?

1. Student Interviews

Student Questions:

- What are the regular rules and procedures you are expected to follow in class?
- How well do you do at following the rules and procedures and why?

Observer

DOMAIN 1

Date

Lesson Segments Involving Routine Events

Teacher

PER0168.3 Page 6

Date

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

DOMAIN 1

Lesson Segments Addressing Content

Name:	Position:	Work Site:
DATE:	School Year:	Observer:

Design Question #2: What will I do to help students effectively interact with new knowledge?

6. Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Teacher Evidence

- ☐ Teacher begins the lesson by explaining why upcoming content is important
- ☐ Teacher tells students to get ready for some important information
- ☐ Teacher cues the importance of upcoming information in some indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement

Student Evidence

- ☐ When asked, students can describe the level of importance of the information addressed in class
- ☐ When asked, students can explain why the content is important to pay attention to
- ☐ Students visibly adjust their level of engagement

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying critical information	Adapts and creates new strategies for unique student needs and situations.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	Signals to students which content is critical versus non-critical.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Identifying critical information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for identifying critical information that address unique student needs and situations?	In addition to signaling to students which content is critical versus non-critical, how might you monitor the extent to which students attend to critical information?	How can you signal to students which content is critical versus non-critical?	How can you begin to incorporate some aspect of this strategy in your instruction?

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

7. Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

Teacher Evidence

- ☐ Teacher has established routines for student grouping and student interaction in groups
- ☐ Teacher organizes students into ad hoc groups for the lesson
 - Diads
 - Triads
 - Small groups up to about 5

Student Evidence

- ☐ Students move to groups in an orderly fashion
- ☐ Students appear to understand expectations about appropriate behavior in groups
 - Respect opinions of others
 - Add their perspective to discussions
 - Ask and answer questions

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to interact with new knowledge	Adapts and creates new strategies for unique student needs and situations.	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing.	Organizes students into small groups to facilitate the processing of new knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to interact with new knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to interact with new knowledge that address unique student needs and situations?	In addition to organizing students into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How can you organize students into small groups to facilitate the processing of new knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

8. Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Teacher Evidence

- ☐ Teacher uses preview question before reading
- ☐ Teacher uses K-W-L strategy or variation of it
- ☐ Teacher asks or reminds students what they already know about the topic
- ☐ Teacher provides an advanced organizer
 - Outline
 - Graphic organizer
- ☐ Teacher has students brainstorm
- ☐ Teacher uses anticipation guide
- ☐ Teacher uses motivational hook/launching activity
 - Anecdotes
 - Short selection from video
- ☐ Teacher uses word splash activity to connect vocabulary to upcoming content

Student Evidence

- ☐ When asked, students can explain linkages with prior knowledge
- ☐ When asked, students make predictions about upcoming content
- ☐ When asked, students can provide a purpose for what they are about to learn
- ☐ Students actively engage in previewing activities

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	Adapts and creates new strategies for unique student needs and situations.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for previewing new content that address unique student needs and situations?	In addition to engaging students in learning activities that require them to preview and link new knowledge to what has been addressed, how can you also monitor the extent to which students are making linkages?	How can you engage students in learning activities that require them to preview and link new knowledge to what has been addressed?	How can you begin to incorporate some aspect of this strategy in your instruction?

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

9. Chunking Content into “Digestible Bites”

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

Teacher Evidence

- ☐ Teacher stops at strategic points in a verbal presentation
- ☐ While playing a video tape, the teacher turns the tape off at key junctures
- ☐ While providing a demonstration, the teacher stops at strategic points
- ☐ While students are reading information or stories orally as a class, the teacher stops at strategic points

Student Evidence

- ☐ When asked, students can explain why the teacher is stopping at various points
- ☐ Students appear to know what is expected of them when the teacher stops at strategic points

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Chunking content into digestible bites	Adapts and creates new strategies for unique student needs and situations.	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Breaks input experiences into small chunks based on student needs.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Chunking content into digestible bites	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations?	In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate?	How can you break input experiences into small chunks based on student needs?	How can you begin to incorporate some aspect of this strategy in your instruction?

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

10. Processing New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Teacher Evidence

- ☐ Teacher has group members summarize new information
- ☐ Teacher employs formal group processing strategies
 - Jigsaw
 - Reciprocal Teaching
 - Concept attainment

Student Evidence

- ☐ When asked, students can explain what they have just learned
- ☐ Students volunteer predictions
- ☐ Students voluntarily ask clarification questions
- ☐ Groups are actively discussing the content
 - Group members ask each other and answer questions about the information
 - Group members make predictions about what they expect next

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	Engages students in summarizing, predicting, and questioning activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for processing new information that address unique student needs and situations?	In addition to engaging students in summarizing, predicting, and questioning activities, how can you monitor the extent to which the activities enhance students' understanding?	How can you engage students in summarizing, predicting, and questioning activities?	How can you begin to incorporate some aspect of this strategy in your instruction?

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11. Elaborating on New Information

The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Teacher Evidence

- ☐ Teacher asks explicit questions that require students to make elaborative inferences about the content
- ☐ Teacher asks students to explain and defend their inferences
- ☐ Teacher presents situations or problems that require inferences

Student Evidence

- ☐ Students volunteer answers to inferential questions
- ☐ Students provide explanations and “proofs” for inferences

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught.	Engages students in answering inferential questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on new information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for elaborating on new information that address unique student needs and situations?	In addition to engaging students in answering inferential questions, how can you monitor the extent to which students elaborate on what was explicitly taught?	How can you engage students in answering inferential questions?	How can you begin to incorporate some aspect of this strategy in your instruction?

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12. Recording and Representing Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Teacher Evidence

- ☐ Teacher asks students to summarize the information they have learned
- ☐ Teacher asks students to generate notes that identify critical information in the content
- ☐ Teacher asks students to create nonlinguistic representations for new content
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- ☐ Teacher asks students to create mnemonics that organize the content

Student Evidence

- ☐ Students' summaries and notes include critical content
- ☐ Students' nonlinguistic representations include critical content
- ☐ When asked, students can explain main points of the lesson

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Recording and representing knowledge	Adapts and creates new strategies for unique student needs and situations.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Recording and representing knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations?	In addition to engaging students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, how can you monitor the extent to which this enhances students' understanding?	How can you engage students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways?	How can you begin to incorporate some aspect of this strategy in your instruction?

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13. Reflecting on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

Teacher Evidence

- ☐ Teacher asks students to state or record what they are clear about and what they are confused about
- ☐ Teacher asks students to state or record how hard they tried
- ☐ Teacher asks students to state or record what they might have done to enhance their learning

Student Evidence

- ☐ When asked, students can explain what they are clear about and what they are confused about
- ☐ When asked, students can describe how hard they tried
- ☐ When asked, students can explain what they could have done to enhance their learning

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on learning	Adapts and creates new strategies for unique student needs and situations.	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort.	Engages students in reflecting on their own learning and the learning process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on learning	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reflecting on learning that address unique student needs and situations?	In addition to engaging students in reflecting on their own learning and the learning process, how can you monitor the extent to which students self-assess their understanding and effort?	How can you engage students in reflecting on their own learning and the learning process?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

Student Questions:

- Why is the information that you are learning today important?
- How do you know what are the most important things to pay attention to?
- What are the main points of this lesson?

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Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?

14. Reviewing Content

The teacher engages students in a brief review of content that highlights the critical information.

Teacher Evidence

- ☐ Teacher begins the lesson with a brief review of content
- ☐ Teacher uses specific strategies to review information
 - Summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration
 - Brief practice test or exercise

Student Evidence

- ☐ When asked, students can describe the previous content on which new lesson is based
- ☐ Student responses to class activities indicate that they recall previous content

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing content	Adapts and creates new strategies for unique student needs and situations.	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content.	Engages students in a brief review of content that highlights the critical information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing content	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reviewing content that address unique student needs and situations?	In addition to, engaging students in a brief review of content, how can you monitor the extent to which students can recall and describe previous content?	How can you engage students in a brief review of content that highlights the critical information?	How can you begin to incorporate some aspect of this strategy in your instruction?

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15. Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Teacher Evidence

- ☐ Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
- ☐ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

Student Evidence

- ☐ When asked, students explain how the group work supports their learning
- ☐ While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
 - Asking each other questions
 - Obtaining feedback from their peers

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to practice and deepen knowledge	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning.	Organizes students into groups to practice and deepen their knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to practice and deepen knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	In addition to organizing students into groups to practice and deepen their knowledge, how can you also monitor the extent to which the group work extends their learning?	How can you organize students into groups to practice and deepen their knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

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16. Using Homework
When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.
Teacher Evidence <input type="checkbox"/> Teacher communicates a clear purpose for homework <input type="checkbox"/> Teacher extends an activity that was begun in class to provide students with more time <input type="checkbox"/> Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently
Student Evidence <input type="checkbox"/> When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process <input type="checkbox"/> Students ask clarifying questions of the homework that help them understand its purpose
Scale Levels: (choose one) <input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using homework	Adapts and creates new strategies for unique student needs and situations.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process and monitors the extent to which students understand the homework.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using homework	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for assigning homework that address unique student needs and situations?	In addition to assigning homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process, how can you also monitor the extent to which the group work extends their learning?	How can you assign homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?

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17. Examining Similarities and Differences

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

Teacher Evidence

- ☐ Teacher engages students in activities that require students to examine similarities and differences between content
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities
- ☐ Teacher facilitates the use of these activities to help students deepen their understanding of content
 - Ask students to summarize what they have learned from the activity
 - Ask students to explain how the activity has added to their understanding

Student Evidence

- ☐ Student artifacts indicate that their knowledge has been extended as a result of the activity
- ☐ When asked about the activity, student responses indicate that they have deepened their understanding
- ☐ When asked, students can explain similarities and differences
- ☐ Student artifacts indicate that they can identify similarities and differences

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining similarities and differences	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine similarities and differences, and monitors the extent to which the students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine similarities and differences.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Examining similarities and differences	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for examining similarities and differences that address unique student needs and situations?	In addition to engaging students in examining similarities and differences, how can you monitor the extent to which the students are deepening their knowledge?	How can you engage students in activities that require them to examine similarities and differences?	How can you begin to incorporate some aspect of this strategy in your instruction?

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18. Examining Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Teacher Evidence

- ☐ Teacher asks students to examine information for errors or informal fallacies
 - Faulty logic
 - Attacks
 - Weak reference
 - Misinformation
- ☐ Teacher asks students to examine the strength of support presented for a claim
 - Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim

Student Evidence

- ☐ When asked, students can describe errors or informal fallacies in information
- ☐ When asked, students can explain the overall structure of an argument presented to support a claim
- ☐ Student artifacts indicate that they can identify errors in reasoning.

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining errors in reasoning	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Examining errors in reasoning	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for examining their own reasoning or the logic of information that address unique student needs and situations?	In addition to engaging students in examining their own reasoning or the logic of information as presented to them, how can you monitor the extent to which the students are deepening their knowledge?	How can you engage students in activities that require them to examine their own reasoning or the logic of information as presented to them?	How can you begin to incorporate some aspect of this strategy in your instruction?

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19. Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Teacher Evidence

- ☐ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
- Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently

Student Evidence

- ☐ Students perform the skill, strategy, or process with increased confidence
- ☐ Students perform the skill, strategy, or process with increased competence

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Practicing skills, strategies, and processes	Adapts and creates new strategies for unique student needs and situations.	When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which the practice is increasing student fluency.	When content involves a skill, strategy, or process, engages students in practice activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Practicing skills, strategies, and processes	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create practice activities that increase fluency and address unique student needs and situations?	In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency?	How can you engage students in practice activities when content involves a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?

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20. Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Teacher Evidence

- ☐ Teacher asks students to examine previous entries in their academic notebooks or notes
- ☐ The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- ☐ Teacher has students explain how their understanding has changed

Student Evidence

- ☐ Students make corrections to information previously recorded about content
- ☐ When asked, students can explain previous errors or misconceptions they had about content

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Revising knowledge	Adapts and creates new strategies for unique student needs and situations.	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding.	Engages students in revision of previous content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Revising knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for revising content that address unique student needs and situations?	In addition to engaging students in revision of previous content, how can you monitor the extent to which these revisions deepen students' understanding?	How can you engage students in the revision of previous content?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

Student Questions:

- How did this lesson add to your understanding of the content?
- What changes did you make in your understanding of the content as a result of the lesson?
- What do you still need to understand better?

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Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

21. Organizing Students for Cognitively Complex Tasks

The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

Teacher Evidence

- ☐ Teacher establishes the need to generate and test hypotheses
- ☐ Teacher organizes students into groups to generate and test hypotheses

Student Evidence

- ☐ When asked, students describe the importance of generating and testing hypotheses about content
- ☐ When asked, students explain how groups support their learning
- ☐ Students use group activities to help them generate and test hypotheses

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students for cognitively complex tasks	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses.	Organizes students into groups to facilitate working on cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students for cognitively complex tasks	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses?	How can you organize students in groups to facilitate working on cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?

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22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.
Teacher Evidence <input type="checkbox"/> Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses <input type="checkbox"/> Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses
Student Evidence <input type="checkbox"/> Students are clearly working on tasks that require them to generate and test hypotheses <input type="checkbox"/> When asked, students can explain the hypothesis they are testing <input type="checkbox"/> When asked, students can explain whether their hypothesis was confirmed or disconfirmed <input type="checkbox"/> Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation
Scale Levels: (choose one) <input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Engaging students in cognitively complex tasks involving hypothesis generation and testing	Adapts and creates new strategies for unique student needs and situations.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypotheses.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Engaging students in cognitively complex tasks involving hypothesis generation and testing	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to engaging students in groups for cognitively complex tasks, involving hypothesis generation and testing, how can you monitor the extent to which students are generating and testing hypotheses?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspect of this strategy in your instruction?

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23. Providing Resources and Guidance

The teacher acts as resource provider and guide as students engage in cognitively complex tasks

Teacher Evidence

- ☐ Teacher makes himself/herself available to students who need guidance or resources
 - Circulates around the room
 - Provides easy access to himself/herself
- ☐ Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- ☐ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

Student Evidence

- ☐ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- ☐ When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing resources and guidance	Adapts and creates new strategies for unique student needs and situations.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources.	Acts as a guide and resource provider as students engage in cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing resources and guidance	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing resources and guidance?	In addition to acting as a guide and resource provider, how can you monitor the extent to which students request and use guidance and resources?	How can you act as a guide and resource provider as students engage in cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

Student Questions:

- How did this lesson help you apply or use what you have learned?
- What change has this lesson made about your understanding of the content?

Observer
DOMAIN 1

Date
Lesson Segments Addressing Content

Teacher
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Date

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DOMAIN 1 Lesson Segments Enacted on the Spot

Name:	Position:	Work Site:
DATE:	School Year:	Observer:

Design Question #5: What will I do to engage students?

24. Noticing when Students are Not Engaged

The teacher scans the room making note of when students are not engaged and takes overt action.

Teacher Evidence

- ☐ Teacher notices when specific students or groups of students are not engaged
- ☐ Teacher notices when the energy level in the room is low
- ☐ Teacher takes action to re-engage students

Student Evidence

- ☐ Students appear aware of the fact that the teacher is taking note of their level of engagement
- ☐ Students try to increase their level of engagement when prompted
- ☐ When asked, students explain that the teacher expects high levels of engagement

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	Adapts and creates new strategies for unique student needs and situations.	Scans the room making note of when students are not engaged and takes action and monitors the extent to which students re-engage.	Scans the room making note of when students are not engaged and takes action.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for noticing when students are not engaged that address unique student needs and situations?	In addition to scanning the room, making note of when students are not engaged and taking action, how can you monitor the extent to which students re-engage?	How can you scan the room making note of when students are not engaged and take action to engage students?	How can you begin to incorporate some aspects of this strategy into your instruction?

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25. Using Academic Games
The teacher uses academic games and inconsequential competition to maintain student engagement.
Teacher Evidence <input type="checkbox"/> Teacher uses structured games such as Jeopardy, family feud, and the like <input type="checkbox"/> Teacher develops impromptu games such as making a game out of which answer might be correct for a given question <input type="checkbox"/> Teacher uses friendly competition along with classroom games
Student Evidence <input type="checkbox"/> Students engage in the games with some enthusiasm <input type="checkbox"/> When asked, students can explain how the games keep their interest and help them learn or remember content
Scale Levels: (choose one) <input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable

Scale					
	Innovating	Applying	Developing	Beginning	Not Using
Using academic games	Adapts and creates new strategies for unique student needs and situations.	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game.	Uses academic games and inconsequential competition to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions					
	Innovating	Applying	Developing	Beginning	Not Using
Using academic games	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for using academic games and inconsequential competition to maintain student engagement that address unique student needs and situations?	In addition to using academic games and inconsequential competition to maintain student engagement, how can you monitor the extent to which students focus on the academic content of the game?	How can you use academic games and inconsequential competition to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

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26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement in questions.

Teacher Evidence

- ☐ Teacher uses wait time
- ☐ Teacher uses response cards
- ☐ Teacher has students use hand signals to respond to questions
- ☐ Teacher uses choral response
- ☐ Teacher uses technology to keep track of students' responses
- ☐ Teacher uses response chaining

Student Evidence

- ☐ Multiple students or the entire class responds to questions posed by the teacher
- ☐ When asked, students can describe their thinking about specific questions posed by the teacher

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Managing response rates	Adapts and creates new strategies for unique student needs and situations.	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged.	Uses response rate techniques to maintain student engagement in questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Managing response rates	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new response rate techniques to maintain student engagement in questions that address unique student needs and situations?	In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which the techniques keep students engaged?	How can you use response rate techniques to maintain student engagement in questions?	How can you begin to incorporate this strategy into your instruction?

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

27. Using Physical Movement

The teacher uses physical movement to maintain student engagement.

Teacher Evidence

- ☐ Teacher has students stand up and stretch or related activities when their energy is low
- ☐ Teacher uses activities that require students to physically move to respond to questions
 - Vote with your feet
 - Go to the part of the room that represents the answer you agree with
- ☐ Teacher has students physically act out or model content to increase energy and engagement
- ☐ Teacher use give-one-get-one activities that require students to move about the room

Student Evidence

- ☐ Students engage in the physical activities designed by the teacher
- ☐ When asked, students can explain how the physical movement keeps their interest and helps them learn

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using physical movement	Adapts and creates new strategies for unique student needs and situations.	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Uses physical movement to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using physical movement	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new physical movement techniques to maintain student engagement that address unique student needs and situations?	In addition to using physical movement to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How can you use physical movement to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

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TEACHER PERFORMANCE APPRAISAL SYSTEM**

28. Maintaining a Lively Pace
The teacher uses pacing techniques to maintain students' engagement.
Teacher Evidence <input type="checkbox"/> Teacher employs crisp transitions from one activity to another <input type="checkbox"/> Teacher alters pace appropriately (i.e. speeds up and slows down)
Student Evidence <input type="checkbox"/> Students quickly adapt to transitions and re-engage when a new activity is begun <input type="checkbox"/> When asked about the pace of the class, students describe it as not too fast or not too slow
Scale Levels: (choose one) <input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a lively pace	Adapts and creates new strategies for unique student needs and situations.	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	Uses pacing techniques to maintain students' engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a lively pace	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new pacing techniques that address unique student needs and situations?	In addition to pacing techniques to maintain students' engagement, how can you monitor the extent to which students keep engaged?	How can you use pacing techniques to maintain students' engagement?	How can you begin to incorporate this strategy into your instruction?

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TEACHER PERFORMANCE APPRAISAL SYSTEM

29. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

Teacher Evidence

- ☐ Teacher describes personal experiences that relate to the content
- ☐ Teacher signals excitement for content by:
 - Physical gestures
 - Voice tone
 - Dramatization of information
- ☐ Teacher overtly adjusts energy level

Student Evidence

- ☐ When asked, students say that the teacher “likes the content” and “likes teaching”
- ☐ Students’ attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	Adapts and creates new strategies for unique student needs and situations.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students’ engagement increases.	Demonstrates intensity and enthusiasm for the content in a variety of ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm for the content that address unique student needs and situations?	In addition to demonstrating intensity and enthusiasm for the content in a variety of ways, how can you monitor the extent to which students keep engaged?	How can you demonstrate intensity and enthusiasm for the content in a variety of ways?	How can you begin to incorporate this strategy into your instruction?

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30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

Teacher Evidence

- ☐ Teacher structures mini-debates about the content
- ☐ Teacher has students examine multiple perspectives and opinions about the content
- ☐ Teacher elicits different opinions on content from members of the class

Student Evidence

- ☐ Students engage in friendly controversy activities with enhanced engagement
- ☐ When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on.
- ☐ When asked, students explain how a friendly controversy activity helped them better understand the content

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using friendly controversy	Adapts and creates new strategies for unique student needs and situations.	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement.	Uses friendly controversy techniques to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using friendly controversy	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using friendly controversy to maintain student engagement that address unique student needs and situations?	In addition to using friendly controversy techniques to maintain student engagement, how can you monitor the extent to which students keep engaged?	How can you use friendly controversy techniques to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

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31. Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

Teacher Evidence

- ☐ Teacher is aware of student interests and makes connections between these interests and class content
- ☐ Teacher structures activities that ask students to make connections between the content and their personal interests
- ☐ When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested

Student Evidence

- ☐ Students engage in activities that require them to make connections between their personal interests and the content
- ☐ When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing opportunities for students to talk about themselves	Adapts and creates new strategies for unique student needs and situations.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	Provides students with opportunities to relate what is being addressed in class to their personal interests.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing opportunities for students to talk about themselves	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for providing students with opportunities to relate what is being addressed in class to their personal interests that address unique student needs and situations?	In addition to providing students with opportunities to relate what is being addressed in class to their personal interests, how can you monitor the extent to which these activities enhance student engagement?	How can you provide students with opportunities to relate what is being addressed in class to their personal interests?	How can you begin to incorporate this strategy into your instruction?

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32. Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

Teacher Evidence

- ☐ Teacher systematically provides interesting facts and details about the content
- ☐ Teacher encourages students to identify interesting information about the content
- ☐ Teacher engages students in activities like "Believe it or not" about the content
- ☐ Teacher uses guest speakers to provide unusual information about the content

Student Evidence

- ☐ Students' attention increases when unusual information is presented about the content
- ☐ When asked, students explain how the unusual information makes them more interested in the content

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Presenting unusual or intriguing information	Adapts and creates new strategies for unique student needs and situations.	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students' interest in the content.	Uses unusual or intriguing information about the content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Presenting unusual or intriguing information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using unusual or intriguing information about the content that address unique student needs and situations?	In addition to using unusual or intriguing information about the content, how can you monitor the extent to which this information enhances students' interest in the content?	How can you use unusual or intriguing information about the content?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

Student Questions:

- How engaged were you in this lesson?
- What are some things that keep your attention?
- What are some things that made you bored?

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Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

33. Demonstrating "Withitness"

The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.

Teacher Evidence

- ☐ Teacher physically occupies all quadrants of the room
- ☐ Teacher scans the entire room making eye contact with all students
- ☐ Teacher recognizes potential sources of disruption and deals with them immediately
- ☐ Teacher proactively addresses inflammatory situations

Student Evidence

- ☐ Students recognize that the teacher is aware of their behavior
- ☐ When asked, students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"

Scale Levels: (choose one)

- ☐ Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating "withitness"	Adapts and creates new strategies for unique student needs and situations.	Uses behaviors associated with "withitness" and monitors the effect on students' behavior.	Uses behaviors associated with "withitness".	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating "withitness"	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using behaviors associated with "withitness" that address unique student needs and situations?	In addition to, using behaviors associated with "withitness," how can you monitor the effect on students' behavior?	How can you use behaviors associated with "withitness"?	How can you begin to incorporate this strategy into your instruction?

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34. Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher applies consequences for not following rules and procedures consistently and fairly.

Teacher Evidence

- ☐ Teacher provides nonverbal signals when students' behavior is not appropriate
 - Eye contact
 - Proximity
 - Tap on the desk
 - Shaking head, no
- ☐ Teacher provides verbal signals when students' behavior is not appropriate
 - Tells students to stop
 - Tells students that their behavior is in violation of a rule or procedure
- ☐ Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)
- ☐ Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)
- ☐ Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)

Student Evidence

- ☐ Students cease inappropriate behavior when signaled by the teacher
- ☐ Students accept consequences as part of the way class is conducted
- ☐ When asked, students describe the teacher as fair in application of rules

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Applying consequences for lack of adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations.	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed.	Applies consequences for not following rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Applying consequences for lack of adherence to rules and procedures	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for applying consequences for not following rules and procedures consistently and fairly that address unique student needs and situations?	In addition to, applying consequences for not following rules and procedures consistently and fairly, how can you monitor the extent to which rules and procedures are followed?	How can you apply consequences for not following rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

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35. Acknowledging Adherence to Rules and Procedures

The teacher consistently and fairly acknowledges adherence to rules and procedures.

Teacher Evidence

- ☐ Teacher provides nonverbal signals that a rule or procedure has been followed:
 - Smile
 - Nod of head
 - High Five
- ☐ Teacher gives verbal cues that a rule or procedure has been followed:
 - Thanks students for following a rule or procedure
 - Describes student behaviors that adhere to rule or procedure
- ☐ Teacher notifies the home when a rule or procedure has been followed
- ☐ Teacher uses tangible recognition when a rule or procedure has been followed:
 - Certificate of merit
 - Token economies

Student Evidence

- ☐ Students appear appreciative of the teacher acknowledging their positive behavior
- ☐ When asked, students describe teacher as appreciative of their good behavior
- ☐ The number of students adhering to rules and procedures increases

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations.	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students' behavior.	Acknowledges adherence to rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging adherence to rules and procedures	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly that address unique student needs and situations?	In addition to, acknowledging adherence to rules and procedures consistently and fairly, how can you monitor the extent to which new actions affect students' behavior?	How can you acknowledge adherence to rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

Student Questions:

- How well did you do at following classroom rules and procedures during this lesson?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn't help you follow the rules and procedures?

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Design Question #8: What will I do to establish and maintain effective relationships with students?

36. Understanding Students' Interests and Background

The teacher uses students' interests and background to produce a climate of acceptance and community.

Teacher Evidence

- ☐ Teacher has side discussions with students about events in their lives
- ☐ Teacher has discussions with students about topics in which they are interested
- ☐ Teacher builds student interests into lessons

Student Evidence

- ☐ When asked, students describe the teacher as someone who knows them and/or is interested in them
- ☐ Students respond when teacher demonstrates understanding of their interests and background
- ☐ When asked students say they feel accepted

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	Adapts and creates new strategies for unique student needs and situations.	Uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	Uses students' interests and background during interactions with students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using students' interests and backgrounds during interactions with students that address unique student needs and situations?	In addition to using students' interests and background during interactions with students, how can you monitor the extent to which a sense of community is formed in the classroom?	How can you use students' interests and background during interactions with students?	How can you begin to incorporate this strategy into your instruction?

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37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.

Teacher Evidence

- ☐ Teacher compliments students regarding academic and personal accomplishments
- ☐ Teacher engages in informal conversations with students that are not related to academics
- ☐ Teacher uses humor with students when appropriate
- ☐ Teacher smiles, nods, (etc) at students when appropriate
- ☐ Teacher puts hand on students' shoulders when appropriate

Student Evidence

- ☐ When asked, students describe teacher as someone who cares for them
- ☐ Students respond to teachers verbal interactions
- ☐ Students respond to teachers nonverbal interactions

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	Adapts and creates new strategies for unique student needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom.	Uses verbal and nonverbal behaviors that indicate caring for students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for students that address unique student needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for students how can you monitor the quality of relationships in the classroom?	How can you use verbal and nonverbal behaviors that indicate caring for students?	How can you begin to incorporate this strategy into your instruction?

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38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

Teacher Evidence

- ☐ Teacher does not exhibit extremes in positive or negative emotions
- ☐ Teacher addresses inflammatory issues and events in a calm and controlled manner
- ☐ Teacher interacts with all students in the same calm and controlled fashion
- ☐ Teacher does not demonstrate personal offense at student misbehavior

Student Evidence

- ☐ Students are settled by the teacher's calm demeanor
- ☐ When asked, the students describe the teacher as in control of himself/herself and in control of the class
- ☐ When asked, students say that the teacher does not hold grudges or take things personally

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	Adapts and creates new strategies for unique student needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique student needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the classroom climate?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

Student Questions:

- How much did you feel accepted and welcomed in the class today?
- What are some things that made you feel accepted and welcomed?
- What are some things that did not make you feel accepted and welcomed?

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Design Question #9: What will I do to communicate high expectations for all students?

39. Demonstrating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

Teacher Evidence

- ☐ When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- ☐ The teacher provides low expectancy with nonverbal indications that they are valued and respected:
 - Makes eye contact
 - Smiles
 - Makes appropriate physical contact
- ☐ The teacher proves low expectancy students with verbal indications that they are valued and respected:
 - Playful dialogue
 - Addressing students in a manner they view as respectful
- ☐ Teacher does not allow negative comments about low expectancy students

Student Evidence

- ☐ When asked, students say that the teacher cares for all students
- ☐ Students treat each other with respect

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors the impact on low expectancy students.	Exhibits behaviors that demonstrate value and respect for low expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students, how can you monitor the impact on low expectancy students?	How can you exhibit behaviors that demonstrate value and respect for low expectancy students?	How can you begin to incorporate this strategy into your instruction?

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40. Asking Questions of Low Expectancy Students

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

Teacher Evidence

- ☐ Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students
- ☐ Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students

Student Evidence

- ☐ When asked, students say the teacher expects everyone to participate
- ☐ When asked, students say the teacher asks difficult questions of every student

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Asking questions of low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Asks questions of low expectancy students with the same frequency and depth with high expectancy students and monitors the quality of participation of low expectancy students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Asking questions of low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for asking questions of low expectancy students that address unique student needs and situations?	In addition to asking questions of low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the quality of participation of low expectancy students?	How can you ask questions of low expectancy students with the same frequency and depth as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

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41. Probing Incorrect Answers with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

Teacher Evidence

- ☐ Teacher asks low expectancy students to further explain their answers when they are incorrect
- ☐ Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- ☐ Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly
- ☐ When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time

Student Evidence

- ☐ When asked, students say that the teacher won't "let you off the hook"
- ☐ When asked, students say that the teacher "won't give up on you"
- ☐ When asked, students say the teacher helps them answer questions successfully

Scale Levels: (choose one)

- ☐ Innovating
 ☐ Applying
 ☐ Developing
 ☐ Beginning
 ☐ Not Using
 ☐ Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers by low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors the level and quality responses of low expectancy students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers by low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students in the same manner as with high expectancy students that address their unique student needs and situations?	In addition to probing incorrect answers of low expectancy students in the same manner as with high expectancy students, how can you monitor the level and quality responses of low expectancy students?	How can you probe incorrect answers of low expectancy students in the same manner as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

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Student Interviews

Student Questions:

- How does your teacher demonstrate that they care and respect you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?

Observer

Date

Teacher

Date

DOMAIN 1

Lesson Segments Enacted on the Spot

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TEACHER PERFORMANCE APPRAISAL SYSTEM

Domain 1: Classroom Strategies and Behaviors Form

Florida's Teacher Evaluation System

Causal Teacher Evaluation Model

Formal Classroom Observation Data

School District: _____

School Year: _____

Name of Teacher:	Name of Observer:	Name of School:	
Pre-Observation Conference Date:	Date and Time of Observation:	Post-Observation Conference Date:	
Subject Area:	Period:	Room:	

Instructions:

1. During the pre-observation conference, the teacher and the observer discuss the upcoming lesson and identify the focus of the observation by reviewing and discussing Domain 1: Classroom Strategies and Behaviors (using the learning map). Together, the teacher and the observer identify the lesson segment(s) and elements that will be of most importance for the observation. Check the selected elements within the form.
2. Additionally, both the teacher and the observer should review the specific descriptors in the long form regarding teacher and student evidence in determining the focus of the observation. The observer will seek evidence to assess proficiency on the targeted lesson segments. The observer may also observe other issues and address them in the post-observation conference.
3. During the post-observation conference, the teacher and observer meet to discuss the lesson. The teacher conducts a self-assessment of the elements that were observed. The observer also shares the ratings based on the evidence observed during the observation. The observer and teacher share insights into the events occurring during the observation and work toward agreement regarding the teacher's rating for the elements observed. The specific sections of the long form could be discussed.
4. At the conclusion of this process, the **observer** makes a rating decision and records the result.

Routine Segments	Content Segments	Enacted on the Spot Segments
<input type="checkbox"/> DQ1: Learning goals, tracking student progress, and celebrating success	<input type="checkbox"/> DQ2: Interacting with new knowledge	<input type="checkbox"/> DQ5: Student engagement
	<input type="checkbox"/> DQ3: Practicing and deepening knowledge	<input type="checkbox"/> DQ7: Adhering to rules and procedures
<input type="checkbox"/> DQ6: Rules and procedures	<input type="checkbox"/> DQ4: Generating and testing hypotheses	<input type="checkbox"/> DQ8: Teacher/student relationships
		<input type="checkbox"/> DQ9: High expectations

Classroom Strategies and Behaviors Rating Scale

After post-observation conversations between observer and teacher, the generic rating scale described below may be used to determine the appropriate rating for each of the elements observed during the lesson in Domain 1: Classroom Strategies and Behaviors.

Innovating (I)	Applying (A)	Developing (D)	Beginning (B)	Not Using (NU)
Adapts and creates new strategies for unique student needs and situations	Engages students in the strategy and monitors the extent to which it produces the desired outcomes	Engages student in the strategy with no significant errors or omissions	Uses strategy incorrectly or with parts missing	The strategy was called for but not exhibited

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Classroom Strategies and Behaviors		I	A	D	B	NU			
DQ1: What will do to establish and communicate learning goals, track student progress and celebrate success?									
DQ1	1. <input type="checkbox"/> Providing Clear Learning Goals and Scales to Measures those Goals								
	2. <input type="checkbox"/> Tracking Student Progress								
	3. <input type="checkbox"/> Celebrating Student Success								
DQ6: What will I do to establish or maintain classroom routines and procedures?									
DQ6	4. <input type="checkbox"/> Establishing Classroom Routines								
	5. <input type="checkbox"/> Organizing the Physical Layout of the Classroom for Learning								
Classroom Strategies and Behaviors		I	A	D	B	NU			
DQ2: What will I do to help students effectively interact with new knowledge?									
DQ2	6. <input type="checkbox"/> Identifying Critical Information								
	7. <input type="checkbox"/> Organizing Students to Interact with New Knowledge								
	8. <input type="checkbox"/> Previewing New Content								
	9. <input type="checkbox"/> Chunking Content into “Digestible Bites”								
	10. <input type="checkbox"/> Processing of New Information								
	11. <input type="checkbox"/> Elaborating on New Information								
	12. <input type="checkbox"/> Recording and Representing Knowledge								
	13. <input type="checkbox"/> Reflecting on Learning								
DQ3: What will I do to help students deepen and practice their understanding of new knowledge?									
DQ3	14. <input type="checkbox"/> Reviewing Content								
	15. <input type="checkbox"/> Organizing Students to Practice and Deepen Knowledge								
	16. <input type="checkbox"/> Using Homework								
	17. <input type="checkbox"/> Examining Similarities and Differences								
	18. <input type="checkbox"/> Examining Errors in Reasoning								
	19. <input type="checkbox"/> Practicing Skills, Strategies, and Processes								
	20. <input type="checkbox"/> Revising Knowledge								
DQ4: What will I do to help students generate and test hypotheses about new knowledge?									
	21. <input type="checkbox"/> Organizing Students for Cognitively Complex Tasks								

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	22. <input type="checkbox"/> Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing							
	23. <input type="checkbox"/> Providing Resources and Guidance							
Classroom Strategies and Behaviors		I	A	D	B	NU		
DQ5: What will I do to engage students?								
DQ5	24. <input type="checkbox"/> Noticing when Students are Not Engaged							
	25. <input type="checkbox"/> Using Academic Games							
	26. <input type="checkbox"/> Managing Response Rates							
	27. <input type="checkbox"/> Using Physical Movement							
	28. <input type="checkbox"/> Maintaining a Lively Pace							
	29. <input type="checkbox"/> Demonstrating Intensity and Enthusiasm							
	30. <input type="checkbox"/> Using Friendly Controversy							
	31. <input type="checkbox"/> Providing Opportunities for Students to Talk about Themselves							
	32. <input type="checkbox"/> Presenting Unusual or Intriguing Information							
DQ7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?								
DQ7	33. <input type="checkbox"/> Demonstrating "Withitness"							
	34. <input type="checkbox"/> Applying Consequences for Lack of Adherence to Rules and Procedures							
	35. <input type="checkbox"/> Acknowledging Adherence or Rules and Procedures							
DQ8: What will I do to establish and maintain effective relationships with students?								
DQ8	36. <input type="checkbox"/> Understanding Students' Interests and Backgrounds							
	37. <input type="checkbox"/> Using Verbal and Nonverbal Behaviors that Indicate Affection for Students							
	38. <input type="checkbox"/> Displaying Objectivity and Control							
DQ9: What will I do to communicate high expectations for all students?								
DQ9	39. <input type="checkbox"/> Demonstrating Value and Respect for Low Expectancy Students							
	40. <input type="checkbox"/> Asking Questions of Low Expectancy Students							
	41. <input type="checkbox"/> Probing Incorrect Answers with Low Expectancy Students							

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Reaching a Rating Decision:

Where teacher and observer do not have consensus on a proficiency level for any of the elements observed after initial discussion, they will continue the discussion based on the scales in the long form. The final rating of elements observed and discussed regarding this formal observation will be the rating the parties agreed upon at the post-observation conference. Scales representing levels of performance on each of the 41 elements in Domain 1 can be found in the long form. These rating scales provide specific descriptions relative to a particular element. Where no agreement is reached in the conference, the **observer** will make a final rating assessment after discussion based on scales in the long form.

Additional Comments:

Signature of Teacher	Date	Signature of Observer	Date

Note: The teacher should sign the observation form at the post observation conference. The teacher's signature does not indicate agreement with the observation but rather awareness of the content.

A copy of the completed and signed observation report, along with any attachments, **should be submitted to:** _____ **by** _____

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Appendix F: Domain 2 Observation Forms

Teacher Evaluation Model: Domain 2 Planning and Preparing (Short Form)

Name:	Position:	Work Site:
DATE:	School Year:	Observer:

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success

Planning and Preparing for Lessons and Units

42. Effective Scaffolding of Information within Lessons	
<p>Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p>
43. Lessons within Units	
<p>The teacher organizes lessons within units to progress toward a deep understanding of content.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p>
44. Attention to Established Content Standards	
<p>The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p>

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Planning and Preparing for Use of Resources and Technology

45. Use of Available Traditional Resources	
The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

46. Use of Available Technology	
The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.	<input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Planning and Preparing for Special Needs of Students

The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

The teacher identifies the needs of students who come from home environments that offer little support for schooling.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

Date _____

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Teacher Evaluation Model: Domain 2 Planning and Preparing

Name:	Position:	Work Site:
DATE:	School Year:	Observer:

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success

Planning and Preparing for Lessons and Units

42. Effective Scaffolding of Information within Lessons					
<p>Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div> <div> <u>Scale</u> </div> </div>				
<p>Planning Evidence</p> <p><input type="checkbox"/> Content is organized to build upon previous information</p> <p><input type="checkbox"/> Presentation of content is logical and progresses from simple to complex</p> <p><input type="checkbox"/> Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units</p> <p><input type="checkbox"/> The plan anticipates potential confusions that students may experience</p>	<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the rationale for how the content is organized</p> <p><input type="checkbox"/> When asked, the teacher can describe the rationale for the sequence of instruction</p> <p><input type="checkbox"/> When asked, the teacher can describe how content is related to previous lessons, units or other content</p> <p><input type="checkbox"/> When asked, the teacher can describe possible confusions that may impact the lesson or unit</p>				
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
<p>Effective Scaffolding of Information within Lessons</p>	<p>The teacher is recognized leader in helping others with this activity</p>	<p>Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece</p>	<p>The teacher scaffolds the information but the relationship between the content is not clear</p>	<p>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</p>	<p>The teacher makes no attempt to perform this activity</p>

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43. Lessons within Units																	
<p>The teacher organizes lessons within units to progress toward a deep understanding of content.</p>	<div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div> <div> <u>Scale</u> </div> </div>																
<p>Planning Evidence <input type="checkbox"/> Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways <input type="checkbox"/> Plans incorporate student choice and initiative <input type="checkbox"/> Plans provide for extension of learning</p>	<p>Teacher Evidence <input type="checkbox"/> When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content <input type="checkbox"/> When asked, the teacher can describe how students will make choices and take initiative <input type="checkbox"/> When asked, the teacher can describe how learning will be extended</p>																
<p>Scale</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th></th> <th>Innovating</th> <th>Applying</th> <th>Developing</th> <th>Beginning</th> <th>Not Using</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;">Lessons within Units</td> <td style="vertical-align: top;">The teacher is a recognized leader in helping others with this activity</td> <td style="vertical-align: top;">The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks</td> <td style="vertical-align: top;">The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways</td> <td style="vertical-align: top;">The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td> <td style="vertical-align: top;">The teacher makes no attempt to perform this activity</td> </tr> </tbody> </table>							Innovating	Applying	Developing	Beginning	Not Using	Lessons within Units	The teacher is a recognized leader in helping others with this activity	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
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44. Attention to Established Content Standards					
<p>The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div> <div style="margin-top: 10px;"> <u>Scale</u> </div> </div>				
<p>Planning Evidence <input type="checkbox"/> Lesson and unit plans include important content identified by the district (scope) <input type="checkbox"/> Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district</p>	<p>Teacher Evidence <input type="checkbox"/> When asked, the teacher can identify or reference the important content (scope) identified by the district <input type="checkbox"/> When asked, the teacher can describe the sequence of the content to be taught as identified by the district</p>				
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
Attention to Established Content Standards	The teacher is a recognized leader in helping others with this activity	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Planning and Preparing for Use of Resources and Technology

45. Use of Available Traditional Resources																	
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<p>Planning Evidence</p> <p><input type="checkbox"/> The plan outlines resources within the classroom that will be used to enhance students' understanding of the content</p> <p><input type="checkbox"/> The plan outlines resources within the school that will be used enhance students' understanding of the content</p> <p><input type="checkbox"/> The plan outlines resources within the community that will be used to enhance students' understanding of the content</p>	<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content</p> <p><input type="checkbox"/> When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content</p> <p><input type="checkbox"/> When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content</p>																
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46. Use of Available Technology													
<p>The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>												
<p>Planning Evidence</p> <p><input type="checkbox"/> The plan identifies available technology that will be used:</p> <ul style="list-style-type: none"> Interactive whiteboards Response systems Voting technologies One-to-one computers Social networking sites Blogs Wikis Discussion Boards <p><input type="checkbox"/> The plan identifies how the technology will be used to enhance student learning</p>	<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the technology that will be used</p> <p><input type="checkbox"/> When asked, the teacher can articulate how the technology will be used to enhance student learning</p>												
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Planning and Preparing for the Needs of English Language Learners

47. Needs of English Language Learners																	
<p>The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div> <div> <u>Scale</u> </div> </div>																
<p>Planning Evidence</p> <p><input type="checkbox"/> The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson</p> <p><input type="checkbox"/> The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction</p>	<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson</p> <p><input type="checkbox"/> When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction</p>																
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Planning and Preparing for Needs of Students Receiving Special Education

48. Needs of Students Receiving Special Education					
The teacher identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education.			<div><div><div><input type="radio"/> Innovating (4)</div><div><input type="radio"/> Applying (3)</div><div><input type="radio"/> Developing (2)</div><div><input type="radio"/> Beginning (1)</div><div><input type="radio"/> Not Using (0)</div><div><input type="radio"/> Not Applicable</div></div><div><div>Scale</div></div></div>		
<div>Planning Evidence</div> <div><div><input type="checkbox"/> The plan describes accommodations and modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP)for a lesson</div><div><input type="checkbox"/> The plan describes the accommodations and modifications that must be made for individual students receiving special education or groups of students according to the IEP for a unit of instruction</div></div>			<div>Teacher Evidence</div> <div><div><input type="checkbox"/> When asked, the teacher can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for a lesson</div><div><input type="checkbox"/> When asked, the teacher can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction</div></div>		
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
Needs of Students Receiving Special Education	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students receiving special education and the accommodations and modifications that will be made to meet these needs	The teacher identifies the needs of students receiving special education but does not articulate the accommodations or modifications that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

Planning and Preparing for Needs of Students Who Lack Support for Schooling

49. Needs of Students Who Lack Support for Schooling																	
<p>The teacher identifies the needs of students who come from home environments that offer little support for schooling.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div> <div> <u>Scale</u> </div> </div>																
<p>Planning Evidence <input type="checkbox"/> The plan provides for the needs of students who come from home environments that offer little support for schooling <input type="checkbox"/> When assigning homework, the teacher takes into consideration the students' family resources <input type="checkbox"/> When communicating with the home, the teacher takes into consideration family and language resources</p>	<p>Teacher Evidence <input type="checkbox"/> When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed <input type="checkbox"/> When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework <input type="checkbox"/> When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources</p>																
<p>Scale</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th></th> <th style="text-align: center;">Innovating</th> <th style="text-align: center;">Applying</th> <th style="text-align: center;">Developing</th> <th style="text-align: center;">Beginning</th> <th style="text-align: center;">Not Using</th> </tr> </thead> <tbody> <tr> <td style="width: 15%; vertical-align: top; padding: 5px;">Needs of Students Who Lack Support for Schooling</td> <td style="width: 15%; vertical-align: top; padding: 5px;">The teacher is a recognized leader in helping others with this activity</td> <td style="width: 15%; vertical-align: top; padding: 5px;">The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs</td> <td style="width: 15%; vertical-align: top; padding: 5px;">The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs</td> <td style="width: 15%; vertical-align: top; padding: 5px;">The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td> <td style="width: 15%; vertical-align: top; padding: 5px;">The teacher makes no attempt to perform this activity</td> </tr> </tbody> </table>							Innovating	Applying	Developing	Beginning	Not Using	Needs of Students Who Lack Support for Schooling	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs	The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
	Innovating	Applying	Developing	Beginning	Not Using												
Needs of Students Who Lack Support for Schooling	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs	The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity												

Observer

Date

Teacher

Date

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

Domain 2: Planning Conference Structured Interview Form A

Name of Teacher: _____ Name of Observer: _____

School Site: _____

Planning Conference Date: _____ Observation Date: _____ Reflection Conference Date: _____

Instructions: Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

Classroom Demographics

Briefly describe the students in your classroom (e.g. number of students, gender, special needs etc.)

Answer:

Routine Events

1. What will you do to establish learning goals, track student progress and celebrate success for this lesson?

Answer:

2. What will you do to establish or maintain classroom rules and procedures for this lesson?

Answer:

Content

Please consider the following questions as appropriate for the lesson being observed

3. What will you do to help students effectively interact with new knowledge?

4. What will you do to help students practice new knowledge?

5. What will I do to help students generate and test hypothesis about new knowledge?

Answer:

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Enacted on the Spot
6. What will you do to engage students in the lesson?
Answer:
7. What will I do to recognize and acknowledge lack of adherence to classroom rules and procedures?
Answer:
8. What will I do to establish and maintain effective relationships with students during this lesson?
Answer:
9. What will I do to communicate high expectations to students within the lesson?
Answer:
10. How will this lesson be organized as part of a cohesive unit?
Answer:

Observer	Date	Teacher	Date
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**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

DOMAIN 2: Planning Conference Structured Interview Form B

Name of Teacher: _____ Name of Observer: _____

School Site: _____

Planning Conference Date: _____ Observation Date: _____ Reflection Conference Date: _____

Instructions: Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference

Classroom Demographics
1. Briefly describe the students in your classroom (e.g., number of students, gender, special needs, etc.)
Answer:

Planning and Preparing for Lessons and Units
2. How will you scaffold the content within the lesson? Please describe:
<ul style="list-style-type: none">• the rationale for how the content of the lesson is organized• the rationale for the sequence of instruction• how the content is related to previous lessons, units or other content• possible confusions that may impact the lesson
Answer:

Planning and Preparing for Lessons and Units
3. How does this lesson progress within the unit over time? Please describe:
<ul style="list-style-type: none">• how lessons within the unit progress toward deep understanding and transfer of content• describe how students will make choices and take initiative• how learning will be extended
Answer:

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4. How will you align this lesson with established content standards identified by the district and the manner in which that content should be sequenced?

Please describe:

- important content (scope) identified by the district
- sequence of the content to be taught as identified by the district

Answer:

Planning and Preparing for Use of Resources and Technology

5. How will the resources and materials that you select be used to enhance students' understanding of the content?

Please describe the resources that will be used:

- traditional resources
- technology

Answer:

Planning and Preparing for the Special Needs of Students

6. How do you plan to address the special needs of your students to include special education students, ELL students and students who come from home environments that offer little support for schooling?

Please describe:

- specific accommodations that will be made

Answer:

Observer

Date

Teacher

Date

DOMAIN 2 Planning Conference Structured Interview Form B PER0169.4 Page 2

END OF APPENDIX F: DOMAIN 2 OBSERVATION FORMS

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

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Appendix G: Domain 3 Observation Forms

Art and Science of Teaching Teacher Evaluation Framework

DOMAIN 3: Reflection Conference Structured Interview Form A

Name of Teacher: _____ Name of Observer: _____

School Site: _____

Planning Conference Date: _____ Observation Date: _____ Reflection Conference Date: _____

Instructions: Please bring student work, assessments, scoring guides, and/or rubrics to the reflection conference and be prepared to discuss the following questions

General Reflection		
Overall, how do you think the lesson went and why?		
Answer:		
Routine Events		
1. In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning?		
Answer:		
2. To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning?		
Answer:		
Content		
3. How did the strategies you used to introduce new content to students support student learning?	4. How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning?	5. How did the strategies you used to help students generate and test hypotheses about new knowledge support student learning?
Answer:	Answer:	Answer:

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
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Enacted on the Spot
6. Which techniques for engaging students were most successful? Which techniques were not successful?
Answer:
7. How did the use of positive and negative consequences impact student adherence or lack of adherence to rules and procedures?
Answer:
8. What specific actions did you take during this lesson to build student relationships with your students? What impact did these actions have on your relationships with students?
Answer:
9. What specific actions did you take to communicate high expectations for students? How did these impact students learning?
Answer:
10. How will this lesson inform changes to your instructional plan?
Answer:

Observer	Date	Teacher	Date
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**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

Teacher Evaluation Model: Domain 3: Reflecting on Teaching (Short Form)

Name:	Position:	Work Site:
DATE:	School Year:	Observer:

Evaluating Personal Performance

50. Identifying Areas of Pedagogical Strength and Weakness	
<p>The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).</p>	<ul style="list-style-type: none"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

51. Evaluating the Effectiveness of Individual Lessons and Units	
<p>The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.</p>	<ul style="list-style-type: none"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	
<p>The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.</p>	<ul style="list-style-type: none"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable

Developing and Implementing a Professional Growth Plan

The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

Date _____

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

Teacher Evaluation Model: Domain 3: Reflecting on Teaching

Name:	Position:	Work Site:
DATE:	School Year:	Observer:

Evaluating Personal Performance

50. Identifying Areas of Pedagogical Strength and Weakness

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

Scale

Teacher Evidence

- ☐ The teacher identifies specific areas of strengths and weaknesses within Domain 1
- ☐ The teacher keeps track of specifically identified focus areas for improvement within Domain 1
- ☐ The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1
- ☐ When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying Areas of Pedagogical Strength and Weakness	The teacher is a recognized leader in helping others with this activity	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot	The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his or her development	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

51. Evaluating the Effectiveness of Individual Lessons and Units																	
<p>The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div> <div> <u>Scale</u> </div> </div>																
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher gathers and keeps records of his or her evaluations of individual lessons and units</p> <p><input type="checkbox"/> When asked, the teacher can explain the strengths and weaknesses of specific lessons and units</p> <p><input type="checkbox"/> When asked, the teacher can explain the alignment of the assessment tasks and the learning goals</p> <p><input type="checkbox"/> When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals</p>																	
<p>Scale</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 16.6%;"></th> <th style="width: 16.6%;">Innovating</th> <th style="width: 16.6%;">Applying</th> <th style="width: 16.6%;">Developing</th> <th style="width: 16.6%;">Beginning</th> <th style="width: 16.6%;">Not Using</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; padding: 5px;"> <p>Evaluating the Effectiveness of Individual Lessons and Units</p> </td> <td style="vertical-align: top; padding: 5px;"> <p>The teacher is a recognized leader in helping others with this activity</p> </td> <td style="vertical-align: top; padding: 5px;"> <p>The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions</p> </td> <td style="vertical-align: top; padding: 5px;"> <p>The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty</p> </td> <td style="vertical-align: top; padding: 5px;"> <p>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</p> </td> <td style="vertical-align: top; padding: 5px;"> <p>The teacher makes no attempt to perform this activity</p> </td> </tr> </tbody> </table>							Innovating	Applying	Developing	Beginning	Not Using	<p>Evaluating the Effectiveness of Individual Lessons and Units</p>	<p>The teacher is a recognized leader in helping others with this activity</p>	<p>The teacher determines how effective a lesson or unit was in terms of enhancing student achievement and identifies specific causes of success or difficulty and uses this analysis when making instructional decisions</p>	<p>The teacher determines how effective a lesson or unit was in terms of enhancing student achievement but does not accurately identify causes of success or difficulty</p>	<p>The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</p>	<p>The teacher makes no attempt to perform this activity</p>
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**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors																	
<p>The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div> <div> <u>Scale</u> </div> </div>																
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)</p> <p><input type="checkbox"/> The teacher provides a written analysis of specific causes of success or difficulty</p> <p><input type="checkbox"/> When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students</p>																	
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**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

Developing and Implementing a Professional Growth Plan

53. Developing a Written Growth and Development Plan																	
<p>The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.</p>	<div style="display: flex; justify-content: space-between;"> <div> <p>○ Innovating (4)</p> <p>○ Applying (3)</p> <p>○ Developing (2)</p> <p>○ Beginning (1)</p> <p>○ Not Using (0)</p> <p>○ Not Applicable</p> </div> <div style="text-align: right;"> <p><u>Scale</u></p> </div> </div>																
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources</p> <p><input type="checkbox"/> When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources</p>																	
<p>Scale</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #d3d3d3;"> <th style="width: 16.6%;"></th><th style="width: 16.6%; text-align: center;">Innovating</th><th style="width: 16.6%; text-align: center;">Applying</th><th style="width: 16.6%; text-align: center;">Developing</th><th style="width: 16.6%; text-align: center;">Beginning</th><th style="width: 16.6%; text-align: center;">Not Using</th></tr> <tr> <td style="vertical-align: top; padding: 5px;">Developing a Written Growth and Development Plan</td><td style="vertical-align: top; padding: 5px;">The teacher is a recognized leader in helping others with this activity</td><td style="vertical-align: top; padding: 5px;">The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources</td><td style="vertical-align: top; padding: 5px;">The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources</td><td style="vertical-align: top; padding: 5px;">The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td><td style="vertical-align: top; padding: 5px;">The teacher makes no attempt to perform this activity</td></tr> </table>							Innovating	Applying	Developing	Beginning	Not Using	Developing a Written Growth and Development Plan	The teacher is a recognized leader in helping others with this activity	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and resources	The teacher develops a written professional growth and development plan but does not articulate clear and measurable goals, action steps, timelines and appropriate resources	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
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**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

54. Monitoring Progress Relative to the Professional Growth and Development Plan																	
<p>The teacher charts his or her progress toward goals using established action plans, milestones and timelines.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div> <div style="margin-top: 10px;"> <u>Scale</u> </div> </div>																
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)</p> <p><input type="checkbox"/> When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)</p>																	
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Observer	Date	Teacher	Date
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**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

Appendix H: Domain 4 Observation Forms

Teacher Evaluation Model: Domain 4: Collegiality and Professionalism (Short Form)

Name:	Position:	Work Site:
DATE:	School Year:	Observer:

Promoting a Positive Environment

55. Promoting Positive Interactions with Colleagues

The teacher interacts with other teachers in a positive manner to promote and support student learning.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

56. Promoting Positive Interactions about Students and Parents

The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

Promoting Exchange of Ideas and Strategies

57. Seeking Mentorship for Areas of Need or Interest

The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

58. Mentoring Other Teachers and Sharing Ideas and Strategies

The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

Promoting District and School Development

The teacher is aware of the district's and school's rules and procedures and adheres to them.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

- ☐ Innovating (4)
- ☐ Applying (3)
- ☐ Developing (2)
- ☐ Beginning (1)
- ☐ Not Using (0)
- ☐ Not Applicable

Date _____

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

Name:	Position:	Work Site:
DATE:	School Year:	Observer:

Promoting a Positive Environment

55. Promoting Positive Interactions with Colleagues					
<p>The teacher interacts with other teachers in a positive manner to promote and support student learning.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div> <div> <u>Scale</u> </div> </div>				
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher works cooperatively with appropriate school personnel to address issues that impact student learning</p> <p><input type="checkbox"/> The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust</p> <p><input type="checkbox"/> The teacher accesses available expertise and resources to support students' learning needs</p> <p><input type="checkbox"/> When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning</p> <p><input type="checkbox"/> When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers</p>					
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
Promoting Positive Interactions with Colleagues	The teacher is a recognized leader in helping others with this activity	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

56. Promoting Positive Interactions about Students and Parents					
<p>The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.</p>	<div style="display: flex; justify-content: space-between;"> <div> <p>○ Innovating (4)</p> <p>○ Applying (3)</p> <p>○ Developing (2)</p> <p>○ Beginning (1)</p> <p>○ Not Using (0)</p> <p>○ Not Applicable</p> </div> <div style="text-align: right;"> <p><u>Scale</u></p> </div> </div>				
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust</p> <p><input type="checkbox"/> The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns</p> <p><input type="checkbox"/> The teacher encourages parent involvement in classroom and school activities</p> <p><input type="checkbox"/> The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families</p> <p><input type="checkbox"/> The teacher uses multiple means and modalities to communicate with families</p> <p><input type="checkbox"/> The teacher responds to requests for support, assistance and/or clarification promptly</p> <p><input type="checkbox"/> The teacher respects and maintains confidentiality of student/family information</p> <p><input type="checkbox"/> When asked, the teacher can describe instances when he or she interacted positively with students and parents</p> <p><input type="checkbox"/> When asked, students and parents can describe how the teacher interacted positively with them</p> <p><input type="checkbox"/> When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents</p>					
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
Promoting Positive Interactions about Students and Parents	The teacher is a recognized leader in helping others with this activity	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships and helps extinguish negative conversations about students and parents	The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships but does not help extinguish negative conversations about students and parents	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

Promoting Exchange of Ideas and Strategies

57. Seeking Mentorship for Areas of Need or Interest																	
<p>The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div> <div> <u>Scale</u> </div> </div>																
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher keeps track of specific situations during which he or she has sought mentorship from others</p> <p><input type="checkbox"/> The teacher actively seeks help and input in Professional Learning Community meetings</p> <p><input type="checkbox"/> The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction</p> <p><input type="checkbox"/> When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction</p>																	
<p>Scale</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 16.6%;"></th> <th style="width: 16.6%;">Innovating</th> <th style="width: 16.6%;">Applying</th> <th style="width: 16.6%;">Developing</th> <th style="width: 16.6%;">Beginning</th> <th style="width: 16.6%;">Not Using</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; padding: 5px;"> Seeking Mentorship for Areas of Need or Interest </td> <td style="vertical-align: top; padding: 5px;"> The teacher is a recognized leader in helping others with this activity </td> <td style="vertical-align: top; padding: 5px;"> The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors </td> <td style="vertical-align: top; padding: 5px;"> The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill </td> <td style="vertical-align: top; padding: 5px;"> The teacher attempts to perform this activity but does not actually complete or follow through with these attempts </td> <td style="vertical-align: top; padding: 5px;"> The teacher makes no attempt to perform this activity </td> </tr> </tbody> </table>							Innovating	Applying	Developing	Beginning	Not Using	Seeking Mentorship for Areas of Need or Interest	The teacher is a recognized leader in helping others with this activity	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors	The teacher seeks help and mentorship from colleagues but not at a specific enough level to enhance his or her pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
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**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

58. Mentoring Other Teachers and Sharing Ideas and Strategies																	
<p>The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div> <div> <u>Scale</u> </div> </div>																
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher keeps tracks of specific situations during which he or she mentored other teachers</p> <p><input type="checkbox"/> The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways</p> <p><input type="checkbox"/> The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors</p> <p><input type="checkbox"/> When asked, the teacher can describe specific situations in which he or she has mentored colleagues</p>																	
<p>Scale</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 16.6%;"></th> <th style="width: 16.6%;">Innovating</th> <th style="width: 16.6%;">Applying</th> <th style="width: 16.6%;">Developing</th> <th style="width: 16.6%;">Beginning</th> <th style="width: 16.6%;">Not Using</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; padding: 5px;">Mentoring Other Teachers and Sharing Ideas and Strategies</td> <td style="vertical-align: top; padding: 5px;">The teacher is a recognized leader in helping others with this activity</td> <td style="vertical-align: top; padding: 5px;">The teacher provides other teachers with help and input regarding classroom strategies and behaviors</td> <td style="vertical-align: top; padding: 5px;">The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill</td> <td style="vertical-align: top; padding: 5px;">The teacher attempts to perform this activity but does not actually complete or follow through with these attempts</td> <td style="vertical-align: top; padding: 5px;">The teacher makes no attempt to perform this activity</td> </tr> </tbody> </table>							Innovating	Applying	Developing	Beginning	Not Using	Mentoring Other Teachers and Sharing Ideas and Strategies	The teacher is a recognized leader in helping others with this activity	The teacher provides other teachers with help and input regarding classroom strategies and behaviors	The teacher provides other teachers with help and input regarding classroom strategies and behaviors but not at a specific enough level to enhance their pedagogical skill	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity
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**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

Promoting District and School Development

59. Adhering to District and School Rules and Procedures																	
<p>The teacher is aware of the district's and school's rules and procedures and adheres to them.</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </div> <div> <u>Scale</u> </div> </div>																
<p>Teacher Evidence</p> <div style="margin-bottom: 10px;"><input type="checkbox"/> The teacher performs assigned duties</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> The teacher follows policies, regulations and procedures</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> The teacher fulfills responsibilities in a timely manner</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> The teacher understands legal issues related to students and families</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> The teacher demonstrates personal integrity</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> The teacher keeps track of specific situations in which he or she adheres to rules and procedures</div>																	
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**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

60. Participating in District and School Initiatives																	
<p>The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.</p>	<div style="display: flex; justify-content: space-between;"> <div> <p><input type="radio"/> Innovating (4)</p> <p><input type="radio"/> Applying (3)</p> <p><input type="radio"/> Developing (2)</p> <p><input type="radio"/> Beginning (1)</p> <p><input type="radio"/> Not Using (0)</p> <p><input type="radio"/> Not Applicable</p> </div> <div style="text-align: right;"> <p><u>Scale</u></p> </div> </div>																
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher participates in school activities and events as appropriate to support students and families</p> <p><input type="checkbox"/> The teacher serves on school and district committees</p> <p><input type="checkbox"/> The teacher participates in staff development opportunities</p> <p><input type="checkbox"/> The teacher works to achieve school and district improvement goals</p> <p><input type="checkbox"/> The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives</p> <p><input type="checkbox"/> When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives</p>																	
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Observer

Date

Teacher

Date

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

Appendix I: Annual Evaluation Reports for Category I and II Teachers

**Annual Evaluation Report for
Category I Teachers: 1-3 Years of Service
*Instructional Practice Score***

Teacher: _____	Current Assignment: _____
District: _____	Grade/Subject: _____
School: _____	Years of Service: _____
Evaluator: _____	School Year: _____
Recommended for Reappointment: Yes _____ No _____	

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period based on specific criteria as it relates to the teacher's **instructional practice** using the Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status and deliberate practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status and deliberate practice scores, and ultimately the overall performance score.

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

1. Status Score

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **green** in the spreadsheet.

Domain 1 Sources of Evidence (select all that applies):

- ☐ Formal Observation
- ☐ Informal, Announced Observation
- ☐ Informal Unannounced Observation
- ☐ Walkthrough
- ☐ Artifacts: _____
- ☐ Other: _____

Domain 2 Sources of Evidence (select all that applies):

- ☐ Planning (Pre) Conference
- ☐ Artifacts: _____
- ☐ Other: _____

Domain 3 Sources of Evidence (select all that applies):

- ☐ Self-Assessment
- ☐ Reflection (Post) Conference
- ☐ Professional Growth Plan
- ☐ Artifacts: _____
- ☐ Other: _____

Domain 4 Sources of Evidence (select all that applies):

- ☐ Conferences
- ☐ Discussions
- ☐ Artifacts: _____
- ☐ Other: _____

Evaluator Comments:

☐ **HIGHLY EFFECTIVE (4)**

Overall Status Score of
3.5 – 4.0

☐ **EFFECTIVE (3)**

Overall Status Score of
2.5 – 3.4

☐ **EMERGING (2)**

Overall Status Score of
1.5 – 2.4

☐ **INEFFECTIVE (1)**

Overall Status Score of
1.0 – 1.4

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA TEACHER PERFORMANCE APPRAISAL SYSTEM

2. Deliberate Practice Score Additive Year 2 Inclusive Year 3

The teacher's deliberate practice score reflects his/her progress against specific Elements in the Four Domains of the Art and Science of Teaching framework.

Directions: Identify the teacher's target Element(s) for improvement. Then use the accompanying spreadsheet to compute the teacher's overall deliberate practice score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **purple** in the spreadsheet.

Domain 1 Target Elements:

Routine Segments: _____

Content Segments: _____

On the Spot Segments: _____

Domain 1 Sources of Evidence (select all that applies):

- ☐ Professional Growth Plan
☐ Artifacts: _____
☐ Other: _____

Evaluator Comments:

☐ HIGHLY EFFECTIVE (4)

Overall Deliberate Practice
Score of 3.5 – 4.0

☐ EFFECTIVE (3)

Overall Deliberate Practice
Score of 2.5 – 3.4

☐ EMERGING(2)

Overall Deliberate Practice
Score of 1.5 – 2.4

☐ INEFFECTIVE (1)

Overall Deliberate
Practice Score of 1.0 – 1.4

3. Instructional Practice Final Score

The final score reflects the teacher's overall performance and includes both the status and deliberate practice score calculations.

Directions: Use the accompanying spreadsheet to compute the teacher's overall score that includes both status and deliberate practice scores. Reference the Final Score number in the cell highlighted in **orange** in the spreadsheet.

Evaluator Comments:

☐ HIGHLY EFFECTIVE (4)

Overall Final Score of
3.5 – 4.0

☐ EFFECTIVE (3)

Overall Final Score of
2.5 – 3.4

☐ EMERGING (2)

Overall Final Score of
1.5 – 2.4

☐ INEFFECTIVE (1)

Overall Final Score of
1.0 – 1.4

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

4. Signatures

Evaluator: I certify that the before named teacher has been evaluated around his or her **instructional practice**.

Evaluator's Signature: _____

Date: _____

Evaluator Comments:

Teacher: I acknowledge the receipt of this Annual Evaluation Form.

Teacher's Signature: _____

Date: _____

Teacher Comments:

Principal

Principal's Signature: _____

Date: _____

Principal Comments:

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA TEACHER PERFORMANCE APPRAISAL SYSTEM

Instructional Practice Score Calculation Worksheet for Category I

Teacher Name: _____

STATUS SCORE

Directions:

1. Using the Domain Forms, count the number of times each scale level has been recorded
2. Enter the frequency in the yellow highlighted cells

Frequency	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
Total Elements Used	-	-	-	-

Percentages	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
	0%	0%	0%	0%

3. Adjust weights in gray highlighted cells; must add up to 100%

Category I Teachers (View Scale)	D1	D2	D3	D4
Status Score				
Weight	68%	13%	8%	10%
Weighted Score				
Overall Status Score:	0.00			
Overall Status:				

Total

100%

DELIBERATE PRACTICE SCORE

Directions:

4. Enter final scale level of each target Element in yellow highlighted cells

Deliberate Practice	Final Rating
D1 Target Element 1	
D1 Target Element 2	
D1 Target Element 3	

Category I Teachers	D1
Deliberate Practice Score	
Weight	100%
Weighted Score	
Overall Deliberate Practice Score:	0.00
Overall Deliberate Practice:	

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	EMERGING	INEFFECTIVE
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

5. Adjust weights in gray highlighted cells; must add up to 100%

Category I Instructional Practice Score, Year 1	Score	Weight	Final
Overall status score	0.00	100%	-
Overall deliberate practice score	0.00	0%	-
Final Score:			-
Final Proficiency Level:			

Category I Instructional Practice Score, Year 2	Score	Weight	Final
Overall status score	0.00	60%	-
Overall deliberate practice score	0.00	40%	-
Final Score:			-
Final Proficiency Level:			

*** Deliberate Practice**

Additive Year 2

Inclusive Year 3

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

The School Board of St. Lucie County, Florida

PROFICIENCY SCALE FOR CATEGORY I TEACHER

Category I Teacher	Highly Effective (4)	Effective (3)	Emerging (2)	Ineffective (1)
D1:	At least 65% at Level 4 and 0% at Level 1 or 0	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				

**THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA
TEACHER PERFORMANCE APPRAISAL SYSTEM**

**Annual Evaluation Report for
Category II Teachers: 4 or More Years of Service
*Instructional Practice Score***

Teacher: _____	Current Assignment: _____
District: _____	Grade/Subject: _____
School: _____	Years of Service: _____
Evaluator: _____	School Year: _____
Recommended for Reappointment: Yes _____ No _____	

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific period based on specific criteria as it relates to the teacher's **instructional practice** using the Art and Science of Teaching Framework.

Directions: Examine all sources of evidence for each of the four domains in this form as it applies to the teacher's status and deliberate practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation of the teacher's performance, sign the form and obtain the signature of the teacher.

Use the accompanying Excel worksheet appropriate to the teacher's experience level to calculate the teacher's status and deliberate practice scores, and ultimately the overall performance score.

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

TEACHER PERFORMANCE APPRAISAL SYSTEM

1. Status Score

The teacher's status score reflects his/her overall understanding and application of the Art and Science of Teaching framework across the Four Domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Planning and Preparing; Domain 3: Reflecting on Teaching; Domain 4: Collegiality and Professionalism.

Directions: Use the accompanying spreadsheet to compute the teacher's overall status score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **green** in the spreadsheet.

Domain 1 Sources of Evidence (select all that applies):

- ☐ Formal Observation
- ☐ Informal, Announced Observation
- ☐ Informal Unannounced Observation
- ☐ Walkthrough
- ☐ Artifacts: _____
- ☐ Other: _____

Domain 2 Sources of Evidence (select all that applies):

- ☐ Planning (Pre) Conference
- ☐ Artifacts: _____
- ☐ Other: _____

Domain 3 Sources of Evidence (select all that applies):

- ☐ Self-Assessment
- ☐ Reflection (Post) Conference
- ☐ Professional Growth Plan
- ☐ Artifacts: _____
- ☐ Other: _____

Domain 4 Sources of Evidence (select all that applies):

- ☐ Conferences
- ☐ Discussions
- ☐ Artifacts: _____
- ☐ Other: _____

Evaluator Comments:

☐ **HIGHLY EFFECTIVE (4)**

☐ **EFFECTIVE (3)**

☐ **EMERGING (2)**

☐ **INEFFECTIVE (1)**

Overall Status Score of
3.5 – 4.0

Overall Status Score of
2.5 – 3.4

Overall Status Score of
1.5 – 2.4

Overall Status Score of
1.0 – 1.4

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2. Deliberate Practice Score

The teacher's deliberate practice score reflects his/her progress against specific Elements in the Four Domains of the Art and Science of Teaching framework.

Directions: Identify the teacher's target Element(s) for improvement. Then use the accompanying spreadsheet to compute the teacher's overall deliberate practice score. You will need to obtain data for each of the Four Domains in order to compute a weighted overall score. Reference the Overall Status Score number in the cell highlighted in **purple** in the spreadsheet.

Domain 1 Target Elements:

Routine Segments: _____

Content Segments: _____

On the Spot Segments: _____

Domain 1 Sources of Evidence (select all that applies):

☐ Professional Growth Plan

☐ Artifacts: _____

☐ Other: _____

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> EMERGING (2)	<input type="checkbox"/> INEFFECTIVE (1)
Overall Deliberate Practice Score of 3.5 – 4.0	Overall Deliberate Practice Score of 2.5 – 3.4	Overall Deliberate Practice Score of 1.5 – 2.4	Overall Deliberate Practice Score of 1.0 – 1.4

3. Instructional Practice Final Score

The final score reflects the teacher's overall performance and includes both the status and deliberate practice score calculations.

Directions: Use the accompanying spreadsheet to compute the teacher's overall score that includes both status and deliberate practice scores. Reference the Final Score number in the cell highlighted in **orange** in the spreadsheet.

Evaluator Comments:

<input type="checkbox"/> HIGHLY EFFECTIVE (4)	<input type="checkbox"/> EFFECTIVE (3)	<input type="checkbox"/> EMERGING (2)	<input type="checkbox"/> INEFFECTIVE (1)
Overall Final Score of 3.5 – 4.0	Overall Final Score of 2.5 – 3.4	Overall Final Score of 1.5 – 2.4	Overall Final Score of 1.0 – 1.4

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5. Signatures

Evaluator: I certify that the before named teacher has been evaluated around his or her **instructional practice**.

Evaluator's Signature: _____

Date: _____

Evaluator Comments:

Teacher: I acknowledge the receipt of this Annual Evaluation Form.

Teacher's Signature: _____

Date: _____

Teacher Comments:

Principal

Principal's Signature: _____

Date: _____

Principal Comments:

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Instructional Practice Score Calculation Worksheet for Category II

Teacher Name: _____

STATUS SCORE

Directions:

1. Using the Domain Forms, count the number of times each scale level has been recorded
2. Enter the frequency in the yellow highlighted cells

Frequency	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
Total Elements Used	-	-	-	-

Percentages	D1	D2	D3	D4
Level 4				
Level 3				
Level 2				
Level 1				
Level 0				
	0%	0%	0%	0%

3. Adjust weights in gray highlighted cells; must add up to 100%

Category II Teachers (View Scale)	D1	D2	D3	D4	Total
Status Score					
Weight	68%	13%	8%	10%	100%
Weighted Score					
Overall Status Score:	0.00				
Overall Status:					

DELIBERATE PRACTICE SCORE

Directions:

4. Enter *final* scale level of each target Element in yellow highlighted cells

Deliberate Practice	Final Rating
D1 Target Element 1	
D1 Target Element 2	
D1 Target Element 3	

Category II Teachers	D1
Deliberate Practice Score	
Weight	100%
Weighted Score	
Overall Deliberate Practice Score:	0.00
Overall Deliberate Practice:	

FINAL SCALE

HIGHLY EFFECTIVE	EFFECTIVE	EMERGING	INEFFECTIVE
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

5. Adjust weights in gray highlighted cells; must add up to 100%

Category II Instructional Practice Score, Year 1	Rating	Weight	Final
Overall status score	0.00	100%	-
Overall deliberate practice score	0.00	0%	-
Final Score:			-
Final Proficiency Level:			

Category II Instructional Practice Score, Year 2	Rating	Weight	Final
Overall status score	0.00	60%	-
Overall deliberate practice score	0.00	40%	-
Final Score:			-
Final Proficiency Level:			

* Deliberate Practice
Additive Year 2
Inclusive Year 3

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The School Board of St. Lucie County, Florida

PROFICIENCY SCALE FOR CATEGORY II TEACHER

Category II Teacher	Highly Effective (4)	Effective (3)	Emerging (2)	Ineffective (1)
D1:	At least 75% at Level 4 and 0% at Level 1 or 0	At least 75% at Level 3 or higher	Less than 75%at Level 3 or higher and Less than 50% at Level 1, 0	Greater than or equal to 50% at Level 1, 0
D2:				
D3:				
D4:				

Annual Evaluation Report for Category II Teachers: 4 or More Years of Service *Instructional Practice Score* PER0174 Page 6

END OF APPENDIX I: ANNUAL EVALUATION REPORTS FOR CATEGORY I AND II TEACHERS

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Appendix J: Deliberate Practice Plan

Deliberate Practice Plan

Name:

School Name:

School Year:

Date of Plan:

Deliberate practice is a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration. Involved in the Deliberate Practice Plan are: setting goals, focused practice, focused feedback, observing and discussing teaching, and monitoring progress.

Step 1: Self-Assessment

Complete the Self-Assessment using the district's classroom observation form and rubrics and complete the table below. Identify up to three instructional strategies scored at lowest level/score on your self-assessment, and upon which you have an interest in improving, and their corresponding scores (for purposes of establishing a data point for the baseline):

	Instructional Strategy	Level/ Score	Current student behavior/learning that I want to see improve as a result of focusing on this target strategy	Changes in student behavior/ learning I expect to see as a result of focusing on this target strategy
1				
2				
3				

Step 2: Identify Focus Strategies

Working collaboratively with your principal, using the instructional practice data from your annual evaluation (classroom observation data) and the strategies identified from the self-assessment completed in Step 1, identify one to three instructional strategies upon which you will focus and demonstrate instructional skill growth for the year. The focus strategies should be areas with lower scores and where there is an interest in improving. Record the baseline score for each selected strategy and indicate the level you expect to attain, and dates for achieving your growth goals.

	Instructional Strategy	Baseline Level/Score and Date	Anticipated Midpoint Growth Level/Score Goal and Date	Anticipated Final Growth Level/Score Goal and Date
1.		Score: Date:	Score: Date:	Score: Date:
2.		Score: Date:	Score: Date:	Score: Date:
3.		Score: Date:	Score: Date:	Score: Date:



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Step 3: Write Measurable Goals

State your Growth Goals (Example: *By the end of the year, I will raise my score on tracking student progress from a 1 to a 4, and I expect to see these results evident in student learning/behavior...*)

Goals
Goal #1
Goal #2
Goal #3

Step 4: Identify Specific Action Steps and Resources

Describe specific actions you take or perform differently within your classroom to improve the use of the identified strategies, and the resources and materials needed to accomplish these action steps.

	Classroom Action Steps	Resources and Materials
Goal 1		
Goal 2		
Goal 3		



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Step 5: Reflection

Use a reflection log to record your insights about the strategies you have identified and practiced. The guiding questions below may be used to prompt your thinking. For your plan you should have a minimum of three reflection logs tied to the goals and strategies you have selected.

Example Reflection Log

Goal #1	Date:
What am I learning about the strategy?	
How do I need to prepare my lesson differently?	
When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?	
How am I tracking the impact I have on student learning?	
What do I need to adjust in order to progress to the next level for the element?	
On what will I focus between now and the next progress check-in?	

Step 6: Tracking Progress and Celebrating My Success

Record your goal in the space provided. Plot the available scores (self, mentor, and evaluator) for tracking progress as needed. It is helpful to use a different color to represent each of the three sources.

Example Progress Check-In

	Baseline Rating	Data Point #1	Data Point #2	Data Point #3	Data Point #4	Data Point #5	Data Point #6	-----
Self								
Mentor (optional)								
Evaluator (optional except for last data point)								
Innovating (4)								
Applying (3)								
Developing (2)								
Beginning (1)								
Not Using (0)								
	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Summative Score

*Districts using their own models should change the labels to reflect their rubric levels.

Deliberate Practice Plan Signatures

Signature of Teacher, Date

Signature of Principal/Designee, Date



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Appendix

- Recommendations for Developing Goals and Resources
- Goal #1 – Progress Check-In and Reflection Log
- Goal #2 – Progress Check-In and Reflection Log
- Goal #3 – Progress Check-In and Reflection Log
- Video Self-Observation Guide *(Optional)*
- Peer Observation Guide *(Optional)*
- Instructional Rounds Guide *(Optional)*
- Glossary of Terms
- References

Recommendations for Developing Goals and Resources

The following tables represent ways to develop goals to engage in focused practice, focused feedback and collegial interactions with peers.

Focused Practice
5 Ways a Teacher Can Engage in Focused Practice:
<ul style="list-style-type: none">• Focusing on specific steps of a strategy• Developing a protocol• Developing fluency with a strategy• Making adaptations to a strategy• Integrating several strategies to create a macro-strategy
Focused Feedback
Ways to Engage in Focused Feedback:
<ul style="list-style-type: none">• Using a Reflection Log• Using a Monthly Lesson Reflection Tool• Using Video Data• Collecting and Using Student Survey Data and Student Questioning• Using Student Achievement Data• Looking at Specific Types of Students• Using a Teacher Progress Table and Chart
Observing and Discussing Teaching
3 Ways a Teacher Can Engage in Observing and Discussing Teaching:
<ul style="list-style-type: none">• Videos of Other Teachers• Coaching Colleagues• Instructional Rounds



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Goal #1 – Progress Check-In and Reflection Log

Tracking Progress and Celebrating Success Check-In

	Baseline Rating	Data Point #1	Data Point #2	Data Point #3	Data Point #4	Data Point #5	Data Point #6	_____
Self								
Mentor (optional)								
Evaluator (optional)								
Innovating (4)								
Applying (3)								
Developing (2)								
Beginning (1)								
Not Using (0)								
	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Summative Score

*Districts using their own models should change the labels to reflect their rubric levels.

Signature of Teacher, Date

Signature of Principal/Designee, Date

KEY	
Self	_____
Mentor	_____
Evaluator	_____



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Reflection Log

Goal #1	Date:
What am I learning about the element?	
How do I need to prepare my lesson differently?	
When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?	
How am I tracking the impact I have on student learning?	
What do I need to adjust in order to progress to the next level for the element?	
On what will I focus between now and the next progress check-in?	

Goal #1	Date:
What am I learning about the element?	
How do I need to prepare my lesson differently?	
When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?	
How am I tracking the impact I have on student learning?	
What do I need to adjust in order to progress to the next level for the element?	
On what will I focus between now and the next progress check-in?	

Goal #1	Date:
What am I learning about the element?	
How do I need to prepare my lesson differently?	
When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?	
How am I tracking the impact I have on student learning?	
What do I need to adjust in order to progress to the next level for the element?	
On what will I focus between now and the next progress check-in?	



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Goal #2 – Progress Check-In and Reflection Log

Tracking Progress and Celebrating Success Check-In

	Baseline Rating	Data Point #1	Data Point #2	Data Point #3	Data Point #4	Data Point #5	Data Point #6	_____
Self								
Mentor (optional)								
Evaluator (optional)								

Innovating (4)								
Applying (3)								
Developing (2)								
Beginning (1)								
Not Using (0)								
	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Summative Score

*Districts using their own models should change the labels to reflect their rubric levels.

Signature of Teacher, Date

Signature of Principal/Designee, Date

KEY	
Self _____	
Mentor _____	
Evaluator _____	



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Reflection Log

Goal #2	Date:
What am I learning about the element?	
How do I need to prepare my lesson differently?	
When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?	
How am I tracking the impact I have on student learning?	
What do I need to adjust in order to progress to the next level for the element?	
On what will I focus between now and the next progress check-in?	

Goal #2	Date:
What am I learning about the element?	
How do I need to prepare my lesson differently?	
When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?	
How am I tracking the impact I have on student learning?	
What do I need to adjust in order to progress to the next level for the element?	
On what will I focus between now and the next progress check-in?	

Goal #2	Date:
What am I learning about the element?	
How do I need to prepare my lesson differently?	
When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?	
How am I tracking the impact I have on student learning?	
What do I need to adjust in order to progress to the next level for the element?	
On what will I focus between now and the next progress check-in?	



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Goal #3 – Progress Check-In and Reflection Log

Tracking Progress and Celebrating Success Check-In

	Baseline Rating	Data Point #1	Data Point #2	Data Point #3	Data Point #4	Data Point #5	Data Point #6	_____
Self								
Mentor (optional)								
Evaluator (optional)								
Innovating (4)								
Applying (3)								
Developing (2)								
Beginning (1)								
Not Using (0)								
	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Summative Score

*Districts using their own models should change the labels to reflect their rubric levels.

Signature of Teacher, Date

Signature of Principal/Designee, Date

KEY	
Self	_____
Mentor	_____
Evaluator	_____



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Reflection Log

Goal #3	Date:
What am I learning about the element?	
How do I need to prepare my lesson differently?	
When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?	
How am I tracking the impact I have on student learning?	
What do I need to adjust in order to progress to the next level for the element?	
On what will I focus between now and the next progress check-in?	

Goal #3	Date:
What am I learning about the element?	
How do I need to prepare my lesson differently?	
When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?	
How am I tracking the impact I have on student learning?	
What do I need to adjust in order to progress to the next level for the element?	
On what will I focus between now and the next progress check-in?	

Goal #3	Date:
What am I learning about the element?	
How do I need to prepare my lesson differently?	
When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?	
How am I tracking the impact I have on student learning?	
What do I need to adjust in order to progress to the next level for the element?	
On what will I focus between now and the next progress check-in?	



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Video Self-Observation Guide *(Optional)*

Teachers may want to videotape a lesson as part of their self-assessment. After viewing the video, use the self-assessment to identify instructional strategies and ratings.

Instructional Strategy:
Desired Effect on Students:
Teacher Evidence (What do I see that I want to continue?) <input type="checkbox"/> <input type="checkbox"/> (What do I see that I want to change?) <input type="checkbox"/> <input type="checkbox"/>
Student Evidence (What are my students doing that I want to have continue?) <input type="checkbox"/> <input type="checkbox"/> (What are my students doing that I want to change?) <input type="checkbox"/>

Scale

Innovating	Applying	Developing
How am I adapting this strategy to help reach students for whom the original strategy was not achieving the desired effect?	How am I monitoring students for the desired effect?	What does correct use of this strategy look like?



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Peer Observation Guide *(Optional)*

A teacher working on a strategy can visit a colleague who is using that same strategy at an exemplary level. The observing teacher compares their own practice to the practice of the observed teacher. Following the classroom visit the teachers use the evaluation instrument to discuss the observation, identify evidence and reflect upon the observation. This observation is not intended to be a critique of the teacher, and the visiting teacher should honor the observed teacher for opening their classroom. Feedback should not be given to the observed teacher unless it is requested.

This form is to be used for one instructional strategy. Fill out the form based on what is solicited for each box. Give multiple suggestions/answers where appropriate.

Instructional Strategy:
Desired Effect on Students:
Teacher Evidence (What am I seeing that I want to replicate?) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Student Evidence (What are the students doing that I want to have happen in my room?) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Scale

Innovating	Applying	Developing
How is the teacher adapting this strategy to help reach students for whom the original strategy was not achieving the desired effect?	How is the teacher monitoring students for the desired effect?	What does correct use of this strategy look like?



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Instructional Rounds Guide *(Optional)*

Instructional rounds are primarily designed to enhance skills of the observing teachers and encourage collaboration among colleagues. During instructional rounds, a team of teachers who are working on the same strategy visit a teacher who is using that same strategy at an exemplary level. The observing teachers compare their own practice to the practice of the observed teacher. Immediately after visiting the classroom, the observing teachers engage in group discussion and reflection and draw conclusions about their own practice. Instructional rounds are not intended to be a critique of the teacher, and visiting teams should honor the observed teacher for opening their classroom. Feedback should not be given to the observed teacher unless it is requested.

This form is to be used for one instructional strategy. Fill out the form based on what is solicited for each box. Give multiple suggestions/answers where appropriate.

Instructional Strategy:
Desired Effect on Students:
Teacher Evidence (What am I seeing that I want to replicate?) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Student Evidence (What are the students doing that I want to have happen in my room?) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Scale

Innovating	Applying	Developing
How is the teacher adapting this strategy to help reach students for whom the original strategy was not achieving the desired effect?	How is the teacher monitoring students for the desired effect?	What does correct use of this strategy look like?



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Glossary of Terms

Coaching Colleagues - Coaching Colleagues are pairs or triads of teachers who agree to provide each other with honest feedback regarding their use of instructional strategies. Coaching has been used in a variety of ways in K-12 education, but coaching colleagues (also called peer coaching) refers specifically to a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.

Collecting and Using Student Survey Data - Student survey data can be used as a powerful form of focused feedback. Students can be asked about strategies in the evaluation model, which would provide teachers with feedback on the entire model. Another option is to ask students only a few questions that are specific to the strategy the teacher has selected for growth goals.

Developing Fluency With a Strategy - A fluent teacher is skilled enough with a strategy or behavior to employ it without having to think about the steps involved. This is not to say the teacher is not mindful of the strategy. When fluency has been fully developed, the reflective teacher both executes the strategy or behavior, and monitors its effect.

Developing a Protocol - Some strategies or behaviors do not have well-defined sets of steps. In cases like this, the teacher would likely want to develop a protocol to guide his or her actions. Such specificity would guide the teacher's focused practice.

Focusing on Specific Steps of a Strategy - Some strategies or behaviors have a rather well-defined set of steps. In a case like this, the teacher might decide to focus his or her attention on one or more of the steps.

Instructional Rounds - One of the most powerful ways to observe and discuss teaching is to engage in instructional rounds. Instructional rounds are usually a school-wide effort that requires administrative support and involvement. During instructional rounds, groups of teachers visit classrooms in their school to observe their colleagues in action. The goal of instructional rounds is for the observing teachers to compare their own practice to the practice of the observed teacher. After visiting a classroom, the observing teachers engage in group discussion and reflection and draw conclusions about their own practice. Unlike many teacher observers, the focus of instructional rounds is not on evaluation. Although the observed teacher can request feedback from the observing teachers, instructional rounds are primarily designed to enhance the pedagogical skill of the observing teachers and encourage collaboration among colleagues. Many schools who use instructional rounds have found that they create a sense of energy and excitement about professional growth and empower teachers to examine and improve their instructional practice.

Integrating Several Strategies to Create a Macro-Strategy - A teacher might elect to integrate strategies as the subject of focused practice. At this stage of development, a teacher is competent with most, if not all, of the strategies for a particular element but wishes to combine some of those strategies into a composite or macro-strategy.

Looking at Specific Types of Students - One way to use achievement data is to examine the differences in scores between groups of students in class. A teacher might make a comparison between those students who are English Language Learners (ELLs) and those who are not. Such comparisons are commonly of interest to school and district administrators because they can be used to determine the effectiveness of instruction across different subgroups of students.

Making Adaptations to a Strategy - Even when a teacher has reached the level of "Applying (3)" regarding a strategy or behavior, the teacher might want to create new versions of the strategy for special situations.

Using a Reflection Log - Focused feedback involves keeping track of progress on growth goals that are the subject of focused practice. It is strongly recommended that teachers maintain a reflection log.

Using a Teacher Progress Check-In - The ultimate goal of focused feedback is to allow teachers to track their progress over time. To obtain scores, the teacher should use various types of data to estimate his or her status at each point in time. It is important for a teacher to record his or her logic in assigning scores.



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Using Student Achievement Data - The most valid data that can be used to determine the extent to which a specific strategy has been effective is information about student achievement. Obtaining this type of data takes planning and preparation. The following process for studying the impact of a specific strategy is recommended:

1. The teacher would identify two groups of students to whom he or she would teach the same content.
2. The teacher would teach the same content to both classes using a selected strategy in one class but not in the other.
3. The teacher would administer the same pretest and posttest to both groups and compare the results.

To determine if the target strategy enhances student achievement, a teacher simply compares the average gain scores of the two groups of students.

Using Video Data - One powerful way for a teacher to obtain focused feedback about his or her progress is to watch video recording of him or herself using specific strategies in class. Self-viewing helps teachers evaluate how much their performance differed from self-expectations, and is enhanced when the viewing is focused.

Videos of Other Teachers - Teachers can use videos of other teachers to discuss the effectiveness of the strategies they observe. This requires two or more teachers who agree to meet and discuss these instructional strategies and behaviors. When using videos from websites like YouTube, it is important to remember that they are raw footage of classroom activities, and there is no guarantee that effective teaching is being exhibited. It is useful to determine what was done well by the teacher and what was not.



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