

# Florida Virtual School

## Instructional Personnel Evaluation System



### Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

### Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

### Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to [DistrictEvalSysEQ@fldoe.org](mailto:DistrictEvalSysEQ@fldoe.org).

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

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### Part I: Evaluation System Overview

Florida Virtual School® (FLVS®) is a fully accredited, statewide public school district with a 22-year history of successfully educating students. An award-winning, international leader in online learning, FLVS offers more than 190 free courses to Kindergarten–Grade 12 public, charter, private, and homeschool Florida students.

FLVS, the district and its schools, are accredited by AdvanceED and Southern Association of Colleges and Schools Council on Accreditation and School Improvement. Core courses are NCAA approved and courses are aligned with Florida and national standards and are accessible 24/7. Enrollment for FLVS Flex is open 365 days a year due to the FLVS year-round rolling enrollment model.

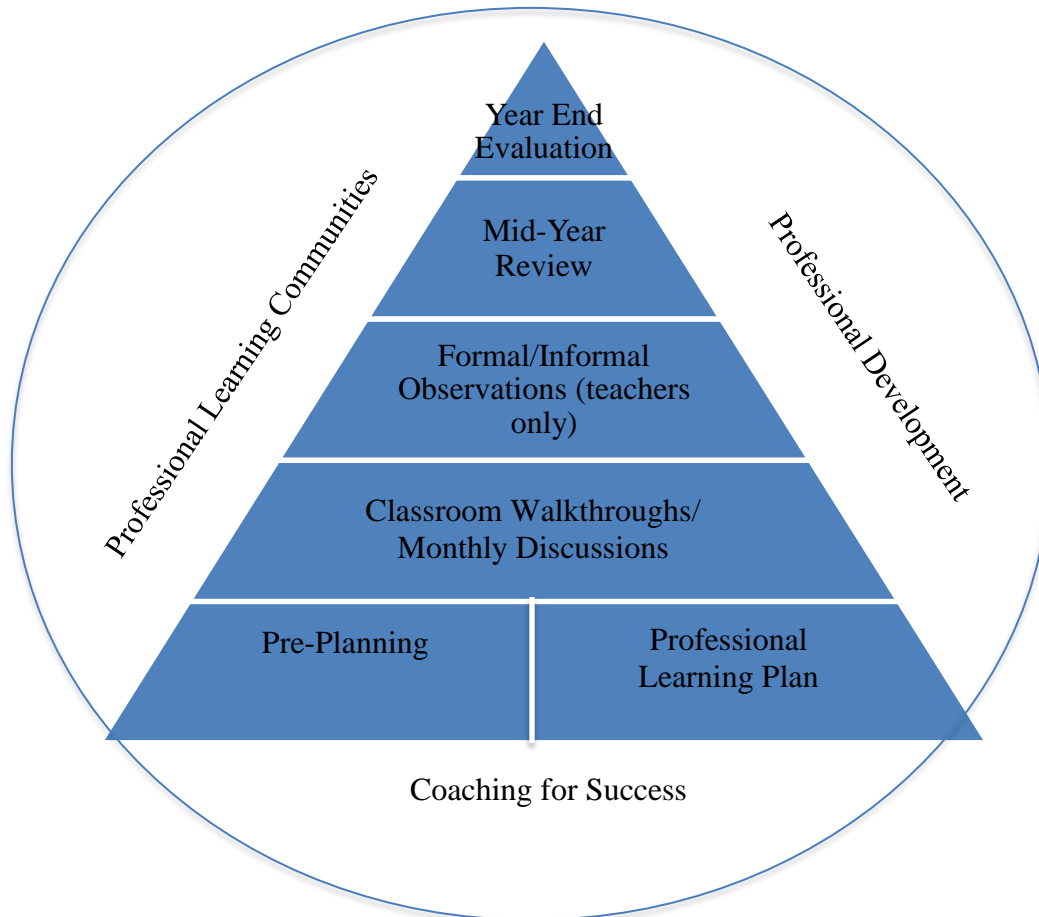
Every FLVS course is taught by a dedicated and Florida-certified instructor who is focused on student success. The approximately 1,800 FLVS instructors are available 8 a.m. to 8 p.m. Monday - Friday and communicate with students regularly via live lessons, phone, email, online chats, instant messaging, discussion forums, webcams, and texting.

In designing an instructional evaluation system based on the FLVS model of instructional delivery, a team of instructors, instructional leaders (principals), district leaders, and human resources staff collaborated to create a tool that effectively and accurately measures the online instructor's role, as well as evaluates their impact on student performance.

The FLVS instructional evaluation is an ongoing and multi-step process. Each employee participates in a variety of reflective activities and professional learning opportunities that lead to true growth for each individual. Each employee starts with the pre-planning process where they develop professional learning goals for the school year leading up to frequent dialogue with their supervisor to review their progress, culminating in their year-end evaluation. Throughout the year, employees are supported through professional development, coaching for success, and professional learning communities. The below diagram illustrates the FLVS evaluation system.

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As shown above, the evaluation system is a multi-step process that involves several opportunities for observation and collection of data.

**Professional Learning Plan (PLP):** Each employee, with feedback from their supervisor, will develop an individualized Professional Learning Plan (PLP) that focuses on targeted areas of improvement and growth that will have an impact on student learning. These areas of growth are tied directly to the domains and elements within the summative evaluation, creating a true system of growth for FLVS personnel.

**Classroom Walkthroughs/Monthly Discussions:** Each month administrators meet one-on-one with every instructor they supervise in order to review classroom management practices and review student achievement data. This includes reviewing communication practices, student engagement in the course, grading and feedback practices, and general classroom management. Each data point discussed with instructors relates to one of the four domains used for the year-end instructor evaluation. In addition, administrators discuss performance concerns with the instructor and recommend strategies, professional development, or create a coaching plan for improvement.

Similarly, supervisors of student services personnel meet monthly with each employee to discuss and provide feedback on overall performance and impact on FLVS students and programs.

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**Informal Observations:** Informal observations are short, targeted observations of a teacher's instructional practice. Due to the many ways teachers deliver instruction in the online setting, FLVS uses informal observations to capture how a teacher instructs students in these varied formats. Teachers can be observed in a traditional live lesson, or they can be observed delivering one-on-one/small group instruction via phone, Bb Collaborate, or other approved instructional delivery methods.

**Formal Observations:** Formal observations provide an opportunity for administrators to evaluate an instructor's practices and effectiveness in each of the four domains in an online classroom environment. Formal observations are conducted throughout the year, and encompass a pre-observation phase, lesson observation, and post-observation reflection and discussion phase. Like informal observations, FLVS teachers are given the option of selecting the format in which they can best demonstrate their impact on students in the online environment: live lessons, one-on-one instruction, or discussion-based instructional assessments. Formal observation ratings are used as part of the instructor's final summative evaluation, which guides both instructors and administrators on where professional growth is needed in teaching students in the online environment.

Additionally, FLVS collects other critical data related to online instruction that is used in the instructional practice section of the summative evaluation. Teachers are evaluated on student/parent survey data that directly ties to their instructional impact on their students, as well as other student progress data that has a direct connection to student achievement in FLVS courses.

When completing the final summative evaluation, administrators are directed to use data from informal and formal observations, as well as the additional data points described above, to evaluate teachers in instructional practice.

## Part II: Evaluation System Requirements

*In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.*

### System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education.
- The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

### Training

- The district provides training programs and has processes that ensure
  - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
  - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

### Data Inclusion and Reporting

- The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.
- The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

### Evaluation Procedures

- The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.

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- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
  - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
  - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
  - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
  - The evaluator must discuss the written evaluation report with the employee.
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
  - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

### Use of Results

- ☒ The district has procedures for how evaluation results will be used to inform the
  - Planning of professional development; and
  - Development of school and district improvement plans.
- ☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

### Notifications

- ☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- ☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who
  - Receive two consecutive unsatisfactory evaluation ratings; or
  - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

### District Self-Monitoring

- ☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
  - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
  - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
  - Evaluators provide necessary and timely feedback to employees being evaluated;



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- Evaluators follow district policies and procedures in the implementation of evaluation system(s);
- Use of evaluation data to identify individual professional development; and,
- Use of evaluation data to inform school and district improvement plans.

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### Part III: Evaluation Procedures

*In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.*

- Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how the following instructional personnel groups are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Annually, in September	Online webinar, hosted by Human Resources. Recording of meeting and all criteria, methodologies, and procedures are posted on our internal SharePoint site for access any time during the school year.
Newly Hired Classroom Teachers	Annually, in September	Online webinar, hosted by Human Resources. Recording of meeting and all criteria, methodologies, and procedures are posted on our internal SharePoint site for access any time during the school year.
Late Hires	New Hire Training	Evaluation is introduced during new hire training, then late hires are provided the link to the annual evaluation meeting recording to view at a time of their choosing. All criteria, methodologies, and procedures are posted on our internal SharePoint site for access any time during the school year.

- Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed at least twice in the first year of teaching in the school district. In the table below, describe when and how many observations take place for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year	Classroom Teacher: 2, with optional 3 <sup>rd</sup> observation  Non-Classroom Teacher: 0	1 informal observation completed by January, 1 formal observation completed by April	Within 10 days of completing the observation

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Hired after the beginning of the school year	<p>Classroom Teacher: 3 required, 4<sup>th</sup> optional</p> <p>If hired between October 31<sup>st</sup> and January 1<sup>st</sup>: 2 required, 3<sup>rd</sup> optional</p> <p>Non-Classroom Teacher: 0</p>	1 informal observation completed by January, 1 informal observation completed by March, and 1 formal observation completed by April	Within 10 days of completing the observation
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year	3 required, 4 <sup>th</sup> optional	1 informal observation completed by January, 1 informal observation completed by March, and 1 formal observation completed by April	Within 10 days of completing the observation
Hired after the beginning of the school year	<p>3 required, 4<sup>th</sup> optional</p> <p>If hired between October 31<sup>st</sup> and January 1<sup>st</sup>: 2 required, 3<sup>rd</sup> optional</p>	1 informal observation completed by January, 1 informal observation completed by March, and 1 formal observation completed by April	Within 10 days of completing the observation

**\*\*NOTE\*\*** Classroom teachers hired after January 1st will be considered newly hired classroom teachers the following fiscal year and will complete the entire performance management cycle for new teachers beginning in the next school year.

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3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be evaluated at least twice in the first year of teaching in the school district. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year	1	July	Once student performance results have been loaded, within 10 days.
Hired after the beginning of the school year	2	February, July If hired after October 31 <sup>st</sup> : March and July (only if hired prior to January 1 <sup>st</sup> )	Once student performance results have been loaded, within 10 days.
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year	2	February, July	Once student performance results have been loaded, within 10 days.
Hired after the beginning of the school year	2	February, July If hired after October 31 <sup>st</sup> : March and July (only if hired prior to January 1 <sup>st</sup> )	Once student performance results have been loaded, within 10 days.

**\*\*NOTE\*\*** Classroom teachers hired after January 1st will be considered newly hired classroom teachers the following fiscal year and will complete the entire performance management cycle for new teachers beginning in the next school year.

### Part IV: Evaluation Criteria

#### A. Instructional Practice

*In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.*

- Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. At Florida Virtual School, instructional practice accounts for 55% of the instructional personnel performance evaluation for classroom teachers and non-classroom student services personnel, and 50% for school counselors.

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2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

Each indicator within each domain in the Instructional Practice section of the summative evaluation is weighed at a specific percentage. A point value is assigned to each indicator, and teachers and student services personnel earn a share of the points possible for each indicator based on the rating they earn. Once all ratings have been entered, Pathways, our cloud-based performance management system, calculates the points earned to determine an overall summative instructional practice score. *(See Charts A, B, & C below.)*

Once a summative instructional practice score has been determined for each classroom or non-classroom instructor, it will then be combined with the points earned in the “other indicators of performance” section of the evaluation, which is weighted at 10% of the summative evaluation for classroom teachers and non-classroom student services personnel, and 15% for school counselors. Once the overall points earned in the instructional practice and other indicators of performance sections has been determined, titled collectively as “Professional Practice,” a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory will be assigned based on the total points earned. The summative evaluation uses a 100-point scale, with 55 total points possible for the instructional practice measure, and 10 points possible for the other indicators of performance section for classroom teachers and non-classroom instructional personnel, and 50 points possible on instructional practice and 15 points possible for other indicators of performance for school counselors. *(See Section B for more details on other indicators of performance.)*

Performance Rating	Points Earned
Highly Effective	55-65
Effective	46-54
Needs Improvement	36-45
Unsatisfactory	0-35

The total points earned in instructional practice and other indicators of performance are then added to the points earned for the performance of students measure to determine the overall summative evaluation score.

*Chart A: FLVS Teacher Observation Instrument: Domains 1-3 (Instructional Practice)*

FLVS Teacher Evaluation Instructional Practice Framework							
	Domain	Domain Weight	Indicator	HE	E	NI	U
Instructional Practice: 55%	1. Planning and Preparation	5%	1a. Demonstrating Knowledge of Course Content and Online Pedagogy	1.00	0.76	0.61	0.26
			1b. Demonstrating Knowledge of Students in the Online Setting	2.00	1.52	1.22	0.52
			1c. Determining Learning Goals	1.00	0.76	0.61	0.26

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	<b>2. Classroom Environment</b>	<b>25%</b>	1d. Demonstrating Knowledge of Resources and Instructional Technology	1.00	0.76	0.61	0.26
			2a. Creating Respect and Rapport in the Online Environment	6.00	4.56	3.66	1.56
			2b. Establishing a Culture for Online Learning	6.00	4.56	3.66	1.56
			2c. Monitoring and Managing Student Progress	7.00	5.32	4.27	1.82
			2d. Regular Communication with Stakeholders	6.00	4.56	3.66	1.56
	<b>3. Instruction</b>	<b>25%</b>	3a. Expectations for Learning	4.00	3.04	2.44	1.04
			3b. Explanations of content	4.00	3.04	2.44	1.04
			3c. Use of literacy strategies	4.00	3.04	2.44	1.04
			3d. Using Questioning and Discussion Techniques	4.00	3.04	2.44	1.04
			3e. Engaging Students in Learning Opportunities	4.00	3.04	2.44	1.04
			3f. Provide Constructive Feedback to Students	5.00	3.80	3.05	1.30

*Chart B: FLVS Student Services Personnel Evaluation Instrument: Domains 1-4 (Instructional Practice)*

<b>FLVS Student Services Personnel Evaluation Model (SSPEM)</b>							
	<b>Domain</b>	<b>Domain Weight</b>	<b>Indicator</b>	<b>HE</b>	<b>E</b>	<b>NI</b>	<b>U</b>
<b>Instructional Practice: 55%</b>	<b>1. Data-Based Decision Making and Evaluation of Practices</b>	<b>10%</b>	1a. Collects and uses data to develop and implement interventions within a problem-solving framework	2.5	1.9	1.53	0.65
			1b. Analyze multiple sources of qualitative and quantitative data to inform decision making	2.5	1.9	1.53	0.65
			1c. Uses data to monitor student progress (academic, social/emotional/behavioral) and health, and evaluate the effectiveness of services on student achievement	2.5	1.9	1.53	0.65
			1d. Shares student performance data in a relevant and understandable way with students, parents, and administrators	2.5	1.9	1.53	0.65
	<b>2. Instruction/ Intervention Planning and Design</b>	<b>15%</b>	2a. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports	3	2.28	1.83	0.78

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			2b. Plans and design instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates	3	2.28	1.83	0.78	
			2c. Applies evidence-based research and best practices to improve instruction/interventions	3	2.28	1.83	0.78	
			2d. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal	3	2.28	1.83	0.78	
			2e. Engages parents and community partners in planning and design of instruction/interventions	3	2.28	1.83	0.78	
	<b>3. Instruction/ Intervention Delivery and Facilitation</b>	15%		3a. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students	2.5	1.9	1.53	0.65
				3b. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services	2.5	1.9	1.53	0.65
				3c. Implements evidence-based practices within a multi-tiered framework	2.5	1.9	1.53	0.65
				3d. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning	2.5	1.9	1.53	0.65
				3e. Promotes student outcomes related to career and college readiness	2.5	1.9	1.53	0.65
				3f. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors	2.5	1.9	1.53	0.65
	<b>4. Learning Environment</b>	15%		4a. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports	3	2.28	1.83	0.78
				4b. Collaborates with school personnel and students to foster student engagement (e.g.,	3	2.28	1.83	0.78

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			involvement, motivation, persistence, resilience, ownership)				
			4c. Promotes safe school environments	3	2.28	1.83	0.78
			4d. Integrates relevant cultural issues and contexts that impact family-school partnerships	3	2.28	1.83	0.78
			4e. Provides a continuum of crisis intervention services (School Counselors only) 4e. Provides a continuum of support services to instructors to meet individual students' needs in the classroom environment.	3	2.28	1.83	0.78

*Chart C: FLVS School Counselor Evaluation Instrument: Domains 1-3 (Instructional Practice)*

FLVS School Counselor Evaluation Framework							
Instructional Practice: 50%	Domain	Domain Weight	Indicator	HE	E	NI	U
	<b>Domain 1: Planning and Preparation</b>	8%	1a: Demonstrating Knowledge of Counseling Theory	2	1.52	1.22	0.52
			1b: Demonstrating Knowledge of Students	2	1.52	1.22	0.52
			1c: Establishing Outcomes	2	1.52	1.22	0.52
			1d: Demonstrating Knowledge of Resources	2	1.52	1.22	0.52
	<b>Domain 2: The Environment</b>	17%	2a: Creating an Environment of Respect and Rapport	5	3.8	3.05	1.3
			2b: Establishing a Culture for Learning	5	3.8	3.05	1.3
			2c: Managing Routines and Procedures	3	2.28	1.83	0.78
			2d: Managing Student Behavior	4	3.04	2.44	1.04
	<b>Domain 3: Delivery of Services</b>	25%	3a: Communicating with Stakeholders	5	3.8	3.05	1.3
3b: Using Appropriate Counseling/Support Techniques			5	3.8	3.05	1.3	
3c: Engaging Students in the Formulation of Current and Future Plans			5	3.8	3.05	1.3	
3d: Assessing Student Needs			5	3.8	3.05	1.3	
3e: Implementing Responsive Services			5	3.8	3.05	1.3	

### B. Other Indicators of Performance

*In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.*



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1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. At Florida Virtual School, other indicators of performance account for 10% of the instructional personnel performance evaluation for classroom teachers and non-classroom instructional personnel, and 15% of the instructional personnel performance evaluation for school counselors.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

The FLVS other indicators of performance measure for classroom teachers includes reflective practice, professional growth, quality of communication with stakeholders, and the overall professionalism of the teacher. Non-classroom instructors focus on professional growth, record keeping and communication, and compliance with state, national, and ethical standards, and school counselors focus on professional growth, record keeping, communication, and professionalism (*See Charts C, D, and E.*) The other indicators of performance measure is located in Domain 4 for classroom teachers and school counselors and in Domain 5 for non-classroom instructional personnel.

Each indicator within the other indicators of performance section of the summative evaluation is weighted at a specific percentage. A point value is assigned to each indicator, and classroom teachers and non-classroom instructional personnel earn a share of the points possible for each indicator based on the rating they earn. Once all ratings have been entered, Pathways, our cloud-based performance management system, calculates the points earned to determine an overall summative ‘other indicators of performance’ score.

Once a summative ‘other indicators of performance’ score has been determined for each classroom or non-classroom instructor, it will then be combined with the points earned in the instructional practice section of the evaluation, which is weighted at 55% of the summative evaluation for classroom teachers and non-classroom instructional personnel, and 50% for school counselors. Once the overall points earned in the instructional practice and other indicators of performance sections have been determined, titled collectively as “Professional Practice,” a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory will be assigned based on the total points earned. The summative evaluation uses a 100-point scale, with 55 total points possible for the instructional practice measure, and 10 points possible for the other indicators of performance section for classroom teachers and non-classroom instructional personnel, and 50 points possible on instructional practice and 15 points possible for other indicators of performance for school counselors. (*See Section A for more details on instructional practice.*)

<b>Performance Rating</b>	<b>Points Earned</b>
Highly Effective	55-65
Effective	46-54
Needs Improvement	36-45
Unsatisfactory	0-35

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The total points earned in other indicators of performance and instructional practice are then added to the points earned in the performance of students measure to determine the overall summative evaluation score.

*Chart D*

FLVS Teacher Evaluation Instructional Practice Framework							
Other Indicators of Performance: 10%	4. Professional Responsibilities	10%	4a. Reflecting on Teaching	2.00	1.52	1.22	0.52
			4b. Growing and Developing Professionally	4.00	3.04	2.44	1.04
			4c. Communicating with Teacher Stakeholders	2.00	1.52	1.22	0.52
			4d. Online Professionalism	2.00	1.52	1.22	0.52

*Chart E*

FLVS Student Services Personnel Evaluation Model (SPEM)							
Other Indicators of Performance: 10%	5. Professional Learning, Responsibility, and Ethical Practice	10%	5a. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation	2	1.52	1.22	0.52
			5b. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC])	2	1.52	1.22	0.52
			5c. Implements knowledge and skills learned in professional development activities	2	1.52	1.22	0.52
			5d. Demonstrates effective recordkeeping and communication skills	2	1.52	1.22	0.52
			5e. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards	2	1.52	1.22	0.52

*Chart F*

FLVS School Counselor Evaluation Framework							
Other Indicators of Performance: 15%	4. Professional Responsibilities	15%	4a: Reflecting on Practice	2	1.52	1.22	0.52
			4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice	2	1.52	1.22	0.52
			4c: Communicating with Families, Staff, and Community	3	2.28	1.83	0.78
			4d: Participating in the Professional Community	2	1.52	1.22	0.52

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			4e: Growing and Developing Professionally	2	1.52	1.22	0.52
			4f: Showing Professionalism	4	3.04	2.44	1.04

### C. Performance of Students

*In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.*

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher’s students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. At Florida Virtual School, performance of students accounts for 35% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

Florida Virtual School prides itself on the diverse ways we meet students’ educational needs, both in and out of the state of Florida. To this end, there are four distinct “schools” to which teachers at FLVS are assigned:

1. **FLVS Flex (Flex):** Teachers in the Flex program serve students in grades 6-12 who attend school full time in another Florida school district, are home schooled, or attend a private or charter school.
2. **FLVS Flex Elementary:** Teachers in the FLVS Flex Elementary program serve primarily home-schooled students in grades K-5.
3. **FLVS Full Time K-12 (FLVSFT):** Teachers in the FLVSFT program serve students in grades K-12 who attend school at FLVS full time, and FLVS is considered the school/district of record for these students.
4. **FLVS Global:** Teachers in the FLVS Global School program serve students in grades 6-12 who are not residents of the state of Florida.

FLVS instructors in our FLVS Flex, FLVS FT 6-12, and FLVS Global programs will receive a district measure of student performance, which uses district-developed segment exams for all of our 6-12 courses, for their performance of students rating. Using these district-developed segment exams, FLVS calculates the segment exam average for the school year (July 1 to June 30), drilling down by individual courses, segments, and course versions. Then, using a standard deviation of -.75, the cut score for each course is determined, where  $(\bar{X} - .75 * sd) =$  course/segment/version (CSV) cut score. Then, the number of students meeting or exceeding the

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cut score in each course is determined. This percentage of students meeting or exceeding the cut score is then used to set the course performance definition for Highly Effective.

Each instructor's student exam scores are compared to the CSV cut score. The percent of each teachers' students meeting or exceeding the cut score determines the rating earned for the performance of students rating on the summative evaluation. This calculation model is a percent proficient model, determining the percent of students who meet or exceed each course's performance threshold. For those teachers who teach multiple courses, their final student performance score will be made up of the weighted percentage of students scoring at or above each course's cut score.

Performance Rating	Performance Definition
Highly Effective	> District-defined%+ of students scoring at or above the calculated CSV cut score**
Effective	55-district defined% of students scoring at or above the CSV cut score
Needs Improvement	40-54% of students scoring at or above the CSV cut score
Unsatisfactory	Less than 40% of students scoring at or above the CSV cut score

\*\*Instructional personnel who are assigned 70% or more of the available student CSV data will earn Highly Effective if at least 75% of the assigned students score at or above the CSV cut score.

Elementary student performance is based off student averages for each module exam. If a teacher's average minus 1 standard error is greater than the course average they are rated as highly effective, if the teacher average plus 2 standard errors is greater than the course average they are rated as effective, if the teacher average plus three standard errors is above the average it is needs improvement, and anything less is unsatisfactory.

Performance Rating	Performance Definition
Highly Effective	Teacher exam average – 1 SE > course average
Effective	Teacher exam average + 2 SE > course average
Needs Improvement	Teacher exam average + 3 SE > course average
Unsatisfactory	Teacher exam average + 4 or more SE > course average

There is however a safety net. If the average is greater than 90% then it will remain highly effective, greater than 80% is effective and greater than 70% is needs improvement. Points for each module exam are then averaged and rounded to get the teacher's final student performance score.

Teachers of middle grades Intensive Reading or Intensive Math courses (MJ) in the FLVSFT program will use iReady student performance data, rather than use district-developed segment

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exams to calculate the student performance score. The below chart details how iReady outcomes will be utilized to determine the teacher’s rating.

Performance Rating	Performance Definition
Highly Effective	Exceeded iReady targeted growth percentage
Effective	55% to 100% of iReady targeted growth percentage met
Needs Improvement	40-54% of iReady targeted growth percentage met
Unsatisfactory	Less than 40% of iReady targeted growth percentage met

Non-classroom instructional personnel (student services and school counselors) at FLVS will receive the district measure of student performance, which uses district-developed segment exams or other selected course assessment data for all of our K-12 courses, to determine their performance of students rating. *(See Chart B below.)*

Instructional personnel (classroom and non-classroom) may, with administrator and school leadership approval, use Student Learning Objectives (SLOs) to determine their performance of students rating. SLOs may be utilized when there is evidence that validity (inferences made from the scores) could be improved by the use of SLOs as compared to segment exams or other course assessments.

Once a performance of students score has been determined for each classroom or non-classroom instructor, a rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory will be given. Each rating will then be assigned a point value that is added to the overall point total for the year-end summative evaluation. The summative evaluation uses a 100 point scale, with 35 total points possible allocated for the performance of students measure.

<b>FLVS Student Performance Rating</b>		
<b>District Performance Category</b>	<b>Performance Rating</b>	<b>Point Allocation</b>
4	Highly Effective	35
3	Effective	26.6
2	Needs Improvement	21.35
1	Unsatisfactory	9.1

All classroom teachers newly-hired by FLVS will receive the performance of students measures described above. The same district calculation for the student performance score will be used for newly-hired classroom teachers.

### **D. Summative Rating Calculation**

*In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.*

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel.

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2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district’s calculation methods and cut scores described above in sections A – C, illustrate how a fourth grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

To calculate the overall summative evaluation score, points earned in all three sections of the evaluation are added together to determine a final, overall point total. As described above, each section within the instructional summative evaluation weighs a specific percentage: 35% for Performance of Students, 55% for Instructional Practice for classroom teachers and non-classroom instructional personnel and 50% for school counselors, and 10% for Other Indicators of Performance for classroom teachers and non-classroom instructional personnel and 15% for school counselors. A point value is assigned to each section, and instructional personnel earn a share of the points possible for each section based on the ratings they earn. Once all three sections have been completed, Pathways, our cloud-based Professional Learning and Performance management system, calculates the points earned to determine an overall summative evaluation score. The overall score maps to a performance rating of Highly Effective, Effective, Needs Improvement, or Unsatisfactory. This calculation is used for both classroom teachers and non-classroom instructional personnel.

<b>Professional Practice 65%</b> (Instructional Practice % + Other Indicators of Performance %)	
<b>Performance Rating</b>	<b>Points Earned</b>
Highly Effective	55-65
Effective	46-54
Needs Improvement	36-45
Unsatisfactory	0-35

<b>Performance of Students 35%</b>	
<b>Performance Rating</b>	<b>Point Allocation</b>
Highly Effective	35
Effective	26.6
Needs Improvement	21.35
Unsatisfactory	9.1

<b>Final Summative Evaluation Score</b>	
<b>Performance Rating</b>	<b>Points Earned</b>
Highly Effective	85-100
Effective	70-84
Needs Improvement	55-69
Unsatisfactory	0-54

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To illustrate the summative rating calculation, two examples are presented below. The first example is of a 4<sup>th</sup> grade teacher who received an overall evaluation rating of Highly Effective. The teacher earned 53.32 points in Instructional Practice, and 9.52 points in Other Indicators of Performance, resulting in 62.84 points total for the Professional Practice Score, which aligns to a Highly Effective rating for that section as noted above. The teacher was Effective overall in Student Performance, so earned 26.6 points. After adding the Professional Practice Score and Student Performance score together, the teacher earned 89.44 points total, which maps to Highly Effective overall.

In the second example, a 9<sup>th</sup> grade English/Language Arts teacher earned 39.4 points in Instructional Practice, and 4.7 points in Other Indicators of Performance, resulting in 44.1 points total for the Professional Practice Score. This maps to a Needs Improvement rating for the Professional Practice section. The teacher's student performance score was rated as Unsatisfactory, earning the teacher 9.1 points for that section, which results in an overall score (Professional Practice total + Student Performance score) of 53.2 points, which is an Unsatisfactory rating on the summative evaluation.

<b>Employee Type</b>	<b>Instructional Practice Score</b>	<b>Other Indicators of Performance Score</b>	<b>Total Professional Practice Score</b>	<b>Student Performance Score</b>	<b>Summative Evaluation Score and Rating</b>
Example 1: Fourth grade teacher	53.32	9.52	62.84/HE	26.6/E	89.44/HE
Example 2: Ninth grade ELA teacher	39.4	4.7	44.1/NI	9.1/U	53.2/U

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### Appendix A – Evaluation Framework Crosswalk

*In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAPs).*

<b>Alignment to the Florida Educator Accomplished Practices (FEAP)</b>			
Practice	FLVS/Danielson Indicators	FLVS/SSPEM Indicators	FLVS/School Counselor Indicators
<b>1. Instructional Design and Lesson Planning</b>			
Applying concepts from human development and learning theories, the effective educator consistently:			
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1a. Demonstrating Knowledge of Course Content and Online Pedagogy 1b. Demonstrating Knowledge of Students in the Online Setting 1c. Determining Learning Goals 1d. Demonstrating Knowledge of Resources and Instructional Technology	2b. Plans and designs instruction/intervention with instructors based on data and aligns efforts with the school and district improvement priorities, and state/federal mandates. 5a. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.	1a: Demonstrating Knowledge of Counseling Theory
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1a. Demonstrating Knowledge of Course Content and Online Pedagogy 1b. Demonstrating Knowledge of Students in the Online Setting 1c. Determining Learning Goals 1d. Demonstrating Knowledge of Resources and Instructional Technology	2c. Applies evidence-based research and best practices to improve instruction/interventions 3c. Implements evidence-based practices within the school and district framework. 3d. Identifies, provides, and/or refers for support designed to help students overcome barriers that impede learning. 3e. Promotes student outcomes related to career and college readiness.	1a: Demonstrating Knowledge of Counseling Theory
c. Designs instruction for students to achieve mastery;	1b. Demonstrating Knowledge of Students in the Online Setting 1c. Determining Learning Goals 1d. Demonstrating Knowledge of Resources and Instructional Technology	2a. Uses a collaborative problem-solving framework as the basis for identification and planning for academic and reflective practices to support Instructional Personnel. 2d. Develops intervention support plans that help the student, family, or district and systems of support to reach a desired goal. 2e. Engages parents and community partners in the planning and design of instruction/interventions 3b. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	
d. Selects appropriate formative assessments to monitor learning;	1b. Demonstrating Knowledge of Students in the Online Setting 2c. Monitoring and Managing Student Progress	1a. Collects and uses data to develop and implement interventions within a problem-solving framework 5b. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).	1c: Establishing Outcomes
e. Uses diagnostic student data to plan lessons; and,	1b. Demonstrating Knowledge of Students in the Online Setting	1a. Collects and uses data to develop and implement	1b: Demonstrating Knowledge of Students 3b: Using Appropriate



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		<p>interventions within a problem-solving framework</p> <p>1c. Uses data to monitor student academic progress and evaluate the effectiveness of services on student achievement</p> <p>5c. Implements knowledge and skills learned in professional development activities.</p>	<p>Counseling/Support Techniques</p> <p>3e: Implementing Responsive Services</p> <p>4a: Reflecting on Practice</p> <p>4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice</p> <p>4d: Participating in the Professional Community</p> <p>4e: Growing and Developing Professionally</p> <p>4f: Showing Professionalism</p>
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	<p>1a. Demonstrating Knowledge of Course Content and Online Pedagogy</p> <p>1b. Demonstrating Knowledge of Students in the Online Setting</p> <p>1c. Determining Learning Goals</p> <p>1d. Demonstrating Knowledge of Resources and Instructional Technology</p>	<p>2c. Applies evidence-based research and best practices to improve instruction/interventions</p> <p>2d. Develops intervention support plans that help the student, family, or district and systems of support to reach a desired goal.</p>	
<p><b>2. The Learning Environment</b></p> <p>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</p>			
a. Organizes, allocates, and manages the resources of time, space, and attention;	2c. Monitoring and Managing Student Progress	5d. Demonstrates effective recordkeeping and communication skills.	<p>1b: Demonstrating Knowledge of Students</p> <p>2c: Managing Routines and Procedures</p>
b. Manages individual and class behaviors through a well-planned management system;	<p>2c. Monitoring and Managing Student Progress</p> <p>2d. Regular Communication with Stakeholders</p>	<p>3a. Collaborates with school-based and district-level teams to develop and maintain a continuum of services to support the academic success of all students.</p> <p>4a. Collaborates with teachers and administrators to develop and implement school-wide positive academic support.</p> <p>4c. Promotes safe school environments.</p>	
c. Conveys high expectations to all students;	2b. Establishing a Culture for Online Learning	<p>3a. Collaborates with school-based and district-level teams to develop and maintain a continuum of services to support the academic success of all students.</p> <p>4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).</p>	<p>1a: Demonstrating Knowledge of Counseling Theory</p> <p>2b: Establishing a Culture for Learning</p> <p>3c: Engaging Students in the Formulation of Current and Future Plans</p> <p>3d: Assessing Student Needs</p>
d. Respects students' cultural linguistic and family background;	2a. Creating Respect and Rapport in the Online Environment	<p>4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).</p> <p>4d. Integrates relevant cultural issues and contexts that impact family-school partnerships.</p>	<p>2a: Creating an Environment of Respect and Rapport</p> <p>2b: Establishing a Culture for Learning</p> <p>2d: Managing Student Behavior</p> <p>3a: Communicating with Stakeholders</p> <p>3c: Engaging Students in the Formulation of Current and Future Plans</p> <p>3d: Assessing Student Needs</p> <p>4c: Communicating with Families, Staff, and Community</p>
e. Models clear, acceptable oral and written communication skills;	<p>2d. Regular Communication with Stakeholders</p> <p>3a. Expectations for Learning</p>	1d. Shares student performance data in a relevant and understandable way with	<p>3a: Communicating with Stakeholders</p> <p>3d: Assessing Student Needs</p>

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	3b. Explanations of content 3c. Use of literacy strategies	students, parents, and administrators 4a. Collaborates with teachers and administrators to develop and implement school-wide positive academic support.	4c: Communicating with Families, Staff, and Community
f. Maintains a climate of openness, inquiry, fairness and support;	2a. Creating Respect and Rapport in the Online Environment 2b. Establishing a Culture for Online Learning	4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3b: Using Appropriate Counseling/Support Techniques 3c: Engaging Students in the Formulation of Current and Future Plans 3d: Assessing Student Needs 3e: Implementing Responsive Services
g. Integrates current information and communication technologies;	1a. Demonstrating Knowledge of Course Content and Online Pedagogy 1b. Demonstrating Knowledge of Students in the Online Setting 1c. Determining Learning Goals 1d. Demonstrating Knowledge of Resources and Instructional Technology 3a. Expectations for Learning 3b. Explanations of content 3c. Use of literacy strategies 3d. Using Questioning and Discussion Techniques 3e. Engaging Students in Learning Opportunities 3f. Provide Constructive Feedback to Students 4d. Online Professionalism	1d. Shares student performance data in a relevant and understandable way with students, parents, and administrators 3c. Implements evidence-based practices within the school and district framework.	1a: Demonstrating Knowledge of Counseling Theory 1d: Demonstrating Knowledge of Resources 3a: Communicating with Stakeholders 3b: Using Appropriate Counseling/Support Techniques 3c: Engaging Students in the Formulation of Current and Future Plans 3d: Assessing Student Needs 3e: Implementing Responsive Services 4c: Communicating with Families, Staff, and Community
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	1a. Demonstrating Knowledge of Course Content and Online Pedagogy 1b. Demonstrating Knowledge of Students in the Online Setting 1c. Determining Learning Goals 1d. Demonstrating Knowledge of Resources and Instructional Technology 3a. Expectations for Learning 3b. Explanations of content 3c. Use of literacy strategies 3d. Using Questioning and Discussion Techniques 3e. Engaging Students in Learning Opportunities 3f. Provide Constructive Feedback to Students 4d. Online Professionalism	3c. Implements evidence-based practices within the school and district framework. 3d. Identifies, provides, and/or refers for support designed to help students overcome barriers that impede learning. 3e. Promotes student outcomes related to career and college readiness.	1a: Demonstrating Knowledge of Counseling Theory 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Routines and Procedures 2d: Managing Student Behavior 3a: Communicating with Stakeholders 3b: Using Appropriate Counseling/Support Techniques 3c: Engaging Students in the Formulation of Current and Future Plans 3d: Assessing Student Needs 3e: Implementing Responsive Services 4c: Communicating with Families, Staff, and Community
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	1a. Demonstrating Knowledge of Course Content and Online Pedagogy 1b. Demonstrating Knowledge of Students in the Online Setting 1c. Determining Learning Goals 1d. Demonstrating Knowledge of Resources and Instructional Technology 3a. Expectations for Learning 3b. Explanations of content	3d. Identifies, provides, and/or refers for support designed to help students overcome barriers that impede learning. 4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	1a: Demonstrating Knowledge of Counseling Theory 3a: Communicating with Stakeholders 3b: Using Appropriate Counseling/Support Techniques 3c: Engaging Students in the Formulation of Current and Future Plans 3d: Assessing Student Needs 3e: Implementing Responsive

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	3c. Use of literacy strategies 3d. Using Questioning and Discussion Techniques 3e. Engaging Students in Learning Opportunities 3f. Provide Constructive Feedback to Students 4d. Online Professionalism	4e. Provides a continuum of support services to instructors to meet individual students' needs in the classroom environment.	Services 4c: Communicating with Families, Staff, and Community
<b>3. Instructional Delivery and Facilitation</b>			
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:			
a. Deliver engaging and challenging lessons;	3e. Engaging Students in Learning Opportunities	4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	3b: Using Appropriate Counseling/Support Techniques 3c: Engaging Students in the Formulation of Current and Future Plans 3d: Assessing Student Needs 3e: Implementing Responsive Services
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3e. Engaging Students in Learning Opportunities		3a: Communicating with Stakeholders 3b: Using Appropriate Counseling/Support Techniques 3c: Engaging Students in the Formulation of Current and Future Plans 3d: Assessing Student Needs 3e: Implementing Responsive Services 4c: Communicating with Families, Staff, and Community
c. Identify gaps in students' subject matter knowledge;	1b. Demonstrating Knowledge of Students in the Online Setting 3e. Engaging Students in Learning Opportunities	1b. Analyzes multiple sources of qualitative and quantitative data to inform decision-making	3b: Using Appropriate Counseling/Support Techniques 3c: Engaging Students in the Formulation of Current and Future Plans 3d: Assessing Student Needs 3e: Implementing Responsive Services
d. Modify instruction to respond to preconceptions or misconceptions;	1a. Demonstrating Knowledge of Course Content and Online Pedagogy 1b. Demonstrating Knowledge of Students in the Online Setting 1c. Determining Learning Goals 1d. Demonstrating Knowledge of Resources and Instructional Technology 2c. Monitoring and Managing Student Progress	4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership). 4e. Provides a continuum of support services to instructors to meet individual students' needs in the classroom environment.	3b: Using Appropriate Counseling/Support Techniques 3c: Engaging Students in the Formulation of Current and Future Plans 3d: Assessing Student Needs 3e: Implementing Responsive Services
e. Relate and integrate the subject matter with other disciplines and life experiences;	3a. Expectations for Learning 3b. Explanations of content 3e. Engaging Students in Learning Opportunities	4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership). 4e. Provides a continuum of support services to instructors to meet individual students' needs in the classroom environment.	1a: Demonstrating Knowledge of Counseling Theory 1b: Demonstrating Knowledge of Students 1c: Establishing Outcomes 1d: Demonstrating Knowledge of Resources 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Routines and Procedures 2d: Managing Student Behavior 3b: Using Appropriate Counseling/Support Techniques

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			3c: Engaging Students in the Formulation of Current and Future Plans 3d: Assessing Student Needs 3e: Implementing Responsive Services
f. Employ higher-order questioning techniques;	3d. Using Questioning and Discussion Techniques		
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	1a. Demonstrating Knowledge of Course Content and Online Pedagogy 1d. Demonstrating Knowledge of Resources and Instructional Technology 3a. Expectations for Learning 3b. Explanations of content 3e. Engaging Students in Learning Opportunities	3d. Identifies, provides, and/or refers for support designed to help students overcome barriers that impede learning. 4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership). 4e. Provides a continuum of support services to instructors to meet individual students' needs in the classroom environment.	1a: Demonstrating Knowledge of Counseling Theory 3a: Communicating with Stakeholders 4c: Communicating with Families, Staff, and Community
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1b. Demonstrating Knowledge of Students in the Online Setting 2c. Monitoring and Managing Student Progress 3b. Explanations of content 3e. Engaging Students in Learning Opportunities	2b. Plans and designs instruction/intervention with instructors based on data and aligns efforts with the school and district improvement priorities, and state/federal mandates.	1b: Demonstrating Knowledge of Students 3b: Using Appropriate Counseling/Support Techniques 3e: Implementing Responsive Services
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	2b. Establishing a Culture for Online Learning 3f. Provide Constructive Feedback to Students	4e. Provides a continuum of support services to instructors to meet individual students' needs in the classroom environment.	3b: Using Appropriate Counseling/Support Techniques 3d: Assessing Student Needs 3e: Implementing Responsive Services
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	2c. Monitoring and Managing Student Progress 3f. Provide Constructive Feedback to Students	4e. Provides a continuum of support services to instructors to meet individual students' needs in the classroom environment.	3b: Using Appropriate Counseling/Support Techniques 3c: Engaging Students in the Formulation of Current and Future Plans 3e: Implementing Responsive Services
<b>4. Assessment</b>			
The effective educator consistently:			
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	1b. Demonstrating Knowledge of Students in the Online Setting 1c. Determining Learning Goals	1a. Collects and uses data to develop and implement interventions within a problem-solving framework 1b. Analyzes multiple sources of qualitative and quantitative data to inform decision-making	1b: Demonstrating Knowledge of Students 3b: Using Appropriate Counseling/Support Techniques 3c: Engaging Students in the Formulation of Current and Future Plans 3d: Assessing Student Needs 3e: Implementing Responsive Services
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1b. Demonstrating Knowledge of Students in the Online Setting 1c. Determining Learning Goals 2c. Monitoring and Managing Student Progress 3d. Using Questioning and Discussion Techniques	3d. Identifies, provides, and/or refers for support designed to help students overcome barriers that impede learning.	1c: Establishing Outcomes
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	2c. Monitoring and Managing Student Progress	1c. Uses data to monitor student academic progress and evaluate the effectiveness of services on student achievement	1c: Establishing Outcomes 3b: Using Appropriate Counseling/Support Techniques 3e: Implementing Responsive Services
d. Modifies assessments and testing conditions to accommodate learning styles	1b. Demonstrating Knowledge of Students in the Online Setting	3d. Identifies, provides, and/or refers for support designed to	1c: Establishing Outcomes 3b: Using Appropriate Counseling/Support Techniques

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and varying levels of knowledge;	2c. Monitoring and Managing Student Progress 3d. Using Questioning and Discussion Techniques	help students overcome barriers that impede learning.	3c: Engaging Students in the Formulation of Current and Future Plans 3e: Implementing Responsive Services
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	2c. Monitoring and Managing Student Progress 2d. Regular Communication with Stakeholders 4c. Communicating with Teacher Stakeholders	1d. Shares student performance data in a relevant and understandable way with students, parents, and administrators	3b: Using Appropriate Counseling/Support Techniques 3e: Implementing Responsive Services 4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice
f. Applies technology to organize and integrate assessment information.	1d. Demonstrating Knowledge of Resources and Instructional Technology 2c. Monitoring and Managing Student Progress 3f. Provide Constructive Feedback to Students	5d. Demonstrates effective recordkeeping and communication skills.	1c: Establishing Outcomes
<b>5. Continuous Professional Improvement</b> The effective educator consistently:			
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4a. Reflecting on Teaching 4b. Growing and Developing Professionally	5a. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation. 5b. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).	4a: Reflecting on Practice 4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice 4d: Participating in the Professional Community 4e: Growing and Developing Professionally
b. Examines and uses data-informed research to improve instruction and student achievement;	4b. Growing and Developing Professionally	5a. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation. 5b. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).	4a: Reflecting on Practice 4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice 4d: Participating in the Professional Community 4e: Growing and Developing Professionally
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	4a. Reflecting on Teaching 4b. Growing and Developing Professionally 4d. Online Professionalism	1a. Collects and uses data to develop and implement interventions within a problem-solving framework 1b. Analyzes multiple sources of qualitative and quantitative data to inform decision-making 1c. Uses data to monitor student academic progress and evaluate the effectiveness of services on student achievement 1d. Shares student performance data in a relevant and understandable way with students, parents, and administrators	4a: Reflecting on Practice 4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice 4d: Participating in the Professional Community 4e: Growing and Developing Professionally
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	2d. Regular Communication with Stakeholders 4c. Communicating with Teacher Stakeholders 4d. Online Professionalism	3a. Collaborates with school-based and district-level teams to develop and maintain a continuum of services to support the academic success of all students. 3b. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	4a: Reflecting on Practice 4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice 4c: Communicating with Families, Staff, and Community 4d: Participating in the Professional Community 4e: Growing and Developing Professionally

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		4a. Collaborates with teachers and administrators to develop and implement school-wide positive academic support. 4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	
e. Engages in targeted professional growth opportunities and reflective practices; and,	4a. Reflecting on Teaching 4b. Growing and Developing Professionally	5a. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation. 5b. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).	4a: Reflecting on Practice 4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice 4d: Participating in the Professional Community 4e: Growing and Developing Professionally
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4b. Growing and Developing Professionally	5c. Implements knowledge and skills learned in professional development activities.	4e: Growing and Developing Professionally
<b>Professional Responsibility and Ethical Conduct</b>			
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	4d. Online Professionalism	5e. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.	4f: Showing Professionalism

## Appendix B – Observation Instruments for Classroom Teachers

*In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.*

<b>Domain 1: Planning and Preparation</b>			
<b>1a. Demonstrating Knowledge of Course Content and Online Pedagogy</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor’s lesson plan reflects extensive knowledge of the course content, the structure of the discipline and instructional practices.</li> <li><input type="checkbox"/> The instructor’s lesson plan demonstrates how the teacher actively builds on knowledge of prerequisites and misconceptions when planning instruction.</li> <li><input type="checkbox"/> The teacher’s lesson plan demonstrates extensive knowledge of online pedagogical practices and uses them to make the most of the online setting.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor’s lesson plan reflects solid knowledge of the course content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</li> <li><input type="checkbox"/> The teacher’s lesson plan describes best practices in online pedagogy and does not simply duplicate traditional instructional strategies to the online setting.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor’s lesson plan reflects some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.</li> <li><input type="checkbox"/> The teacher’s lesson plan demonstrates some best practices in online pedagogy, but frequently relies on duplicating traditional instructional strategies to the online setting.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor’s lesson plan reflects little knowledge of the course content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.</li> <li><input type="checkbox"/> The teacher’s lesson plan does not demonstrate best practices in online pedagogy, and simply relies on duplicating traditional instructional strategies to the online setting.</li> </ul>

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<input type="checkbox"/> The teacher’s lesson plan demonstrates new and creative approaches to instruction to harness the power of online learning.			
<b>1b. Demonstrating Knowledge of Students in the Online Setting</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<input type="checkbox"/> The instructor’s lesson plan clearly describes how the instructor will actively seek knowledge of participant(s) backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs from appropriate sources, and attains this knowledge for individual student(s).	<input type="checkbox"/> The instructor’s lesson plan describes how the instructor will actively seek knowledge of students’ backgrounds, cultures, skills, language proficiencies, interests, and special needs, and attains this knowledge for groups of student(s).	<input type="checkbox"/> The instructor’s lesson plan indicates the importance of understanding of students’ backgrounds, cultures, skills, language proficiencies, interests, and special needs, but does not describe how this will be accomplished.	<input type="checkbox"/> The instructor’s lesson plan demonstrates little or no plan to attain knowledge of students’ backgrounds, cultures, skills, learning levels/styles, language proficiencies, interests, and special needs.
<b>1c. Determining Learning Goals</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<input type="checkbox"/> Learning goals are clearly stated in the instructor’s lesson plan and show alignment to state standards,	<input type="checkbox"/> Learning goals are clearly stated in the instructor’s lesson plan, reflecting rigorous learning opportunities	<input type="checkbox"/> Learning goals are stated in the instructor’s lesson plan, but are of moderate rigor.	<input type="checkbox"/> Learning goals stated in the lesson plan are consistently below content standard for students (low rigor/low-level learning).



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<p>reflecting rigorous learning opportunities that can be assessed.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher's lesson plan clearly demonstrates how the instructor will regularly communicate the appropriate state standards to ensure individual students are able to reach learning goals.</li> <li><input type="checkbox"/> The teacher's lesson plan clearly illustrates how the instructor will consistently review course objectives and student abilities during the lesson.</li> <li><input type="checkbox"/> The teacher's lesson plan clearly demonstrates how the instructor will collaborate with students to create modifications, alternative resources, and</li> </ul>	<p>that can be assessed.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher's lesson plan describes how the instructor will communicate the appropriate state standards to ensure students are able to reach learning goals.</li> <li><input type="checkbox"/> The teacher's lesson plan describes how the instructor will consistently review course objectives and student abilities during the lesson.</li> <li><input type="checkbox"/> The teacher's lesson plan describes how the instructor will communicate modifications, alternative resources, and assessments that provide options to the existing curriculum for small groups of students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning goals in the instructor's lesson plan may be unclear or not aligned to state standards.</li> <li><input type="checkbox"/> The teacher's lesson plan may touch upon how the instructor will communicate state standards to help students reach learning goals.</li> <li><input type="checkbox"/> The teacher's lesson plan includes course objectives and student abilities, but does not clearly indicate how they will be addressed during the lesson.</li> <li><input type="checkbox"/> The teacher's lesson plan inconsistently communicates modifications, alternative resources, and assessments. If included, modifications and resources are described for the entire course enrollment as one group.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No evidence in lesson plan of content standards used for pre-planning.</li> <li><input type="checkbox"/> The teacher does not communicate state standards in the lesson plan.</li> <li><input type="checkbox"/> The teacher's lesson plan does not include course objectives and student abilities, nor does the lesson plan communicate modifications, alternative resources, and assessments.</li> </ul>
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<p>assessments that provide options to the existing curriculum for individual students.</p>			
<b>1d. Demonstrating Knowledge of Resources and Instructional Technology</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p><input type="checkbox"/> The teacher's lesson plan demonstrates the instructor's extensive use of web, software, and multimedia and visual resources to differentiate instruction and identifies options to support student learning.</p>	<p><input type="checkbox"/> The teacher's lesson plan demonstrates the instructor's use of web, software, and multimedia and visual resources to differentiate instruction and identifies options to support student learning.</p>	<p><input type="checkbox"/> The teacher's lesson plan demonstrates a limited use of web, software, and multimedia and visual resources, but may occasionally identify options to support student learning.</p>	<p><input type="checkbox"/> The teacher's lesson plan does not demonstrate use web, software, and multimedia and visual resources and does not identify options to support student learning.</p>

<b>Domain 2: Classroom Environment</b>			
<b>2a. Creating Respect and Rapport in the Online Environment</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p><input type="checkbox"/> Interactions among the instructor and individual student(s) are highly respectful, reflecting genuine warmth, caring and sensitivity to students' cultures and levels of development.</p>	<p><input type="checkbox"/> Interactions between the instructor and all participant(s) are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences</p>	<p><input type="checkbox"/> Interactions, both between the instructor and student(s) and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness</p>	<p><input type="checkbox"/> Interactions between the instructor and students and/or among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict and/or</p>

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<input type="checkbox"/> Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class.	among student(s).	to cultural or developmental differences among students.	the live learning opportunity is lacking interactions among participants.
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### 2b. Establishing a Culture for Online Learning

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<input type="checkbox"/> The teacher conveys the benefits of hard work and sets high expectations for students while demonstrating passion for the subject.  <input type="checkbox"/> The teacher conveys a growth mindset for students and holds a high regard for their abilities, as well as the importance of content and expects precise language from students.  <input type="checkbox"/> Students support this notion by taking initiative and demonstrating perseverance to improve their own work and/or assisting their	<input type="checkbox"/> The teacher conveys the benefits of hard work and sets high expectations for students.  <input type="checkbox"/> The teacher conveys a growth mindset for students and holds a high regard for their abilities, as well as the importance of content and expects precise language from students.	<input type="checkbox"/> The teacher inconsistently conveys the benefits of hard work and may have inconsistent standards for students.  <input type="checkbox"/> The teacher inconsistently conveys a growth mindset for students and may show a lack of respect for their abilities, and may not stress the importance of content or expect precise language from students.	<input type="checkbox"/> The teacher does not convey the benefits of hard work and does not hold high expectations for students.  <input type="checkbox"/> The teacher does not convey a growth mindset for students and does not hold a high regard for their abilities.  <input type="checkbox"/> The teacher does not convey the importance of content and does not expect precise language from students.

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peers to achieve understanding.			
<b>2c. Monitoring and Managing Student Progress</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor monitors and manages student progress frequently and consistently.</li> <li><input type="checkbox"/> The instructor proactively provides cues to student(s) who may struggle and need interventions.</li> <li><input type="checkbox"/> The instructor modifies instruction to ensure the appropriate level of rigor is maintained.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor monitors and manages student progress frequently and consistently.</li> <li><input type="checkbox"/> The instructor intervenes in a timely manner when a student(s) is struggling.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor uses an inconsistent method of monitoring and managing student progress.</li> <li><input type="checkbox"/> The instructor may not intervene in a timely manner when a student is struggling to ensure learning in the content area taking place.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor does not use a method for monitoring and managing student progress.</li> <li><input type="checkbox"/> The instructor does not intervene when a student(s) is struggling to ensure learning of the content is taking place.</li> </ul>
<b>2d. Regular Communication with Stakeholders</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor communicates regularly and in varied modalities that are most conducive to individual student understanding.</li> <li><input type="checkbox"/> The instructor is proactive in communicating before concerns impact student</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor communicates regularly and in varied modalities.</li> <li><input type="checkbox"/> The instructor is proactive in communicating before concerns impact student learning, and provides clarification or further direction for</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor inconsistently communicates and uses limited modalities.</li> <li><input type="checkbox"/> The instructor is reactive in communicating concerns that impact student learning, and provides clarification or further direction only</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor follows only the most basic communication requirements.</li> <li><input type="checkbox"/> The instructor's communication is irregular, negatively impacting student learning.</li> <li><input type="checkbox"/> The instructor does not clarify or provide</li> </ul>

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<p>learning and includes others who support the students when appropriate, and provides clarification or further direction for procedures specific to the course content.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor's spoken and written communications are consistently error free.</li> </ul>	<p>procedures specific to the course content.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor's spoken and written communications are consistently error free.</li> </ul>	<p>upon student request.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor's spoken and written communications are not consistently error free.</li> </ul>	<p>further direction for procedures, negatively impacting student learning.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor's spoken and written communications regularly have errors.</li> </ul>
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<b>Domain 3: Instruction</b>			
<b>3a. Expectations for Learning</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.</li> <li><input type="checkbox"/> The instructor's directions and procedures are clear and concise to student(s) and anticipate possible student misunderstanding and/or misconception.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's purpose for the lesson or unit is clear, including where it is situated within broader learning.</li> <li><input type="checkbox"/> The instructor's directions and procedures are clear to student(s).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor attempts to explain the instructional purpose, with limited success.</li> <li><input type="checkbox"/> The instructor's directions and procedures are clarified after initial student confusion.</li> <li><input type="checkbox"/> Directions and procedures are not clearly communicated to students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's purpose in a lesson or unit is unclear or unstated to student(s).</li> <li><input type="checkbox"/> The instructor's directions and procedures are confusing to students.</li> <li><input type="checkbox"/> Directions and procedures are not provided.</li> </ul>

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<b>3b. Explanations of content</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor's explanation of the content is imaginative, expressive, academically appropriate, and connects with student(s)' knowledge and experience.</li> <li><input type="checkbox"/> Student(s) contribute to explaining concepts.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor's explanation of the content is academically appropriate and connects with student(s)' knowledge and experience.</li> <li><input type="checkbox"/> Students are given the opportunity to contribute to explaining concepts.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow; academic vocabulary is correct, but limited.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor's explanation of the content is unclear or confusing, uses inappropriate language, or does not use appropriate academic language.</li> <li><input type="checkbox"/> The instructor does not explain content during the live learning opportunity.</li> </ul>
<b>3c. Use of Literacy Strategies</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor incorporates highly-interactive, well-integrated literacy strategies consistently throughout the lesson.</li> <li><input type="checkbox"/> Students engage with and apply literacy strategies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor includes and utilizes literacy strategies throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Limited evidence of literacy strategies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No evidence of literacy strategies.</li> </ul>
<b>3d. Using Questioning and Discussion Techniques</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor uses a variety or series of questions or</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> While the instructor may use some low-level</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor's questions lead student(s)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor's questions are of low</li> </ul>

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<p>prompts to challenge student(s) cognitively, advance high level thinking and discourse, and promote meta-cognition.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor steps aside when appropriate in order to facilitate student-led discussion.</li> <li><input type="checkbox"/> The student(s) formulate many questions, initiate topics, and make unsolicited contributions.</li> <li><input type="checkbox"/> The student(s) themselves ensure that virtually all participate in the discussion and all participant(s) are engaged.</li> </ul>	<p>questions, he/she poses questions to student(s) designed to promote student thinking and understanding .</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor creates a genuine participant discussion, providing adequate time for student(s) to respond, and stepping aside when appropriate.</li> <li><input type="checkbox"/> The instructor successfully engages most student(s) in the discussion, employing a range of strategies to ensure that most student(s) are heard.</li> </ul>	<p>through a single path of inquiry, with answers seemingly determined in advance.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor attempts to frame some questions designed to promote student thinking and understanding , but student(s) are minimally involved.</li> <li><input type="checkbox"/> The instructor attempts to engage all student(s) in the discussion and to encourage them to respond to one another, with uneven results.</li> </ul>	<p>cognitive challenge, have only single correct responses, and are asked in rapid succession.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interactions between the instructor and student(s) are predominately recitation style, with the instructor mediating all questions and answers.</li> <li><input type="checkbox"/> A student may dominate the discussion.</li> </ul>
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### 3e. Engaging Students in Learning Opportunities

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Student(s) are engaged in challenging content, with well-designed learning opportunities, suitable scaffolding by the</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The learning opportunities and activities are aligned with the instructional outcomes and are designed to challenge</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The learning opportunities or prompts are partially aligned with the instructional outcomes but require only</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The learning opportunities and activities are poorly aligned with the instructional outcomes, or require only</li> </ul>

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<p>instructor, and are fully aligned with instructional outcomes.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is evidence of student contributions/ involvement with the exploration of important content.</li> <li><input type="checkbox"/> The pacing of the live learning opportunity provides student(s) the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</li> <li><input type="checkbox"/> Student(s) may have some choice in how they complete tasks and may serve as resource for others.</li> </ul>	<p>student thinking, resulting in active intellectual engagement by most student(s) with important and challenging content, and with instructor scaffolding to support that engagement.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The pacing of the live learning opportunity is appropriate, providing most student(s) the time needed to be intellectually engaged.</li> </ul>	<p>minimal thinking by student(s), allowing most student(s) to be passive or merely compliant.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The pacing of the live learning opportunity may not provide student(s) the time needed to be intellectually engaged.</li> </ul>	<p>rote responses.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The pace of the live learning opportunity is too slow or rushed.</li> <li><input type="checkbox"/> Few student(s) are intellectually engaged or interested.</li> </ul>
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### 3f. Provide Constructive Feedback to Students

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> <li><input type="checkbox"/> A variety of forms of verbal feedback, both from the instructor and peers, is accurate, specific, and advances learning.</li> <li><input type="checkbox"/> Written and/or verbal feedback encourages the</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor's verbal feedback to groups of students is accurate and specific.</li> <li><input type="checkbox"/> Written and/or verbal feedback encourages</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal feedback to students is general.</li> <li><input type="checkbox"/> Written and/or verbal feedback may be encouraging, but there are no indicators for the student</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal feedback is absent or of poor quality.</li> <li><input type="checkbox"/> Written and/or verbal is limited or vague.</li> <li><input type="checkbox"/> Written feedback is either not</li> </ul>



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<p>student toward success and leads the student to continue to apply what has been learned and/or be successful on future opportunities with similar content.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All written and/or verbal feedback shows evidence of process praise and “feeding forward” to prepare student(s) for the next lesson.</li> <li><input type="checkbox"/> All written feedback is personalized, specific, and detailed.</li> <li><input type="checkbox"/> Written feedback encourages revision when appropriate.</li> </ul>	<p>the student toward success and leads the student to continue to apply what has been learned and/or be successful on future opportunities with similar content.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Most written and/or verbal feedback shows evidence of process praise and “feeding forward” to prepare student(s) for the next lesson.</li> <li><input type="checkbox"/> Most written feedback is personalized, specific, and detailed.</li> <li><input type="checkbox"/> Written feedback encourages revision when appropriate.</li> </ul>	<p>to continue using the concepts learned.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not all written feedback encourages revision of work when appropriate.</li> <li><input type="checkbox"/> Written feedback is personalized, but is limited or vague.</li> </ul>	<p>present, or is present but not personalized.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written feedback does not encourage students to revise their work.</li> </ul>
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Domain 4: Professional Responsibilities			
4a. Reflecting on Teaching			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor seeks and implements feedback from</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor welcomes feedback from supervisors, and analyzes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor is resistant to feedback from supervisors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor does not accept feedback from supervisors</li> </ul>

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<p>supervisors and peers.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor analyzes live learning opportunities for relevance, instructional strategies used to engage students, positive impact on student achievement.</li> <li><input type="checkbox"/> The instructor develops goals with steps for implementation to correct discrepancies found in the analysis of the lesson.</li> </ul>	<p>live learning opportunities for instructional strategies used.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor analyzes live learning opportunities for positive impact on student achievement, but cannot identify causes for success or difficulty.</li> <li><input type="checkbox"/> Reasons for discrepancies found in the analysis are not given; goals and steps are not clearly articulated.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor attempts to analyze live learning opportunities for relevance, instructional strategies used and positive impact on student achievement.</li> <li><input type="checkbox"/> The instructor does not act on analysis or make changes to instructional pedagogy.</li> </ul>	<p>and makes no attempt to analyze live learning opportunities for best practices in instructional pedagogy.</p>
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### 4b. Growing and Developing Professionally

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor demonstrates substantial growth and improvement in Domain(s)/Element(s) identified in Professional Learning Plan with observable application and impact on student achievement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor demonstrates growth and improvement in Domain(s)/Element(s) identified in Professional Learning Plan with application and impact on student achievement.</li> <li><input type="checkbox"/> The instructor participates in a data driven,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor demonstrates inadequate growth and improvement in Domain(s)/Element(s) identified in Professional Learning Plan with limited observation of application and impact on student achievement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor demonstrates no growth and improvement in Domain(s)/Element(s) identified in Professional Learning Plan.</li> <li><input type="checkbox"/> The instructor does not participate in a data driven, collaborative Professional Learning Community</li> </ul>

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<input type="checkbox"/> The instructor actively participates and contributes to a data driven, collaborative Professional Learning Community within the Schoolhouse.	collaborative Professional Learning Community within the Schoolhouse.	<input type="checkbox"/> The instructor infrequently participates in a data driven, collaborative Professional Learning Community within the Schoolhouse.	within the Schoolhouse.
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### 4c. Communicating with Teacher Stakeholders

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<input type="checkbox"/> The instructor successfully establishes and maintains ongoing and frequent interactions with all stakeholders on the learning team.  <input type="checkbox"/> The instructor involves individual students to contribute to interactions and planning, leading to high levels of success.  <input type="checkbox"/> The instructor successfully identifies individual student's needs and makes accommodations to instruction, ensuring	<input type="checkbox"/> The instructor successfully establishes and maintains ongoing and frequent interactions with all stakeholders on the learning team, which contributes to student success.  <input type="checkbox"/> The instructor successfully identifies individual student's needs and makes accommodations to instruction as needed.	<input type="checkbox"/> The instructor inconsistently pursues interactions with stakeholders on the learning team.  <input type="checkbox"/> The instructor inconsistently addresses students' individual needs.	<input type="checkbox"/> The instructor does not pursue interactions with stakeholders on the learning team.  <input type="checkbox"/> The instructor does not address students' individual needs.

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student success.			
<b>4d. Online Professionalism</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor frequently participates in professional activities and collaboration, both in school and beyond, and makes extensive efforts to seek and share, adding to the collegial body of knowledge.</li> <li><input type="checkbox"/> The instructor is a leader in proactively addressing student needs and works extensively to provide opportunities for student success and models strategies for colleagues which serves as a catalyst for student advocacy school wide.</li> <li><input type="checkbox"/> Per FERPA, the instructor is vigilant about not divulging personal information about students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor consistently participates in professional activities and collaboration with school colleagues, and regularly makes an effort to seek and share knowledge with school colleagues and associates.</li> <li><input type="checkbox"/> The instructor consistently addresses student needs and works to provide opportunities for student success.</li> <li><input type="checkbox"/> Per FERPA, the instructor is vigilant about not divulging personal information about students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor occasionally participates in professional activities and collaboration with school colleagues, but the teacher's efforts to seek and share knowledge with colleagues are minimal.</li> <li><input type="checkbox"/> The instructor is inconsistent about addressing student needs, and may occasionally work to provide opportunities for student success.</li> <li><input type="checkbox"/> The instructor is aware of the requirements of FERPA, but may occasionally or unintentionally divulge personal information about students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor resists participation in professional activities or collaboration with school colleagues, nor makes an effort to seek and share knowledge with colleagues.</li> <li><input type="checkbox"/> The instructor rarely addresses student needs or does not work to provide opportunities for student success.</li> <li><input type="checkbox"/> The instructor does not adhere to FERPA, and is careless about divulging personal information about students.</li> </ul>

## **Appendix C – Observation Instruments for Non-Classroom Instructional Personnel**

*In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.*

<b>Domain 1: Data-Based Decision Making and Evaluation of Practices</b>			
<b>1a. Collects and uses data to develop and implement interventions within a problem-solving framework.</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.	Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.	Practice is evident but requires supervision, support, and/or training to be effective independently.	Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.
<b>1b. Analyzes multiple sources of qualitative and quantitative data to inform decision-making.</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.	Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.	Practice is evident but requires supervision, support, and/or training to be effective independently.	Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.
<b>1c. Uses data to monitor student academic progress and evaluate the effectiveness of services on student achievement</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Uses school or district data to monitor the effectiveness of support and district intervention program outcomes.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic instruction/intervention, and modify interventions based on student data.	Practice is evident but requires supervision, support, and/or training to be effective independently.	Does not monitor student progress or evaluate the effectiveness of academic instruction/intervention OR ineffectively demonstrates the practice/skill required.

## Instructional Evaluation System

<b>1d. Shares student performance data in a relevant and understandable way with students, parents, and administrators</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Practice is evident but requires supervision, support, and/or training to be effective independently.	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.

Domain 2: Instruction/Intervention Planning & Design			
<b>2a. Uses a collaborative problem-solving framework as the basis for identification and planning for academic and reflective practices to support Instructional Personnel</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic interventions.	Works with team and team members to identify, problem solve, and plan academic interventions.	Practice is evident but requires supervision, support, and/or training to be effective independently.	Does not work with team to identify, problem solve, and plan academic interventions OR ineffectively demonstrates the practice/skill required.
<b>2b. Plans and designs academic support with instructors based on data and aligns efforts with the school and district improvement priorities, and state/federal mandates.</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Practice is evident but requires supervision, support, and/or training to be effective independently.	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.
<b>2c. Applies evidence-based research and best practices to improve instruction/interventions</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>

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Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of support.	Applies evidence-based and best practices when developing and planning instruction and intervention.	Practice is evident but requires supervision, support, and/or training to be effective independently.	Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.
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### 2d. Develops intervention support plans that help the student, or other community agencies and systems of support to reach a desired goal

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Collaborates to identify systems-level needs, resources, and infrastructure to access services and supports.	Develops a support plan that reflects the goals of student/client systems and supports the goal.	Practice is evident but requires supervision, support, and/or training to be effective independently.	Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal).

### 2e. Engages parents and community partners in the planning and design of instruction/interventions

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Develops systems-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	Practice is evident but requires supervision, support, and/or training to be effective independently.	Does not engage OR ineffectively engages families and community when planning and designing instruction/intervention.

### Domain 3: Instruction/Intervention Delivery & Facilitation

#### 3a. Collaborates with school-based and district-level teams to develop and maintain a continuum of services to support the academic success of all students.

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Facilitates the development of services at the district level by planning and implementing interventions that address systemic issues/concerns.	Facilitates the development of services at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not contribute to the development and implementation of services at the school level OR ineffectively demonstrates the practice/skill required.

#### 3b. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.

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<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Consults and collaborates at the school/systems level to plan, implement, and evaluate academic services.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic services.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic services.
<b>3c. Implements evidence-based practices within the school and district framework.</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.
<b>3d. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.	Identifies barriers to learning and connects students with resources that support positive student outcomes/ goals.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required.
<b>3e. Promotes student outcomes related to career and college readiness.</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Develops/plans district-level or school-level policies/interventions/supports that address student postsecondary goal attainment.	Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities) and support attainment of post-secondary goals.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.



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<b>3f. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.

Domain 4: Learning Environment			
<b>4a. Collaborates with teachers and administrators to develop and implement school-wide intervention and supports.</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.	Interacts with school personnel to promote and implement school-wide intervention and supports.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not interact with school personnel to promote and implement school-wide intervention and supports OR poorly demonstrates the practice/skill required.
<b>4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Examines need and feasibility for systemic intervention to support and increase student engagement district-wide.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.
<b>4c. Promotes safe school environments</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness,	Practice is evident but requires supervision, support, and/or training to be independently effective.	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and

## Instructional Evaluation System

initiatives that relate to healthy and violence-free schools.	school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).		protective factors among students/staff.
<b>4d. Integrates relevant cultural issues and contexts that impact family–school partnerships.</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Creates and promotes multicultural understanding and dialogue through training to examine the broader context of cultural issues that impact family–school partnerships.	Identifies relevant cultural issues and contexts that impact family–school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices.
<b>4e. Provides a continuum of support services to instructors to meet individual students’ needs in the classroom environment. (All other non-classroom instructional personnel)</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination	Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.

<b>Domain 5: Professional Learning, Responsibility, and Ethical Practice</b>			
<b>5a. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill.
<b>5b. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>

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Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not participate in professional development opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills.
<b>5c. Implements knowledge and skills learned in professional development activities.</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Integrates acquired knowledge and training into practice for professional community.	Integrates and applies acquired knowledge and training into professional practice	Practice is evident but requires supervision, support, and/or training to be independently effective.	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.
<b>5d. Demonstrates effective recordkeeping and communication skills.</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Supports record/data management system impact on practice and facilitates active listening among professional learning community members	Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not OR ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.
<b>5e. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Practice is evident but requires supervision, support, and/or training to be independently effective.	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures in the professional arena.

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### FLVS 2019-20 School Counselor Evaluation Rubric

#### Domain 1: Planning and Preparation

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<b>1a: Demonstrating Knowledge of Counseling Theory</b>	<p>Demonstrates deep and thorough understanding of school programming, counseling/support techniques and theory.</p> <p>Plans and practice reflect familiarity with a wide range of effective counseling approaches.</p>	<p>Demonstrates solid understanding of school programming, counseling techniques, and theory.</p>	<p>Demonstrates limited understanding of school programming, counseling techniques, and theory.</p>	<p>Demonstrates little or no understanding of school programming, counseling techniques, and theory.</p>
<b>1b: Demonstrating Knowledge of Students</b>	<p>In addition to the characteristics of “effective,” displays knowledge of the extent to which individual students follow the general patterns of development.</p> <p>Demonstrates extensive knowledge of students, systematically acquiring knowledge from several sources about individual students’ knowledge, skills, special needs, interests and cultural heritages.</p>	<p>Demonstrates understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns of development.</p> <p>Displays accurate and detailed knowledge of students’ skills, special needs, interests and cultural heritages.</p>	<p>Displays limited knowledge of child and adolescent development and some knowledge of the varied students’ skills, special needs, interests and cultural heritages.</p>	<p>Displays little or no knowledge of child and adolescent development nor of students’ skills, special needs, interests and cultural heritages.</p>
<b>1c: Establishing Outcomes</b>	<p>Goals for the counseling/support program are highly appropriate to the situation in the school and the age of the students, and have been</p>	<p>Goals for the counseling/support program are clear and appropriate to the situation in the school and to the age of the students.</p>	<p>Goals for the counseling/support program are rudimentary and are partially suitable to the situation and the</p>	<p>No clear goals for the Counseling/support program are established, or goals are inappropriate to either the situation</p>

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	<p>developed in consultation with students, parents, and colleagues.</p> <p>Outcomes represent high-level learning and achievement.</p> <p>Outcomes are differentiated and reflect multiple career and college ready paths based on student aspirations and input.</p>	<p>Outcomes represent rigorous and important expectations for student learning and achievement.</p>	<p>age of the students.</p> <p>Outcomes represent moderate expectations and rigor.</p>	<p>or the age of the students.</p> <p>Outcomes represent low expectations for students.</p>
<p><b>1d: Demonstrating Knowledge of Resources</b></p>	<p>Displays extensive knowledge of resources for stakeholders. These include school, district, community, and external resources.</p> <p>Makes extensive use of resources provided by professional organizations, universities and on the internet.</p>	<p>Displays knowledge of resources available to stakeholders through the school or district, as well as those in the community, on the internet, and other sources external to the school.</p> <p>Seeks resources to extend their own professional skills and knowledge.</p>	<p>Displays some awareness of resources available to stakeholders through the school, district, or community and for extending one's professional skills but does not seek to expand their knowledge.</p>	<p>Demonstrates little or no knowledge of resources available to stakeholders through the school, district or community, nor is the counselor aware of resources for expanding one's own professional skills.</p>

### Domain 2: The Environment

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p><b>2a: Creating an Environment of Respect and Rapport</b></p>	<p>Interactions with students, parents and staff are highly positive, respectful, and appropriate to the ages, cultures and developmental levels of the students, reflecting</p>	<p>Interactions with students, parents and staff are respectful and appropriate to the ages, cultures, and developmental levels of the students.</p>	<p>Interactions with stakeholders are generally appropriate, but may reflect occasional inconsistencies and insensitivity.</p> <p>Makes occasional attempts to promote positive</p>	<p>Interactions with stakeholders are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Does not promote</p>

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	<p>genuine warmth, caring and sensitivity.</p> <p>Successfully involves stakeholders in promoting positive interactions.</p>	<p>Actively promotes positive interactions.</p> <p>Stakeholders feel safe and respected.</p>	<p>interactions among students, parents, or staff.</p> <p>Attempts to respond to disrespectful behavior with uneven results.</p> <p>Stakeholders feel somewhat safe and respected.</p>	<p>positive interactions among students, parents, or staff.</p> <p>Does not deal with disrespectful behavior.</p> <p>Does not create an environment where stakeholders feel safe and respected.</p>
<p><b>2b: Establishing a Culture for Learning</b></p>	<p>The counseling/support program and environment are characterized by a high commitment of effort and investment of energy by all stakeholders.</p> <p>Stakeholders take an active role in upholding the importance of the counseling/support work.</p> <p>Interactions with students, staff, and families support attainment of success for all students and involves these stakeholders in ensuring all students are college and career ready.</p>	<p>The counseling/support program and environment are characterized by a consistent commitment of effort and investment of energy by all stakeholders.</p> <p>Stakeholders show positive regard for the importance of the counseling/support work.</p> <p>Interacts with all stakeholders to encourage hard work and support learning.</p> <p>Seeks to ensure that all students are college and career ready.</p>	<p>The counseling/support program and environment are characterized by an inconsistent commitment of effort or investment of energy by stakeholders.</p> <p>Stakeholders show little regard for the importance of the counseling/support work.</p> <p>Encourages some students to achieve at a higher level.</p> <p>Offers some students support for college and career readiness.</p>	<p>The counseling/support program and environment are characterized by little to no commitment of effort by stakeholders.</p> <p>Stakeholders show no regard for the importance of the counseling/support work.</p> <p>Makes no attempt to encourage students to work hard and achieve at their highest level.</p> <p>Does not offer students support for college and career readiness.</p>
<p><b>2c: Managing Routines and Procedures</b></p>	<p>Routines and procedures for scheduling time with the counselor/support personnel are established with input from stakeholders and well communicated to them.</p>	<p>Routines and procedures for scheduling time with the counselor/support personnel are established, communicated to stakeholders, and followed.</p>	<p>Routines and procedures for scheduling time with the counselor/support personnel are established, but have been communicated to only some stakeholders.</p>	<p>There are no routines or procedures established for scheduling time with the counselor/support personnel.</p> <p>No</p>

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	<p>Schedule and use-of-time data are detailed and used in a highly effective manner.</p> <p>Routines and procedures are well understood and may be initiated or improved by stakeholders.</p>	<p>Schedule and use-of-time data are available, used, and fully maintained.</p> <p>Stakeholders know and follow established routines with minimal guidance and prompting.</p>	<p>Schedule and/or use-of-time data exist, but are not used or maintained.</p> <p>Stakeholders are aware of some routines and procedures, but they are only partially effective or are inconsistently followed.</p>	<p>schedule or use-of-time data is available.</p> <p>There is little evidence that stakeholders know or follow established routines.</p>
<b>2d: Managing Student Behavior</b>	<p>Establishes clear standards of conduct for counseling/support and stakeholders contribute to maintaining them.</p> <p>Stakeholders take an active role in monitoring their own behavior and/or that of other stakeholders against standards of conduct.</p> <p>Takes a leadership role in providing assistance with student behavior and shares ideas with stakeholders.</p>	<p>Establishes clear standards of conduct for counseling/support sessions.</p> <p>Stakeholder behavior in counseling/support sessions is generally appropriate.</p> <p>Makes significant effort to offer assistance to staff or families with student behavior.</p>	<p>Efforts to establish standards of conduct for counseling/support sessions is partially effective.</p> <p>Inconsistently attempts to monitor stakeholder behavior and sometimes offers behavioral assistance to staff or families.</p>	<p>Has established no standards of conduct for students during counseling/support sessions.</p> <p>No assistance with student behavior is offered to staff or families.</p>

### Domain 3: Delivery of Services

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<b>3a: Communicating with Stakeholders</b>	<p>Oral and written communications with stakeholders are ongoing, clear, precise, and expressive.</p> <p>Misconceptions are anticipated</p>	<p>Regularly communicates with stakeholders.</p> <p>Oral and written communications are clear and accurate.</p>	<p>Attempts to communicate with stakeholders.</p> <p>Spoken and written communications contain some errors or are</p>	<p>Rarely communicates with stakeholders.</p> <p>Communication s contains major errors</p>

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	<p>and prevented through use of well-honed communication skills.</p> <p>Uses opportunities to extend students' knowledge of concepts and vocabulary. Students use correct vocabulary.</p> <p>Frequently uses multiple means of soliciting input from, and communicating with, stakeholders.</p>	<p>Use of academic and counseling vocabulary is precise and serves to extend understanding.</p> <p>Makes regular efforts at two-way communication with stakeholders.</p>	<p>partially clear, requiring clarification.</p> <p>Spoken communication may be correct, but vocabulary is not fully appropriate for students.</p> <p>Does not take opportunities to explain academic or counseling vocabulary.</p> <p>Makes minimal efforts at two-way communication with stakeholders.</p>	<p>and/or are unclear.</p> <p>Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p>Communication is strictly one-way.</p>
<b>3b: Using Appropriate Counseling/Support Techniques</b>	<p>Uses an extensive range of counseling/support techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.</p>	<p>Uses a range of counseling/support techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.</p>	<p>Displays a narrow range of counseling/support techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.</p>	<p>Has few counseling/support techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.</p>
<b>3c: Engaging Students in the Formulation of Current and Future Plans</b>	<p>Supports students as they formulate personal academic, social/emotional, and career plans.</p> <p>The process has a clearly defined structure and provides students with the time needed to engage with and reflect on their planning.</p>	<p>Assists the students in formulating clear, purposeful, and personalized plans.</p>	<p>Attempts to assist some students in formulating personalized plans, but efforts are inconsistent.</p>	<p>Does not assist students in formulating personalized plans.</p>
<b>3d: Assessing Student Needs</b>	<p>Consistently assesses students'</p>	<p>Consistently assesses the</p>	<p>Inconsistently assesses student</p>	<p>Neither assesses student progress</p>



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	<p>progress using multiple measures and regularly consults with students, parents, and team members to discuss students' needs.</p> <p>A variety of forms and methods are used to provide accurate and specific feedback.</p> <p>Students self-assess and monitor their progress, and use the data to identify appropriate improvement strategies.</p> <p>Successfully assesses individual students' needs and differentiates services to address them.</p>	<p>student progress and consults with team members to discuss students' needs.</p> <p>Feedback to students is accurate and specific; students frequently engage in self-assessment.</p> <p>Uses assessment to determine appropriate school-wide services to address the needs of the student population.</p>	<p>progress or limits consultation with team members to address students' needs.</p> <p>Feedback to students is general, and few students assess their own work.</p> <p>Sometimes uses assessments to determine services that will address students' needs.</p>	<p>nor consults with team members to address students' needs.</p> <p>Feedback is absent or of poor quality.</p> <p>Does not use assessment to determine services that will address students' needs.</p> <p>Students do not engage in self-assessment.</p>
<p><b>3e: Implementing Responsive Services</b></p>	<p>Holds individual and/or small group counseling/support sessions, that help students identify problems, causes, alternatives, and possible consequences.</p> <p>Students make thoughtful decisions and take appropriate actions in response to emergent needs and concerns.</p>	<p>Holds individual and/or small group counseling/support sessions to assist students with academic, career, and personal/social issues in response to emergent student needs and concerns.</p>	<p>Makes an attempt to meet with some individual students and/or small groups in response to emergent student needs and concerns.</p> <p>Sessions are not goal-focused and offer only moderate assistance.</p>	<p>Does not provide counseling/support sessions for individual students and/or small groups to help them overcome issues that arise.</p>

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### Domain 4: Professional Responsibilities

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<b>4a: Reflecting on Practice</b>	<p>Reflection on practice is thoughtful and accurate, citing specific examples of practices and the reasons for their degree of success.</p> <p>Draws on an extensive body of evidence-based practices to suggest alternative practice strategies according to the ASCA Model (as appropriate by role).</p>	<p>Reflection on practice is accurate and objective, based on evidence-based standards, and cites both positive and negative characteristics.</p> <p>Makes specific suggestions for improving practice based on the ASCA Model (as appropriate by role).</p>	<p>Reflection on practice is sometimes accurate and objective, but not based on evidence-based standards.</p> <p>Reflection includes some general suggestions for how counseling services might be improved.</p>	<p>Reflection on practice is inaccurate and not based on evidence-based standards.</p> <p>Has no suggestions for how counseling services could be improved.</p>
<b>4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice</b>	<p>Practices related to record keeping are highly systematic and efficient.</p> <p>Maintenance and safekeeping practices serve as a model for colleagues.</p> <p>Engages parents and students in using student data to guide decision-making.</p>	<p>Reports, records, and documentation are accurate and are submitted in a timely manner.</p> <p>Practices related to safekeeping and maintenance of student records are consistent with district and national standards.</p> <p>Uses student data to guide decision-making.</p>	<p>Reports, records, and documentation are uneven and occasionally late.</p> <p>Has a rudimentary understanding of the safekeeping and maintenance of student information.</p> <p>Makes scant use of student data to guide decision-making.</p>	<p>Reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.</p> <p>Does not understand the importance of safekeeping and maintenance of student records.</p> <p>Does not use student data to guide decision-making.</p>
<b>4c: Communicating with Families, Staff, and Community</b>	<p>Proactive in providing information to families about the counseling/support program and about individual students</p>	<p>Provides thorough and accurate information to families, staff or the community about the counseling/support</p>	<p>Provides limited though accurate information to families, staff or community about the counseling/support</p>	<p>Provides little, if any, information to families, staff or community about the counseling/support program as a</p>

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	<p>through a variety of means.</p> <p>Makes certain that community, staff, parents, and students are aware of and contribute to the vision and mission statement of the program.</p> <p>Engages families in using and contributing to the resources of the counseling/support department.</p> <p>Consistently maintains and models confidentiality for all while appropriately communicating student needs with family, staff and community.</p> <p>Responds to concerns with social and cultural sensitivity.</p>	<p>program as a whole and about individual students.</p> <p>Successfully communicates the vision and mission statement of the program.</p> <p>Frequently engages families in the programs offered by the counseling/support department.</p> <p>Consistently follows confidentiality guidelines.</p> <p>Communications are conveyed in a culturally sensitive manner.</p>	<p>program as a whole and about individual students.</p> <p>Shares vision and mission statement of the program if asked.</p> <p>Attempts to engage families in the programs offered by the counseling department.</p> <p>Is somewhat familiar with confidentiality guidelines.</p> <p>Communication may not be socially or culturally sensitive.</p>	<p>whole or about individual students.</p> <p>Does not publicize vision and mission statement of the program.</p> <p>Does not attempt to engage families in the programs offered by the counseling/support department.</p> <p>Communications with staff and families violate confidentiality guidelines.</p> <p>Some communications contain socially or culturally inappropriate or offensive references.</p>
<p><b>4d: Participating in the Professional Community</b></p>	<p>Interactions are characterized by mutual support and collaboration, with the counseling/support employee taking initiative in assuming leadership among other counselors and colleagues.</p> <p>Volunteers to participate in school/district events and projects, making a substantial</p>	<p>Interactions with other counselors and colleagues are characterized by mutual support and collaboration.</p> <p>Volunteers to participate in school events and school/district projects, making a substantial contribution.</p> <p>Actively participates in a professional</p>	<p>Interacts with other counselors and/or colleagues to fulfill required duties.</p> <p>Participates in school events, district projects, and professional learning communities when specifically asked or invited.</p>	<p>Interactions with other counselors and/or other colleagues in the school/district are negative.</p> <p>Avoids becoming involved in school or district events or projects.</p> <p>Does not participate in a professional learning community.</p>

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	<p>contribution and assuming a leadership role in at least one aspect of school/district life.</p> <p>Takes a leadership role in promoting a professional learning community.</p>	<p>learning community.</p>		
<p><b>4e: Growing and Developing Professionally</b></p>	<p>Actively pursues individual and/or collaborative professional development opportunities based on individual or departmental assessment of need, and makes a substantial contribution to the profession.</p> <p>Takes a leadership role in organizing opportunities for professional conversation, including feedback about practice.</p> <p>Initiates important research or activities that contribute to the profession.</p>	<p>Seeks out opportunities for individual and/or collaborative professional development based on an individual assessment of need.</p> <p>Actively engages with colleagues and supervisors in professional conversations about practice, including feedback about practice.</p> <p>Frequently contributes to the collective knowledge of colleagues.</p>	<p>Participates in limited individual and/or collaborative professional development activities.</p> <p>Engages in limited professional conversations with colleagues and supervisors.</p> <p>Rarely assists other colleagues or contributes to the profession.</p>	<p>Does not participate in individual and/or collaborative professional development activities even when such activities are clearly needed for the development of professional skills.</p> <p>Actively avoids professional conversations with colleagues and supervisors.</p> <p>Does not contribute to the collective knowledge of colleagues or the profession.</p>
<p><b>4f: Showing Professionalism</b></p>	<p>Models the highest standards of honesty, integrity, and professional behavior in interactions with other colleagues, students, families and community members.</p> <p>Provides leadership to</p>	<p>Displays high standards of honesty, integrity, and professional behaviors in interactions with colleagues, students, families and the community.</p> <p>Consistently advocates for</p>	<p>School Counselor is honest in interactions and appropriate in professional actions with colleagues, students, families and the community.</p> <p>School Counselor inconsistently</p>	<p>School Counselor displays dishonesty or unprofessional behavior in interactions with colleagues, students, families and the community.</p> <p>School Counselor does not</p>

## Instructional Evaluation System

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	<p>colleagues in advocating for families' or students' social, behavioral or academic needs.</p> <p>Takes on a leadership role regarding implementation of school, district, and professional regulations.</p>	<p>families' or students' social, behavioral or academic needs.</p> <p>Fully complies with school, district, and professional regulations.</p>	<p>advocates for families' or students' social, behavioral or academic needs. School Counselor requires prompting to comply with school, district, and professional regulations.</p>	<p>advocate for families or for the students' social, behavioral or academic needs. School Counselor does not comply with school, district, and professional regulations even when directed.</p>
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## Appendix D – Student Performance Measures

*In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.*

<b>Classroom Teachers</b>			
<b>Program</b>	<b>Course</b>	<b>Performance Measure for Evaluation</b>	<b>Performance Standard</b>
FLVS Full Time	Algebra 1, MJ Math 1, MJ Math 2, MJ Pre-Algebra, MJ Language Arts 1, MJ Language Arts 2, MJ Language Arts 3, English 1, English 2, and Reading courses grades 6-10	Measure of student performance based on district-developed segment exams	Student Performance Rubric
FLVS Full Time	MJ Civics, Biology, Geometry, US History, Algebra 2	Measure of student performance based on district-developed segment exams	Student Performance Rubric
FLVS Full Time	All other non-state assessed courses	Measure of student performance based on district-developed segment exams	Student Performance Rubric
FLVS Full Time	MJ Intensive Reading and MJ Intensive Math	Measure of student performance based on iReady program outcomes	iReady Rubric
FLVS Flex	Algebra 1, MJ Math 1, MJ Math 2, MJ Pre-Algebra, MJ Language Arts 1, MJ Language Arts 2, MJ Language Arts 3, English 1, English 2, and Reading courses grades 6-10	Measure of student performance based on district-developed segment exams	Student Performance Rubric
FLVS Flex	MJ Civics, Biology, Geometry, US History, Algebra 2	Measure of student performance based on district-developed segment exams	Student Performance Rubric
FLVS Flex	All other non-state assessed courses	Measure of student performance based on district-developed segment exams	Student Performance Rubric
FLVS Global	All Courses	Measure of student performance based on district-developed segment exams	Student Performance Rubric

## Instructional Evaluation System

FLVS Flex Elementary	Grades K-5	Measure of student performance based on selected course assessment data	Student Performance Rubric
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<b>Non-Classroom Instructional Personnel</b>			
<b>Program</b>	<b>Position</b>	<b>Performance Measure for Evaluation</b>	<b>Performance Standard</b>
All FLVS Programs	All Student Services/School Counselor/Non-Classroom Instructional	Measure of student performance based on district-developed segment exams other selected course assessment data	Student Performance Rubric

Performance standards are provided in the below rubrics:

### Student Performance Rubric:

<b>Performance Rating</b>	<b>Performance Definition</b>
Highly Effective	> District-defined%+ of students scoring at or above the calculated CSV cut score**
Effective	55-district defined% of students scoring at or above the CSV cut score
Needs Improvement	40-54% of students scoring at or above the CSV cut score
Unsatisfactory	Less than 40% of students scoring at or above the CSV cut score

\*\*Instructional personnel who are assigned 70% or more of the available student CSV data will earn Highly Effective if at least 75% of the assigned students score at or above the CSV cut score.

### iReady Rubric:

<b>Performance Rating</b>	<b>Performance Definition</b>
Highly Effective	Exceeded iReady targeted growth percentage
Effective	55% to 100% of iReady targeted growth percentage met
Needs Improvement	40-54% of iReady targeted growth percentage met
Unsatisfactory	Less than 40% of iReady targeted growth percentage met

**Appendix E – Summative Evaluation Forms**

*In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.*

A sample summative evaluation form is provided below for both the teacher and non-classroom instructional personnel evaluation. While these sample forms provide all the information collected in the summative evaluation, the actual sections of the evaluation are broken into smaller steps in the performance management system. A screen shot of the steps is also included below.

<b>FLVS Teacher Evaluation Summative Evaluation Form</b>			
<b>Instructional Practice 55%</b>			
<b>Domain</b>	<b>Component</b>	<b>Rating</b> (drop down menu option: HE, E, NI, U)	<b>Comments</b> (text field for IL to enter comments regarding individual rating)
<b>1. Planning and Preparation</b>	1a. Demonstrating Knowledge of Course Content and Online Pedagogy		
	1b. Demonstrating Knowledge of Students in the Online Setting		
	1c. Determining Learning Goals		
	1d. Demonstrating Knowledge of Resources and Instructional Technology		
<b>2. Classroom Environment</b>	2a. Creating Respect and Rapport in the Online Environment		
	2b. Establishing a Culture for Online Learning		
	2c. Monitoring and Managing Student Progress		
	2d. Regular Communication with Stakeholders		
<b>3. Instruction</b>	3a. Expectations for Learning		
	3b. Explanations of content		
	3c. Use of literacy strategies		
	3d. Using Questioning and Discussion Techniques		
	3e. Engaging Students in Learning Opportunities		



## Instructional Evaluation System

	3f. Provide Constructive Feedback to Students		
<b>Other Indicators of Performance 10%</b>			
<b>4. Professional Responsibilities</b>	4a. Reflecting on Teaching		
	4b. Growing and Developing Professionally		
	4c. Communicating with Teacher Stakeholders		
	4d. Online Professionalism		
<b>Performance of Students Measure 35%</b> (Automatically imported into Pathways, our cloud-based performance management system)			
Rating		Points Earned	
<b>Manager Final Comments/Overall Score</b>			
Professional Practice (includes Instructional Practice and Other indicators of Performance)		Points Earned/Rating Earned	
Performance of Students Measure		Points Earned/Rating Earned	
Overall Score		Total Points Earned/ Overall Rating Earned	
Text Box for Manager Summative Evaluation Comments			
<b>Employee Acknowledgment</b>			
Employee Comment Area			
Electronic Signature		Date of Acknowledgement	

<b>FLVS Student Services Personnel Evaluation Summative Evaluation Form</b>			
<b>Instructional Practice 55%</b>			
<b>Domain</b>	<b>Element</b>	<b>Rating</b> (drop down menu option: HE, E, NI, U)	<b>Comments</b> (text field for IL to enter comments regarding individual rating)
<b>1. Data-Based Decision Making</b>	1a. Collects and uses data to develop and implement interventions within a problem-solving framework		

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	1b. Analyze multiple sources of qualitative and quantitative data to inform decision making		
	1c. Uses data to monitor student progress (academic, social/emotional/behavioral) and health, and evaluate the effectiveness of services on student achievement		
	1d. Shares student performance data in a relevant and understandable way with students, parents, and administrators		
<b>2. Instruction/ Intervention Planning and Design</b>	2a. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports		
	2b. Plans and design instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates		
	2c. Applies evidence-based research and best practices to improve instruction/interventions		
	2d. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal		
	2e. Engages parents and community partners in planning and design of instruction/interventions		
<b>3. Instruction/ Intervention Delivery and Facilitation</b>	3a. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students		
	3b. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services		

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	3c. Implements evidence-based practices within a multi-tiered framework		
	3d. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning		
	3e. Promotes student outcomes related to career and college readiness		
	3f. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors		
<b>4. Learning Environment</b>	4a. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports		
	4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership)		
	4c. Promotes safe school environments		
	4d. Integrates relevant cultural issues and contexts that impact family-school partnerships		
	4e. Provides a continuum of crisis intervention services (School Counselors only) 4e. Provides a continuum of support services to instructors to meet individual students' needs in the classroom environment.		
<b>Other Indicators of Performance 10%</b>			
<b>5. Professional Learning, Development</b>	5a. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation		

## Instructional Evaluation System

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	5b. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC])		
	5c. Implements knowledge and skills learned in professional development activities		
	5d. Demonstrates effective recordkeeping and communication skills		
	5e. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards		
<b>Performance of Students Measure 35%</b>			
(Automatically imported into Pathways, our cloud-based performance management system)			
Rating		Points Earned	
<b>Manager Final Comments/Overall Score</b>			
Professional Practice (includes Instructional Practice and Other Indicators of Performance)		Points Earned/Rating Earned	
Performance of Students Measure		Points Earned/Rating Earned	
Overall Score		Total Points Earned/ Overall Rating Earned	
Text Box for Manager Summative Evaluation Comments			
<b>Employee Acknowledgment</b>			
Employee Comment Area			
Electronic Signature		Date of Acknowledgement	

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<b>FLVS School Counselor Summative Evaluation Form</b>			
<b>Instructional Practice 50%</b>			
<b>Domain</b>	<b>Component</b>	<b>Rating</b> (drop down menu option: HE, E, NI, U)	<b>Comments</b> (text field for IL to enter comments regarding individual rating)
<b>1. Planning and Preparation</b>	1a: Demonstrating Knowledge of Counseling Theory		
	1b: Demonstrating Knowledge of Students		
	1c: Establishing Outcomes		
	1d: Demonstrating Knowledge of Resources		
<b>2. The Environment</b>	2a: Creating an Environment of Respect and Rapport		
	2b: Establishing a Culture for Learning		
	2c: Managing Routines and Procedures		
	2d: Managing Student Behavior		
<b>3. Delivery of Services</b>	3a: Communicating with Stakeholders		
	3b: Using Appropriate Counseling/Support Techniques		
	3c: Engaging Students in the Formulation of Current and Future Plans		
	3d: Assessing Student Needs		
	3e: Implementing Responsive Services		
<b>Other Indicators of Performance 15%</b>			
<b>4. Professional Responsibilities</b>	4a: Reflecting on Practice		
	4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice		
	4c: Communicating with Families, Staff, and Community		
	4d: Participating in the Professional Community		
	4e: Growing and Developing Professionally		
	4f: Showing Professionalism		

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<b>Performance of Students Measure 35%</b>	
(Automatically imported into Pathways, our cloud-based performance management system)	
Rating	Points Earned
<b>Manager Final Comments/Overall Score</b>	
Professional Practice (includes Instructional Practice and Other indicators of Performance)	Points Earned/Rating Earned
Performance of Students Measure	Points Earned/Rating Earned
Overall Score	Total Points Earned/ Overall Rating Earned
Text Box for Manager Summative Evaluation Comments	
<b>Employee Acknowledgment</b>	
Employee Comment Area	
Electronic Signature	Date of Acknowledgement

*Screen Shot of Summative Evaluation Steps in Pathways, the FLVS Performance Management System:*

