

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-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective November 2023.

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.

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.

Table of Contents

Part I: Evaluation System Overview 4

Part II: Evaluation System Requirements 7

Part III: Evaluation Procedures 10

Part IV: Evaluation Criteria 12

 A. Instructional Practice 12

 B. Other Indicators of Performance 17

 C. Performance of Students 20

 D. Summative Rating Calculation 24

Appendices 26

 Appendix A – Evaluation Framework Standards Crosswalk 26

 Appendix B – Observation Instruments for Classroom Teachers 33

 Appendix C – Observation Instruments for Non-Classroom Instructional Personnel 42

 Appendix D – Student Performance Measures 61

 Appendix E – Summative Evaluation Forms 64

Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.

Florida Virtual School® (FLVS®) is a fully accredited, statewide public school district with a 25-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.

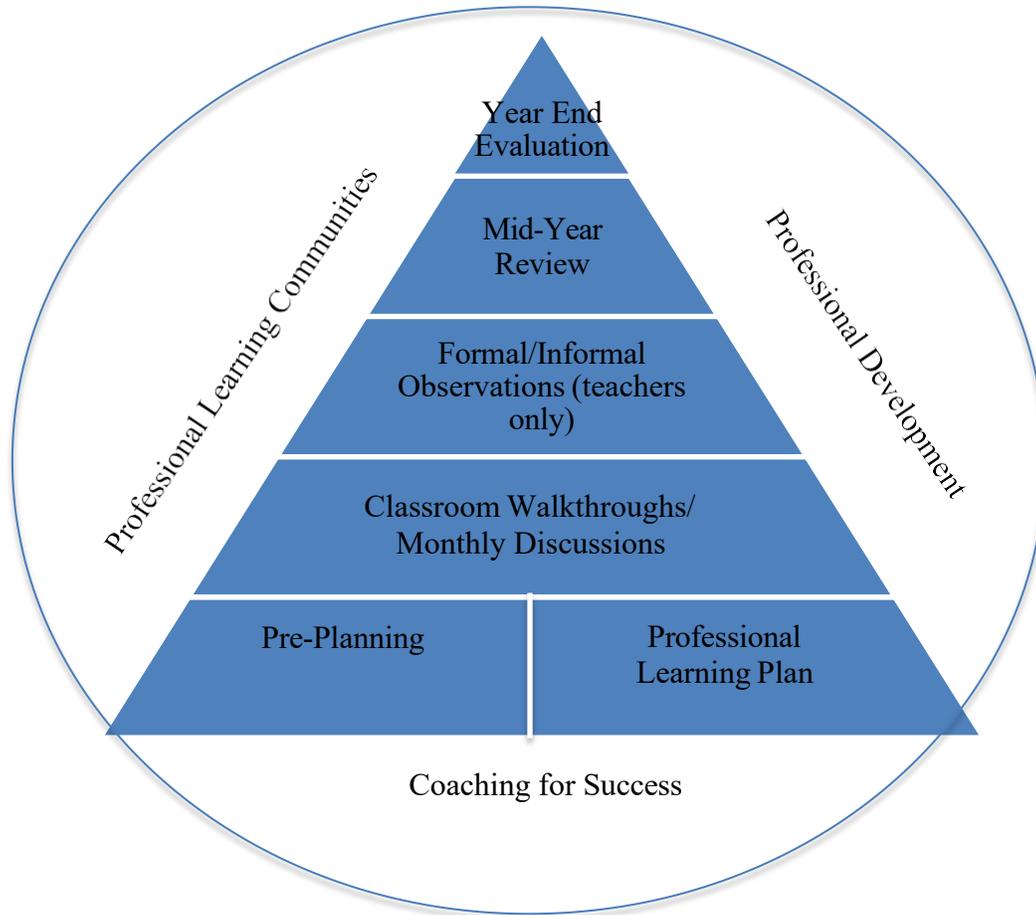
FLVS, the district and its schools, are accredited by Cognia. Core courses are NCAA approved and courses are aligned with Florida and national standards and are accessible 24/7. Enrollment for FLVS Flex is open 365 days a year due to the FLVS year-round rolling enrollment model.

Every FLVS course is taught by a dedicated and Florida-certified instructor who is focused on student success. The approximately 2,500 FLVS instructors are available 8 a.m. to 8 p.m. (8:30 a.m. to 4:30 p.m. in Full Time Program) 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.

Instructional Evaluation System



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.

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, Zoom, 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 Other Indicators of Performance section of the summative evaluation (Domain 4). 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 their instructional and professional 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 (FEAP) adopted by the State Board of Education.
- The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on the FEAP, 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 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.

District Procedures

- The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.

Instructional Evaluation System

- ☒ 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 acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.
- ☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☒ 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 learning; 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 learning programs, pursuant to section 1012.98(11), F.S.

Notifications

Instructional Evaluation System

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

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.

1. 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 Performance Management. 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 Performance Management. 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.

2. 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
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	Classroom Teacher: 2, with optional	1 informal observation	Within 10 days of

Instructional Evaluation System

	3 rd observation Non- Classroom Teacher: 0	completed by January; 1 formal observation completed by April	completing the observation
Hired after the beginning of the school year	If hired between October 31 st and January 1 st : 2 required, 3 rd optional. Non- Classroom Teacher: 0	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
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	3 required, 4 th 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	3 required, 4 th optional. If hired between October 31 st and January 1 st : 2 required, 3 rd 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

****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.

Instructional Evaluation System

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
Classroom and Non-Classroom Teachers			
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 st : March and July (only if hired prior to January 1 st)	Once student performance results have been loaded, within 10 days.
Newly Hired Classroom Teachers			
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 st : March and July (only if hired prior to January 1 st)	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.

1. 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 35% of the instructional personnel performance evaluation for classroom teachers, 55% for non-

Instructional Evaluation System

classroom student services personnel, and 47% for school counselors.

2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards 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 30% of the summative evaluation for classroom teachers, 10% for non-classroom student services personnel, and 18% 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 35 total points possible for the instructional practice measure, and 30 points possible for the other indicators of performance section for classroom teachers, 55 total points possible for the instructional practice measure, and 10 points possible for the other indicators of performance section for non-classroom instructional personnel, and 47 points possible on instructional practice and 18 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)

Domain	Domain Weight	HE	E	NI	U
Instructional Practice (Domains 1-3)					
Domain 1: Planning and Reflecting					
1a: Knowledge of Content and Learning Strategies		2.00	1.52	1.22	0.52

Instructional Evaluation System

1b: Knowledge of Students and Pedagogy	8%	2.00	1.52	1.22	0.52
1c: Learning Outcomes		2.00	1.52	1.22	0.52
1d: Reflection of Student Learning and Teaching Practice		2.00	1.52	1.22	0.52
Domain 2: Student Progress Monitoring					
2a. Creating a Culture for Learning - Respect and Rapport	9%	3.00	2.28	1.83	0.78
2b. Managing Classroom Procedures and Learning Expectations		3.00	2.28	1.83	0.78
2c. Utilizing Student Resources		3.00	2.28	1.83	0.78
Domain 3: Instruction					
3a. Lesson Purpose and Feedback during Lesson	18%	4.00	3.04	2.44	1.04
3b. Literacy Strategies during Lesson		4.00	3.04	2.44	1.04
3c. Engaging Students in Questioning and Discussion during Lesson		5.00	3.80	3.05	1.3
3d. Teacher Pacing during Lesson		5.00	3.80	3.05	1.3

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

FLVS Student Services Personnel Evaluation Model (SPEM)							
	Domain	Domain Weight	Indicator	HE	E	NI	U
Instructional Practice:	1. Data-Based Decision Making and Evaluation of Practices	10%	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
	2. Instruction/ Intervention Planning and	15%	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

Instructional Evaluation System

	Design		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
	3. Instruction/ Intervention Delivery and Facilitation	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
		4a. Collaborates with teachers and administrators to develop and implement school-wide positive					

Instructional Evaluation System

4. Learning Environment	15%	behavior supports	3	2.28	1.83	0.78
		4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership)	3	2.28	1.83	0.78
		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: 47%	Domain	Domain Weight	Indicator	HE	E	NI	U
		Domain 1: Planning and Preparation	8%	1a: Demonstrating Knowledge of Counseling Theory	2	1.52	1.22
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
Domain 2: The Environment		16%	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	3	2.28	1.83	0.78
Domain 3: Delivery of Services		23%	3a: Communicating with Stakeholders	5	3.8	3.05	1.3
			3b: Using Appropriate Counseling/Support Techniques	4	3.04	2.44	1.04
			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		4	3.04	2.44	1.04	

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.

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 30% of the instructional personnel performance evaluation for classroom teachers, 10% for non-classroom instructional personnel, and 18% 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 performance standards 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 measurement can be found 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 35% of the summative evaluation for classroom teachers, 55% for non-classroom instructional personnel, and 47% 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 35 total points possible for the instructional practice measure, and 30 points possible for the other indicators of performance section for classroom teachers, 55 total points possible for the instructional practice measure, and 10 points possible for the other indicators of performance section for non-classroom instructional personnel, and 47 points possible on instructional

Instructional Evaluation System

practice and 18 points possible for other indicators of performance for school counselors. (See Section A for more details on instructional practice.)

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

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 Observation Instrument: Domain 4 (Other Indicators of Performance)

Domain	Domain Weight	HE	E	NI	U
Other Indicators of Performance (Domain 4)					
Domain 4: Professional Responsibilities					
4a. Communication with Students and Parents	30%	5.00	3.80	3.05	1.3
4b. Accurate Documentation and Student Details		5.00	3.80	3.05	1.3
4c. Written Feedback		5.00	3.80	3.05	1.3
4d. Student Course Progression (Instructional Momentum)		5.00	3.80	3.05	1.3
4e. Professional Development, Professional Learning Community (PLC), and School Culture		5.00	3.80	3.05	1.3
4f. Professional and Ethical Responsibility		5.00	3.80	3.05	1.3

****NOTE**** Indicator 4f requires all instructional staff to maintain compliance with the FLVS Faculty Handbook. The verbiage below is taken directly from the FLVS Faculty Handbook, which has been updated to be in compliance with the updated Rule 6A-5.065 regarding the Florida Educator Accomplished Practices.

(From FLVS Faculty Handbook)

Florida Educator Accomplished Practices

The Florida Educator Accomplished Practices are set forth in rule as Florida’s core standards for effective educators – 6A-5.065. The Accomplished Practices form the foundation for the

Instructional Evaluation System

state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

[Please reference Florida Department of Education Florida Educator Accomplished Practices.](#)

Chart E: FLVS Student Services Personnel Evaluation Instrument: Domains 5 (Other Indicators of Performance)

FLVS Student Services Personnel Evaluation Model (SSPEM)							
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 Instrument: Domains 4 (Other Indicators of Performance)

FLVS School Counselor Evaluation Framework							
Other Indicators of Performance:	4. Professional Responsibilities	18%	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	5	3.8	3.05	1.3
			4d: Participating in the Professional Community	2	1.52	1.22	0.52
			4e: Growing and Developing Professionally	2	1.52	1.22	0.52

			4f: Showing Professionalism	5	3.8	3.05	1.3
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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 performance standards 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. **FlexPoint Virtual School:** Teachers in the FlexPoint Virtual Schol program serve students in grades 6- 12 who are not residents of the state of Florida.

Type 1 Student Achievement Measure (SAM)

FLVS instructors in our FLVS FT 6-12, FlexPoint Virtual School, and newly hired teachers in Flex 6-12 (Tier 1 status) will receive a district measure of student performance, which uses district-developed segment exams for our 6- 12 courses, for their performance of students rating. Exams completed from July 1 to June 30 are included in the calculations. Each student score is related to a specific CSV (course/segment/version). Each student segment exam score is converted to a z-score based on the mean and standard deviation of corresponding scores in the CSV. The percentage of students scoring at or above a z-score of -.75 is calculated for each CSV

Instructional Evaluation System

schoolwide (anticipated value) and for each teacher's students in a CSV (actual value). Teachers with fewer than 40% of students scoring at or above a z-score of -0.75 will be rated Unsatisfactory and those with 40% to less than 55% will be rated Needs Improvement. For ratings of Effective and Highly Effective, the teacher's actual and anticipated percentages of student scores at or above the cut are calculated using a weighted average based on the teacher's n for each CSV. A difference score is calculated for each teacher: actual percentage of students scoring at or above the cut minus anticipated percentage scoring at or above the cut. If the difference score rounds to 1 or greater, the teacher gets a student performance rating of Highly Effective; otherwise, they score Effective.

Performance Rating	Performance Definition
Highly Effective	The difference between the anticipated value and actual value is at least 1**
Effective	55-100% 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 -0.75 threshold 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 $- 1.03643$ SE $>$ course average
Effective	Teacher exam average $+ 1.959964$ SE $>$ course average
Needs Improvement	Teacher exam average $+ 3.290527$ 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.

Instructional Evaluation System

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.

Type 2 Student Achievement Measure (SAM)

****Teachers within Flex 6-12 at the Tier 2 status may receive Type 1 SAM if they had extended leave, content area transfers, and/or department transfers.***

*To ensure an accurate representation of the teacher's ability to retain students for instructional effectiveness, teachers' performance will be assessed according to the course average. If an instructor's performance falls below the course average and does not qualify under the criteria for extenuating circumstances, this data will serve as an indicator of potential concerns regarding the teacher's ability to effectively engage and retain students.

FLVS instructors in our Flex 6-12 (Tier 2 status) will receive a district measure of student performance, which uses district-developed segment exams for our 6- 12 courses combined with student retention rate (SRR) data, for their performance of students rating.

Flex 6-12 (Tier 2 status) will receive a district measure of student performance, which uses district-developed segment exams and student retention rates for our 6- 12 courses, for their performance of students rating. Exams completed from July 1 to June 30 are included in the calculations. Each student score is related to a specific CSV (course/segment/version). Each student segment exam score is converted to a z-score based on the mean and standard deviation of corresponding scores in the CSV. The percentage of students scoring at or above a z-score of -.75 is calculated for each CSV schoolwide (anticipated value) and for each teacher's students in a CSV (actual value). Student retention rates are calculated for each CSV as well as for each teacher, the difference between the CSV and teacher retention rates are used as a multiplier for the aggregate percentage of students meeting the -0.75 threshold.

The Student Retention Multiplier is calculated as follows:

Base Formula:

Student Retention Multiplier = $1 + (\text{CSV Student Retention Rate} - \text{Teacher Student Retention Rate for that same CSV})$

Adjustment Conditions:

Minimum Score Count: If the teacher has fewer than 10 scores for that CSV, the Student Retention Multiplier is set to 1.

Instructional Evaluation System

The teacher percentage of students scoring at or above a z-score of -0.75 is multiplied by the SSR multiplier. This retention-adjusted CSV is used for the remaining SAM calculations below.

Teachers with a retention-adjusted CSV less than 40% will be rated Unsatisfactory and those with 40% to less than 55% will be rated Needs Improvement. For ratings of Effective and Highly Effective, the teacher's actual and anticipated percentages of student scores at or above the cut are calculated using a weighted average based on the teacher's n for each CSV. A difference score is calculated for each teacher: actual percentage of students scoring at or above the cut minus anticipated percentage scoring at or above the cut. If the difference score rounds to 1 or greater, the teacher gets a student performance rating of Highly Effective; otherwise, they score Effective.

Performance Rating	Performance Definition
Highly Effective	The difference between the anticipated value and actual value is at least 1**
Effective	55-100% of students scoring at or above the retention-adjusted CSV cut score
Needs Improvement	40-54% of students scoring at or above the retention-adjusted CSV cut score
Unsatisfactory	Less than 40% of students scoring at or above the retention-adjusted 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 -0.75 threshold cut score.

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.

FLVS Student Performance Rating		
District Performance Category	Performance Rating	Point Allocation
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, including performance standards for differentiating performance.
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 second 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 for all instructional employees; 35% for Instructional Practice and 30% for Other Indicators of Performance for classroom teachers; 55% for Instructional Practice and 10% for Other Indicators of Performance for non-classroom instructional personnel; and 47% for Instructional Practice and 18% for Other Indicators of Performance 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.

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

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

Instructional Evaluation System

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

To illustrate the summative rating calculation, two examples are presented below. The first example is of a 2nd grade teacher who received an overall evaluation rating of Highly Effective. The teacher earned 44.32 points in Instructional Practice, and 18.52 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 9th grade English/Language Arts teacher who received an overall evaluation rating of Unsatisfactory. The teacher earned 31.4 points in Instructional Practice, and 12.7 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.

Employee Type	Instructional Practice Score	Other Indicators of Performance Score	Total Professional Practice Score	Student Performance Score	Summative Evaluation Score and Rating
Example 1: Second grade teacher	44.32	18.52	62.84/HE	26.6/E	89.44/HE
Example 2: Ninth grade ELA teacher	31.4	12.7	44.1/NI	9.1/U	53.2/U

Appendix A – Evaluation Framework Standards Crosswalk

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

FLVS Teacher Standards Crosswalk

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
<i>The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.</i>	
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.	
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
3. The effective educator exemplifies the standards of the profession.	
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	1a, 1b, 1c
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1b, 1c
c. Designs instruction for students to achieve mastery;	1a, 1b, 1c
d. Selects appropriate formative assessments to monitor learning;	1b, 1c
e. Uses diagnostic student data to plan lessons;	1b, 1c
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	1a, 1b, 1c
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	1b, 2a, 2c, 4f
2. The Learning Environment	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	1a, 1b, 2b, 4d
b. Manages individual and class behaviors through a well-planned management system;	2b, 4d
c. Conveys high expectations to all students;	1a, 1c, 2a, 2b, 4a, 4c, 4d
d. Respects students' cultural linguistic and family background;	1b, 2a
e. Models clear, acceptable oral and written communication skills;	1a, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d
f. Maintains a climate of openness, inquiry, fairness and support;	1b, 2a, 2b, 4a, 4d
g. Integrates current information and communication technologies;	1b, 2c, 4a, 4b, 4c, 4d

Instructional Evaluation System

h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	1a, 1b, 2a, 3c, 4b, 4c
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	1a, 1b, 1c, 2c, 4a, 4c, 4d
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	1b, 2a, 2b, 2c, 3c, 4f
3. Instructional Delivery and Facilitation	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	3a, 3b, 3c, 3d
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3a, 3b
c. Identify gaps in students' subject matter knowledge;	3a, 4c
d. Modify instruction to respond to preconceptions or misconceptions;	2a, 2b, 3a, 3d
e. Relate and integrate the subject matter with other disciplines and life experiences;	3a, 3b, 3c, 3d, 4c
f. Employ questioning that promotes critical thinking;	3c
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	2c, 3a, 3d
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	3a, 3b, 3c, 3d, 4d
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	3a, 3d, 4a, 4c, 4d
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	2c, 3a, 3d
4. Assessment	
<i>The effective educator consistently:</i>	
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;	1d, 4b, 4d, 4e
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	3c, 4d
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	2b, 4b, 4d
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1b, 1c, 3c
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	4a, 4b, 4c, 4d
f. Applies technology to organize and integrate assessment information.	2b, 3a, 3d
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4e
b. Examines and uses data-informed research to improve instruction and student achievement;	1d, 4d, 4e
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;	1d, 4b, 4c, 4d, 4e
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4a, 4d, 4f

Instructional Evaluation System

e. Engages in targeted professional growth opportunities and reflective practices; and,	1d, 4e
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	1d, 4e
6. Professional Responsibility and Ethical Conduct	
<i>Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:</i>	
a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	4a, 4b, 4d, 4f
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	4a, 4f
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	4f

FLVS Student Services Personnel Standards Crosswalk

Alignment to the Florida Educator Accomplished Practices	
Foundational Principles	
<i>The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.</i>	
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.	
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
3. The effective educator exemplifies the standards of the profession.	
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	2b, 5a
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	2c, 3c, 3d, 3e
c. Designs instruction for students to achieve mastery;	2a, 2d, 2e, 3b
d. Selects appropriate formative assessments to monitor learning;	1a, 5b
e. Uses diagnostic student data to plan lessons;	1a, 1c, 5c
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	2c, 2d
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	2b, 2d, 2e, 3b, 3f
2. The Learning Environment	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	

Instructional Evaluation System

a. Organizes, allocates, and manages the resources of time, space, and attention;	5d
b. Manages individual and class behaviors through a well-planned management system;	3a, 4a, 4c
c. Conveys high expectations to all students;	3a, 4b
d. Respects students' cultural linguistic and family background;	4b, 4d
e. Models clear, acceptable oral and written communication skills;	1d, 4a
f. Maintains a climate of openness, inquiry, fairness and support;	4b
g. Integrates current information and communication technologies;	1d, 3c
h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	3c, 3d, 3e
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	3d, 4b, 4e
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	1c, 2a, 3d, 3f, 4a, 4c
3. Instructional Delivery and Facilitation	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	4b
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	4b, 4e
c. Identify gaps in students' subject matter knowledge;	1b
d. Modify instruction to respond to preconceptions or misconceptions;	4b, 4e
e. Relate and integrate the subject matter with other disciplines and life experiences;	4b, 4e
f. Employ questioning that promotes critical thinking;	2c, 3a, 3b
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	3d, 4b, 4e
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	2b
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	4e
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	4e
4. Assessment	
<i>The effective educator consistently:</i>	
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;	1a, 1b
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	3d
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	1c
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	3d
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	1d
f. Applies technology to organize and integrate assessment information.	5d
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	

Instructional Evaluation System

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	5a, 5b
b. Examines and uses data-informed research to improve instruction and student achievement;	5a, 5b
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;	1a, 1b, 1c, 1d
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	3a, 3b, 4a, 4b
e. Engages in targeted professional growth opportunities and reflective practices; and,	5a, 5b
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	5c
6. Professional Responsibility and Ethical Conduct	
<i>Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:</i>	
a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	1d, 2d, 3b, 3d, 3f, 4c, 5e
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	1d, 2d, 2e, 3b, 3f, 5e
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	5e

FLVS New School Counselor Standards Crosswalk (6A-5.079)

****NOTE**** Chart below contains the new school counselor state standards

Practice	Evaluation Indicators
1. Professional, Legal, and Ethical Expectations	
<i>School counselors act ethically and according to professional standards to promote the academic success and well-being of all students.</i>	
a. Hold self-accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., local school board, and governing board policies;	2d, 4f
b. Adhere to the state and federal legal rights of students and parents or guardians with regard to student records per Rule 6A-1.0955, F.A.C.	4b, 4f
c. Seek opportunities for professional learning applicable to the role of a school counselor.	4d, 4e
2. Data-Driven Planning	
<i>Effective school counselors utilize resources including available school data to guide decision making and counseling services</i>	
a. Gather and synthesize data from a variety of sources to inform the School Counseling Program	2c, 3d, 4a, 4b
b. Communicate data from a variety of sources to students and parents or guardians	2c, 3a, 3d, 4b, 4c
c. Apply appropriate use of data and technology in supporting student learning and development	3d, 4b
3. School Counseling Program	

Instructional Evaluation System

<i>Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students.</i>	
a. Apply evidence-based strategies that promote academic success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.	2b, 3c, 3d, 3e, 4a
b. Apply principles and practices of crisis planning, response, and preventative programs	1a, 2d, 3b, 3e
c. Apply practices for identifying and closing gaps in student achievement	1a, 1c, 3b, 3c
d. Apply strategies for progress monitoring and sharing School Counseling Program outcomes	1a, 1c, 3c, 3d, 4a
4. Consultation, Collaboration, and Coordination	
<i>Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students.</i>	
a. Model and support respectful collaboration practices between school leaders, parents or guardians, district and school personnel and community partners	2a, 3a, 4d, 4e, 4f
b. Maintain high visibility and accessibility, and actively listen to and respond to parents or guardians, students, district and school personnel and community partners	2a, 2b, 2c, 3a, 3e
c. Recognize parents or guardians, students, district and school personnel and community partners for contributions and engagement that enhance the school community; and	1c, 2a, 2b, 4f
d. Utilize appropriate technologies and other forms of communication with parents or guardians, students, district and school personnel and families on student expectations and academic performance	1d, 3a, 3d, 4b, 4c, 4f
e. Utilize state, local school board, and governing board policies and procedures to make appropriate community-based referrals	1d, 4d, 4f
f. Apply effective methods and skills for coordinating with community partners in the implementation of a school counseling program	1d, 3a, 4c, 4f
5. Counseling Services	
<i>Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students</i>	
a. Apply counseling skills when delivering evidence-based, direct and indirect services to individual students and groups	1a, 1b, 3b, 3e, 4a
b. Assist with the provision of resiliency education, civic and character education, and life skill education in the classroom setting	3b, 3d, 3e
c. Apply verbal de-escalation strategies to assist in the response and support of students in a crisis situation	1a, 2a, 3b, 3e
6. Academic Advising and Planning	
<i>Effective school counselors cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students</i>	
a. Promote awareness of student progression, assessment requirements, appropriate educational placement, and high school graduation requirements	1c, 2b, 3c, 3d
b. Assist all students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities	1c, 2b, 3b, 3c, 3d
c. Provide all students with opportunities for academic enrichment	1c, 2b, 3c
d. Support students who are identified as academically at-risk	1b, 1c, 3b, 3c, 3d
7. Academic Advising and Planning	

Instructional Evaluation System

<i>Effective school counselors provide opportunities for all students to develop the behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, the value of volunteerism and mentorship, and a strong work ethic</i>	
a. Promote awareness of application and admission processes for various postsecondary options, including financial resources such as the Free Application for Federal Student Aid and Florida Financial Aid Application for all students and families	1c, 2b, 3b, 3c
b. Apply school counseling strategies and activities that address students' college and career readiness across developmental levels, including decision-making approaches for students in various stages of career development;	1a, 1b, 1c, 2b, 3c
c. Apply procedures of formal and informal career inventories and data-driven methods for evaluating students' college and career readiness	1a, 1c, 3c, 3d, 4b
d. Apply college and career readiness counseling services and schoolwide approaches across all levels that promote lifelong learning and career success	1a, 1c, 3c
e. Utilize resources that provide students with personalized information about postsecondary and career and technical educational opportunities and sources of financial assistance	1d, 3b, 3c, 4c
f. Apply counseling services to address the challenges experienced by students	1a, 1d, 2a, 3b, 3d

Instructional Evaluation System

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.

FLVS Teacher Evaluation Glossary	
Term	Definitions
<u>Accessibility</u>	teacher ensures all supplemental course materials created for students (beyond what is readily available in the course curriculum) meet the needs of students from a variety of backgrounds, abilities, and learning styles for ADA compliance
<u>Appropriate</u>	according to the student(s) current level of mastery
<u>Discrepancies</u>	a lack of connection between planned learning outcomes and actual learning outcomes
<u>Feed Forward</u>	appropriately connects current learning to upcoming learning
<u>Foundational course-specific relationships</u>	instructional connections needed for student mastery
<u>IL Discretion</u>	in specific teacher circumstances it may be necessary for the IL to review secondary evidence
<u>Innovative</u>	making changes in an established practice, specifically introducing new methods and / or new ideas related to student learning
<u>Insightfulness</u>	having an clear understanding of the cause and effect relationship
<u>Learning expectations</u>	clear expectations regarding student participation in learning environment - DBA, tutoring, live lesson, etc.
<u>Participants</u>	teacher to student OR student to student
<u>Pedagogy</u>	the art of teaching; how knowledge and skills are imparted in an educational context and the interactions that take place during learning
<u>PLC</u>	examines and uses data-informed research to improve instruction and student achievement
<u>Purposeful</u>	individualized contact with clear expectations for learning which is appropriate and specific to the student resulting in assignment submission
<u>Purposeful ambiguity</u>	the act of a phrase or statement not being explicitly clear to allow for creativity and innovation
<u>Rigor</u>	appropriately scaffolded higher-order cognitive thinking
<u>Student Resources</u>	supplementary material that supports student learning appropriate to student(s) level of mastery
<u>Student Retention Rate</u>	teacher's ability to support individual learning needs from CA to course success
<u>Teacher-initiated professional development</u>	professional development in addition to the mandatory FLVS trainings provided throughout the year

KEY:

BLUE text indicates glossary term

BOLDED text in performance definition indicates the difference between one performance level to the next.

Instructional Evaluation System

Domain #1: Planning and Reflecting				
Formal Planning and Reflection				
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
1a: Knowledge of Content and Learning Strategies (Pre-Observation Questions)	<ul style="list-style-type: none"> ○ Teacher's planning demonstrates a lack of understanding of <u>foundational course-specific relationships</u> among concepts; evidence of inaccuracies with concepts exist. ○ Teacher lacks plans for facilitating student ownership in the learning process by explaining how teaching and learning strategies will be utilized. 	<ul style="list-style-type: none"> ○ Teacher's planning demonstrates some understanding of <u>foundational course-specific relationships</u>. ○ Teacher partially plans for facilitating student ownership in the learning process by explaining how teaching and learning strategies will be utilized. 	<ul style="list-style-type: none"> ○ Teacher's planning demonstrates a comprehensive understanding of <u>foundational course-specific relationships</u> and misconceptions. ○ Teacher plans for facilitating student ownership in the learning process by explaining how teaching and learning strategies will be utilized. 	<ul style="list-style-type: none"> ○ Teacher's planning demonstrates a comprehensive understanding of <u>foundational course-specific relationships</u> and misconceptions. ○ Teacher plans for facilitating student ownership in the learning process by explaining how <u>innovative</u> teaching and learning strategies will be utilized based on current educational research.
1b: Knowledge of Students and Pedagogy (Pre-Observation Questions)	<ul style="list-style-type: none"> ○ Teacher's planning shows little or no understanding of active learning strategies and tools. ○ Teacher shows no evidence of planning for a variety of students' backgrounds (cultures, skills, language proficiency, interests, and special needs) to gain knowledge 	<ul style="list-style-type: none"> ○ Teacher's planning shows some understanding of active learning strategies and the need for students to utilize strategies and tools. ○ Teacher shows some evidence of planning for a variety of students' backgrounds (cultures, skills, language proficiency, interests, and special needs) to gain knowledge for 	<ul style="list-style-type: none"> ○ Teacher's planning shows a thorough understanding of active learning strategies and tools while ensuring accessibility. ○ Teacher shows comprehensive evidence of planning for a variety of students' backgrounds (cultures, skills, language proficiency, interests, and special needs) to gain knowledge for instructional purposes. 	<ul style="list-style-type: none"> ○ Teacher's planning shows a thorough understanding of active learning strategies and tools while ensuring <u>accessibility</u>. ○ Teacher shows comprehensive evidence of planning for a variety of students' backgrounds (cultures, skills, language proficiency, interests, and special needs) to gain knowledge for instructional purposes.

Instructional Evaluation System

	for instructional purposes.	instructional purposes.		<ul style="list-style-type: none"> ○ Teacher plans demonstrate use of various professional growth resources to maximize student learning.
1c: Learning Outcomes (Pre-Observation Questions)	<ul style="list-style-type: none"> ○ Teacher plans do not address standards, objectives, and measurable instructional outcomes. ○ Teacher plans lack rigor and opportunities for student(s) to demonstrate expected learning outcomes. 	<ul style="list-style-type: none"> ○ Teacher plans partially address standards, objectives, and measurable instructional outcomes. ○ Teacher plans partially address rigor and opportunities for student(s) to demonstrate expected learning outcomes. 	<ul style="list-style-type: none"> ○ Teacher plans thoroughly address standards, objectives, and measurable instructional outcomes. ○ Teacher plans thoroughly address rigor and opportunities for student(s) to demonstrate expected learning outcomes. 	<ul style="list-style-type: none"> ○ Teacher plans thoroughly address standards, objectives, and measurable instructional outcomes. ○ Teacher plans address rigor and opportunities for student(s) to demonstrate expected learning outcomes evidenced by <u>teacher-initiated professional development</u> related to current educational trends related to student learning.
1d: Reflection of Student Learning and Teaching Practice (Post-Observation Questions)	<ul style="list-style-type: none"> ○ Teacher reflection is not aligned to actual instructional outcomes and lacks <u>insightfulness.</u> ○ When <u>discrepancies</u> are present, teacher reflection lacks action steps for future use. 	<ul style="list-style-type: none"> ○ Teacher reflection is partially aligned to the actual instructional outcomes and shows a low degree of <u>insightfulness.</u> ○ When <u>discrepancies</u> are present, teacher reflection includes partially developed action steps for future use. 	<ul style="list-style-type: none"> ○ Teacher reflection is aligned to the actual instructional outcomes and shows an in-depth review of learning outcomes with a high degree of <u>insightfulness.</u> ○ When <u>discrepancies</u> are present, teacher reflection includes fully developed action steps for future use. 	<ul style="list-style-type: none"> ○ Teacher reflection is aligned to the actual instructional outcomes and shows an in-depth review of learning outcomes with a high degree of <u>insightfulness.</u> ○ When <u>discrepancies</u> are present, teacher reflection includes fully developed action steps for future. ○ Teacher reflection includes how collaborative interactions with

Instructional Evaluation System

				colleagues resulted in the use of innovative strategies; positively impacting student learning.
Domain 2: Student Progress Monitoring				
Informal and Formal Observations				
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
2a. Creating a Culture for Learning - Respect and Rapport	<ul style="list-style-type: none"> ○ Interactions between participants are occasionally insensitive and/or include demeaning sarcasm. ○ Teacher ignores inappropriate behaviors, if applicable. 	<ul style="list-style-type: none"> ○ Teacher response to inappropriate behavior is inconsistent, if applicable. 	<ul style="list-style-type: none"> ○ Interactions between participants support learning, rigor, and personal connections. ○ Teacher response to inappropriate behavior is individualized, prompt, appropriate, and effective, if applicable. 	<ul style="list-style-type: none"> ○ Interactions between participants support learning, rigor, personal connections, and a growth mindset throughout the lesson. ○ Teacher response to inappropriate behavior is individualized, prompt, appropriate, and effective, if applicable.
2b. Managing Classroom Procedures and Learning Expectations	<ul style="list-style-type: none"> ○ Instructional time is lost due to inefficient procedures. ○ Learning expectations are not established. ○ Teacher does not provide opportunities for students to show mastery of measurable instructional outcomes throughout the lesson. 	<ul style="list-style-type: none"> ○ Instructional time is lost due to inefficient procedures. ○ Procedures are addressed inconsistently. ○ Learning expectations are established but are not consistently addressed by the teacher throughout the lesson. ○ Teacher inconsistently provides 	<ul style="list-style-type: none"> ○ Procedures are established for student(s) to obtain appropriate levels of learning mastery during the lesson. ○ Student(s) are consistently engaged throughout the lesson. ○ Learning expectations are established and consistently monitored by the teacher. ○ Teacher consistently provides opportunities for students to show mastery of measurable instructional outcomes throughout the lesson. 	<ul style="list-style-type: none"> ○ Procedures are established for student(s) to obtain appropriate levels of learning mastery during the lesson. ○ Student(s) are consistently engaged throughout the lesson. ○ Learning expectations are established and consistently monitored by the teacher. ○ Teacher consistently provides innovative and engaging opportunities for students to show mastery of measurable

Instructional Evaluation System

		opportunities for students to show mastery of measurable instructional outcomes throughout the lesson.		instructional outcomes throughout the lesson.
2c. Utilizing Student Resources	<ul style="list-style-type: none"> ○ Student(s) have limited or no access to necessary student resources that would provide feedback to the instructor on the level of student understanding and student engagement. 	<ul style="list-style-type: none"> ○ Student(s) have access to, and occasionally use, the necessary student resources that would provide feedback to the instructor on the level of student understanding and student engagement. 	<ul style="list-style-type: none"> ○ Student(s) have access to, and consistently use, the necessary student resources to provide feedback to the instructor on the level of student understanding and student engagement. ○ Resources are readily accessible to student(s) in a user-friendly format. 	<ul style="list-style-type: none"> ○ Student(s) have access to, and consistently use, the necessary student resources to provide feedback to the instructor on the level of student understanding and student engagement. ○ Resources are readily accessible to student(s) in a user-friendly format. ○ Teacher use of innovative resources, result in enhanced student mastery.

Domain 3: Instruction

Informal and Formal Observations

Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
3a. Lesson Purpose and Feedback during Lesson	<ul style="list-style-type: none"> ○ Teacher fails to explain the lesson's purpose and connect foundational course-specific relationships. ○ Teacher feedback is not provided. 	<ul style="list-style-type: none"> ○ Teacher attempts to explain the lesson's purpose and connect foundational course-specific relationships with minimal success. ○ Teacher feedback is vague and not specific. 	<ul style="list-style-type: none"> ○ Teacher clearly states the lesson's purpose and connects foundational course-specific relationships. ○ Teacher proactively brings attention to historical areas of student misconceptions. Teacher feedback is timely, specific, and individualized. 	<ul style="list-style-type: none"> ○ Teacher clearly states the lesson's purpose and connects foundational course-specific relationships while appropriately extending and connecting the lesson to broader learning. ○ Teacher proactively brings attention to historical areas of

Instructional Evaluation System

				<p>student misconceptions.</p> <ul style="list-style-type: none"> ○ Teacher feedback is timely, specific, individualized, and feeds forward to upcoming learning.
3b. Literacy Strategies during Lesson	<ul style="list-style-type: none"> ○ Teacher explains course specific content using vocabulary and language incorrectly. ○ Literacy strategies are not evident. 	<ul style="list-style-type: none"> ○ Teacher explains course specific content using vocabulary and language accurately. ○ Literacy strategies are not used consistently and/or <u>appropriately.</u> 	<ul style="list-style-type: none"> ○ Teacher explains course specific content using <u>appropriate</u> literacy strategies, vocabulary, and language consistently. ○ Content explanations are thorough and accurate. 	<ul style="list-style-type: none"> ○ Teacher explains course specific content using <u>appropriate</u> literacy strategies, vocabulary, and language consistently. ○ Content explanations are thorough and accurate. ○ Student(s) consistently and <u>appropriately</u> interact with and apply literacy strategies leading to higher level thinking.
3c. Engaging Students in Questioning and Discussion during Lesson	<ul style="list-style-type: none"> ○ Teacher questions require single correct responses, eliciting limited participation and dialogue. ○ Teacher dominates the conversation with no observable evidence of student thinking and learning. ○ Student(s) are consistently passive and have no choice with demonstrating mastery of <u>foundational</u> 	<ul style="list-style-type: none"> ○ Teacher occasionally uses <u>appropriate</u> and effective questioning techniques, eliciting some participation and dialogue. ○ Teacher dominates the conversation with some observable evidence of student thinking and learning. ○ Student(s) are consistently passive and have no choice with 	<ul style="list-style-type: none"> ○ Teacher consistently uses <u>appropriate</u> and effective questioning techniques, eliciting participation and dialogue. ○ Student(s) effectively responds to questions making connections to content with clear evidence of student thinking and learning. ○ Student(s) are actively engaged and have choice in demonstrating mastery of <u>foundational course-specific relationships.</u> 	<ul style="list-style-type: none"> ○ Teacher consistently uses <u>appropriate</u> and effective questioning techniques, eliciting participation and dialogue. ○ Student(s) engages in leading the majority of the content discussion. ○ Student(s) initiates connections to content with clear evidence of student thinking and learning. ○ Student(s) are actively engaged and have choice in demonstrating

Instructional Evaluation System

	course-specific relationships.	demonstrating mastery of foundational course-specific relationships.		mastery of foundational course-specific relationships.
3d. Teacher Pacing during Lesson	<ul style="list-style-type: none"> ○ Teacher pacing offers no structure, individualization, or student-led discussion. ○ Teacher shows no evidence of understanding the importance of student attention span. 	<ul style="list-style-type: none"> ○ Teacher pacing offers limited structure, individualization, and provides limited opportunities for student-led discussion. ○ Teacher shows some evidence of understanding the importance of student attention span. 	<ul style="list-style-type: none"> ○ Teacher pacing and structure of the lesson is consistently adjusted based on student(s) needs and provides opportunities for student-led discussion. ○ Teacher shows evidence of understanding the importance of student attention span. 	<ul style="list-style-type: none"> ○ Teacher pacing and structure of the lesson is consistently adjusted based on student(s) needs and provides opportunities for student-led discussion. ○ Teacher shows flexibility and expands on student-led discussion while understanding the importance of student attention span.
Domain 4: Professional Responsibilities				
Other Indicators of Performance - IL Discretion Applies				
Component	Unsatisfactory	Needs Improvement	Effective	Highly Effective
4a. Communication with Students and Parents	<ul style="list-style-type: none"> ○ Teacher communication with students and parents is sporadic or inconsistent. ○ Student and parent contact are often not aligned with FLVS expectations resulting in the associated primary evidence. 	<ul style="list-style-type: none"> ○ Teacher communication with students and parents is reactive. ○ Student and parent contact are inconsistently aligned with FLVS expectations resulting in the associated primary evidence. 	<ul style="list-style-type: none"> ○ Teacher communication with students and parents is timely, collaborative, specific and personalized. ○ Student and parent contact are consistently aligned with FLVS expectations resulting in the associated primary evidence. 	<ul style="list-style-type: none"> ○ Teacher communication with students and parents is timely, collaborative, specific and personalized. ○ Student and parent contact are proactive and consistently aligned with FLVS expectations resulting in the associated primary evidence.
4b. Accurate Documentation and Student Details	<ul style="list-style-type: none"> ○ Teacher does not log communication in VSA and communications are not aligned 	<ul style="list-style-type: none"> ○ Teacher inconsistently logs communication in VSA and communications are often not 	<ul style="list-style-type: none"> ○ Teacher consistently logs communication in VSA and communications are aligned with FLVS and SH expectations. 	<ul style="list-style-type: none"> ○ Teacher consistently logs communication in VSA and communications are aligned with FLVS and SH expectations.

Instructional Evaluation System

	<p>with FLVS and SH expectations.</p> <ul style="list-style-type: none"> ○ Teacher does not include necessary details in VSA logs and are not accurate, personalized, organized, and timely. 	<p>aligned with FLVS and SH expectations.</p> <ul style="list-style-type: none"> ○ Teacher inconsistently includes necessary details in VSA logs, which are somewhat accurate, personalized, organized, and timely. 	<ul style="list-style-type: none"> ○ Teacher consistently includes necessary details in VSA logs, which are accurate, personalized, organized, and timely. 	<ul style="list-style-type: none"> ○ Teacher consistently includes necessary details in VSA logs, which are accurate, personalized, organized, and timely. ○ Teacher consistently differentiates and utilizes contact logs to identify and apply instructional strategies to meet individual student needs.
4c. Written Feedback	<ul style="list-style-type: none"> ○ Overall, feedback is not timely, encouraging, constructive, and not personalized. ○ Feedback contains grammar and/or content errors. 	<ul style="list-style-type: none"> ○ Overall, feedback is somewhat timely, encouraging, constructive, and personalized. ○ Feedback contains grammar and/or content errors. 	<ul style="list-style-type: none"> ○ Overall, feedback is timely, encouraging, constructive, and personalized. ○ Most feedback shows evidence of growth mindset and/or "feeding forward" to prepare students for the next lesson. ○ All feedback contains proper grammar and content details while encouraging resubmissions, where appropriate. 	<ul style="list-style-type: none"> ○ Overall, feedback is timely, encouraging, constructive, and personalized. ○ All feedback shows evidence of growth mindset and/or "feeding forward" to prepare students for the next lesson. ○ All feedback contains proper grammar and content details while encouraging resubmissions, where appropriate.
4d. Student Course Progression (Instructional Momentum)	<ul style="list-style-type: none"> ○ Teacher does not make purposeful contact to ensure each student is making forward progress in the course resulting in the associated primary evidence. 	<ul style="list-style-type: none"> ○ Teacher inconsistently makes purposeful contact to ensure each student is making forward progress in the course resulting in the associated primary evidence. 	<ul style="list-style-type: none"> ○ Teacher consistently makes purposeful contact to ensure each student is making forward progress in the course resulting in the associated primary evidence. 	<ul style="list-style-type: none"> ○ Teacher consistently makes purposeful contact to ensure each student is making forward progress in the course while implementing a relationship-building component resulting in the associated primary evidence.
	<ul style="list-style-type: none"> ○ Teacher engages in PLC only as required without actively participating. 	<ul style="list-style-type: none"> ○ Teacher engages in PLC without actively participating the 	<ul style="list-style-type: none"> ○ Teacher actively and consistently participates in PLC. 	<ul style="list-style-type: none"> ○ Teacher exhibits leadership qualities and facilitates colleague-to-

Instructional Evaluation System

<p>4e. Professional Development, Professional Learning Community (PLC), and School Culture</p>	<ul style="list-style-type: none"> ○ Teacher does not engage with colleagues and / or does not seek to enhance teaching practices. ○ Teacher resists supervisory feedback and suggested improvements. 	<p>majority of the time.</p> <ul style="list-style-type: none"> ○ Teacher sporadically engages with colleagues and / or occasionally seeks to enhance teaching practices. ○ Teacher acknowledges supervisory feedback without implementing the feedback into teaching practice. 	<ul style="list-style-type: none"> ○ Teacher consistently engages with colleagues and seeks to enhance teaching practices. ○ Teacher is receptive to supervisory feedback and implements feedback into teaching practice. 	<p>colleague interaction in PLC.</p> <ul style="list-style-type: none"> ○ Teacher consistently engages with colleagues and seeks to enhance teaching practices. ○ Teacher is receptive to supervisory feedback and implements feedback into teaching practice. ○ Teacher consistently takes initiative to share best practices, participate on committees, mentor teachers, participate in FLVS community events, etc.
<p>4f. Professional and Ethical Responsibility</p>	<ul style="list-style-type: none"> ○ Teacher follows some established FLVS expectations as defined in the Faculty Handbook. ○ Teacher complies with some deadlines and professional obligations. ○ Teacher does not adhere to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida. 	<ul style="list-style-type: none"> ○ Teacher follows most established FLVS expectations as defined in the Faculty Handbook. ○ Teacher complies with most deadlines and professional obligations. ○ Teacher adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida. 	<ul style="list-style-type: none"> ○ Teacher follows all established FLVS expectations as defined in the Faculty Handbook. ○ Teacher complies with all deadlines and professional obligations. ○ Teacher adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida. 	<ul style="list-style-type: none"> ○ Teacher follows all established FLVS expectations as defined in the Faculty Handbook. ○ Teacher complies with all deadlines and professional obligations. ○ Teacher adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida. ○ Teacher takes initiative to foster an environment of collegiality and collaboration among colleagues.

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.

Domain 1: Data-Based Decision Making and Evaluation of Practices			
1a. Collects and uses data to develop and implement interventions within a problem-solving framework.			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
1b. Analyzes multiple sources of qualitative and quantitative data to inform decision-making.			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
1c. Uses data to monitor student academic progress and evaluate the effectiveness of services on student achievement			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
1d. Shares student performance data in a relevant and understandable way with students, parents, and administrators			
Highly Effective	Effective	Needs Improvement	Unsatisfactory

Instructional Evaluation System

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			
2a. Uses a collaborative problem-solving framework as the basis for identification and planning for academic and reflective practices to support Instructional Personnel			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
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.			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
2c. Applies evidence-based research and best practices to improve instruction/interventions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory

Instructional Evaluation System

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.
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.			

Instructional Evaluation System

Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
3c. Implements evidence-based practices within the school and district framework.			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
3d. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
3e. Promotes student outcomes related to career and college readiness.			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
3f. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.			

Instructional Evaluation System

Highly Effective	Effective	Needs Improvement	Unsatisfactory
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			
4a. Collaborates with teachers and administrators to develop and implement school-wide intervention and supports.			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
4b. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
4c. Promotes safe school environments			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout,	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 protective factors among students/staff.

Instructional Evaluation System

	bullying, child abuse, youth suicide, school violence).		
4d. Integrates relevant cultural issues and contexts that impact family–school partnerships.			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
4e. Provides a continuum of support services to instructors to meet individual students’ needs in the classroom environment. (All other non-classroom instructional personnel)			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
Domain 5: Professional Learning, Responsibility, and Ethical Practice			
5a. Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
5b. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).			
Highly Effective	Effective	Needs Improvement	Unsatisfactory

Instructional Evaluation System

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.
5c. Implements knowledge and skills learned in professional development activities.			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
5d. Demonstrates effective recordkeeping and communication skills.			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.
5e. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
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.

2024-2025 FLVS School Counselor Evaluation Rubric

Domain 1: Planning and Preparation

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>1a: Demonstrating Knowledge of Counseling Theory</p> <p>Effective school counselors understand and utilize a variety of counseling techniques including services to address the challenges experienced by students. They apply principles and practices of crisis planning, response, and preventative programs.</p> <p>New Counselors Standards: 3b, 3c, 3d, 5a, 5c, 7b, 7c, 7d, 7f</p>	<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>
<p>1b: Demonstrating Knowledge of Students</p> <p>Effective school counselors understand the patterns of child development. They apply school counseling strategies and activities across developmental levels, including decision-making approaches for students in various stages of development.</p> <p>New Counselors Standards: 5a, 6d, 7b</p>	<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</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>

Instructional Evaluation System

	students' knowledge, skills, special needs, interests and cultural heritages.			
<p>1c: Establishing Outcomes</p> <p>Effective school counselors provide opportunities for all students to develop the behaviors necessary for long-term career success. They apply strategies for progress monitoring and sharing School Counseling Program outcomes.</p> <p>New Counselors Standards: 3c, 3d, 4c, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d</p>	<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 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>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>Outcomes represent rigorous and important expectations for student learning and achievement.</p>	<p>Goals for the counseling/support program are rudimentary and are partially suitable to the situation and the age of the students.</p> <p>Outcomes represent moderate expectations and rigor.</p>	<p>No clear goals for the Counseling/support program are established, or goals are inappropriate to either the situation or the age of the students.</p> <p>Outcomes represent low expectations for students.</p>
<p>1d: Demonstrating Knowledge of Resources</p> <p>Effective school counselors utilize resources and data to guide decision making and counseling services. They utilize state, local school board, and governing board policies and procedures to make appropriate</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>

Instructional Evaluation System

<p>community-based referrals and coordinate with community partners in the implementation of a school counseling program.</p> <p>New Counselors Standards: 4d, 4e, 4f, 7e, 7f</p>			
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Domain 2: The Environment

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>2a: Creating an Environment of Respect and Rapport</p> <p>Effective school counselors model and support respectful collaboration practices between all stakeholders. They recognize stakeholders for contributions and engagement that enhance the school community.</p> <p>New Counselors Standards: 4a, 4b, 4c, 5c, 7f</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 genuine warmth, caring and sensitivity.</p> <p>Successfully involves stakeholders in promoting positive interactions.</p>	<p>Interactions with students, parents and staff are respectful and appropriate to the ages, cultures, and developmental levels of the students.</p> <p>Actively promotes positive interactions.</p> <p>Stakeholders feel safe and respected.</p>	<p>Interactions with stakeholders are generally appropriate, but may reflect occasional inconsistencies and insensitivity.</p> <p>Makes occasional attempts to promote positive 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>Interactions with stakeholders are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Does not promote positive interactions among students, parents, or staff.</p> <p>Does not deal with disrespectful behavior.</p> <p>Does not create an environment where stakeholders</p>

Instructional Evaluation System

				feel safe and respected.
<p>2b: Establishing a Culture for Learning</p> <p>Effective school counselors cultivate a caring and supportive environment that promotes the success of all students. They provide all students with opportunities for academic enrichment.</p> <p>New Counselors Standards: 3a, 4b, 4c, 6a, 6b, 6c, 7a, 7b</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>2c: Managing Routines and Procedures</p> <p>Effective school counselors develop and communicate effective routines and procedures. They maintain high visibility and accessibility, and</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>Schedule and use-of-time</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>Schedule and/or</p>	<p>There are no routines or procedures established for scheduling time with the counselor/support personnel.</p> <p>No schedule or use-of-time</p>

Instructional Evaluation System

<p>actively listen to and respond to stakeholders.</p> <p>New Counselors Standards: 2a, 2b, 4b</p>	<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>data are available, used, and fully maintained.</p> <p>Stakeholders know and follow established routines with minimal guidance and prompting.</p>	<p>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>data is available.</p> <p>There is little evidence that stakeholders know or follow established routines.</p>
<p>2d: Managing Student Behavior</p> <p>Effective school counselors establish and uphold clear standards of conduct for themselves and stakeholders. School counselors act ethically and according to professional standards to promote the academic success and well-being of all students. They model and support respectful collaborations and apply principles and practices of crisis planning, response, and preventative programs.</p> <p>New Counselors Standards: 1a, 3b</p>	<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
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Instructional Evaluation System

<p>3a: Communicating with Stakeholders</p> <p>Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students. They Utilize appropriate technologies and other forms of communication with parents or guardians, students, district and school personnel and families on student expectations and academic performance. They actively listen to and respond to parents or guardians, students, district and school personnel and community partners.</p> <p>New Counselors Standards: 2b, 4a, 4b, 4d, 4f</p>	<p>Oral and written communications with stakeholders are ongoing, clear, precise, and expressive.</p> <p>Misconceptions are anticipated 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>Regularly communicates with stakeholders.</p> <p>Oral and written communications are clear and accurate.</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>Attempts to communicate with stakeholders.</p> <p>Spoken and written communications contain some errors or are 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>Rarely communicates with stakeholders.</p> <p>Communications contains major errors and/or are unclear.</p> <p>Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p>Communication is strictly one-way.</p>
<p>3b: Using Appropriate Counseling/Support Techniques</p> <p>Effective school counselors utilize and apply various counseling services to address the challenges experienced by students. They administer principles and practices of crisis</p>	<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>

Instructional Evaluation System

<p>planning, response, and preventative programs.</p> <p>New Counselors Standards: 3b, 3c, 5a, 5b, 5c, 6b, 6d, 7a, 7e, 7f,</p>				
<p>3c: Engaging Students in the Formulation of Current and Future Plans</p> <p>Effective school counselors assist students with developing a path to effectively prepare for secondary and postsecondary educational and employment opportunities They apply practices for identifying and closing gaps in student achievement and counseling services to address the challenges experienced by students.</p> <p>New Counselors Standards: 3a, 3c, 3d, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d, 7e</p>	<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>
<p>3d: Assessing Student Needs</p> <p>Effective school counselors assess needs to develop, implement, and evaluate programs. They apply evidence-based strategies that promote academic</p>	<p>Consistently assesses students' progress using multiple measures and regularly consults with students, parents, and team members to discuss students' needs.</p>	<p>Consistently assesses the student progress and consults with team members to discuss students' needs.</p> <p>Feedback to students is accurate and specific; students frequently</p>	<p>Inconsistently assesses student progress or limits consultation with team members to address students' needs.</p> <p>Feedback to students is general, and few students</p>	<p>Neither assesses student progress nor consults with team members to address students' needs.</p> <p>Feedback is absent or of poor quality.</p>

Instructional Evaluation System

<p>success; career readiness; and resiliency education, civic and character education, and life skill education as defined in Rule 6A-1.094124, F.A.C.</p> <p>New Counselors Standards: 2a, 2b, 2c, 3a, 3d, 4d, 5b, 6a, 6b, 6d, 7c, 7f</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>engage in self-assessment.</p> <p>Uses assessment to determine appropriate school-wide services to address the needs of the student population.</p>	<p>assess their own work.</p> <p>Sometimes uses assessments to determine services that will address students' needs.</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>3e: Implementing Responsive Services</p> <p>Effective school counselors apply counseling skills when delivering evidence-based, direct, and indirect services to individual students and groups that support the safety, mental health, and well-being of all students.</p> <p>New Counselors Standards: 3a, 3b, 4b, 5a, 5b, 5c</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>

Domain 4: Professional Responsibilities

Indicator	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>4a: Reflecting on Practice</p> <p>Effective school counselors reflect on and evaluate their</p>	<p>Reflection on practice is thoughtful and accurate, citing specific examples of</p>	<p>Reflection on practice is accurate and objective, based on evidence-based</p>	<p>Reflection on practice is sometimes accurate and objective, but not based on evidence-based standards.</p>	<p>Reflection on practice is inaccurate and not based on evidence-based standards.</p>

Instructional Evaluation System

<p>practice. They apply strategies for progress monitoring and sharing School Counseling Program outcomes. They gather and synthesize data from a variety of sources to inform the School Counseling Program</p> <p>New Counselors Standards: 2a, 3a, 3d, 5a</p>	<p>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>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 includes some general suggestions for how counseling services might be improved.</p>	<p>Has no suggestions for how counseling services could be improved.</p>
<p>4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice</p> <p>Effective school counselors utilize data from a variety of sources to inform the School Counseling Program. They maintain and adhere to the state and federal legal rights of students and parents or guardians regarding student records per Rule 6A-1.0955, F.A.C. They apply appropriate use of data and technology in supporting student learning and development.</p> <p>New Counselors Standards: 1b, 2a, 2b, 2c, 4d, 7c</p>	<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>

Instructional Evaluation System

<p>4c: Communicating with Families, Staff, and Community</p> <p>Effective school counselors utilize appropriate technologies and other forms of communication with parents/guardians, students, district and school personnel and families on student expectations and academic performance to effectively communicate with and engage stakeholders.</p> <p>New Counselors Standards: 2b, 4d, 4f, 7e</p>	<p>Proactive in providing information to families about the counseling/support program and about individual students 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 in a timely and clear manner.</p>	<p>Provides thorough and accurate information to families, staff, or the community about the counseling/support 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 clear manner.</p>	<p>Provides limited though accurate information to families, staff, or community about the counseling/support 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 conveyed in a clear manner.</p>	<p>Provides little, if any, information to families, staff, or community about the counseling/support program as a 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 are misunderstood due to being poorly conveyed.</p>
<p>4d: Participating in the Professional Community</p> <p>Effective school counselors model and support respectful collaboration practices.</p>	<p>Interactions are characterized by mutual support and collaboration, with the counseling/support employee taking initiative in assuming</p>	<p>Interactions with other counselors and colleagues are characterized by mutual support and collaboration.</p>	<p>Interacts with other counselors and/or colleagues to fulfill required duties.</p> <p>Participates in school events, district projects, and professional</p>	<p>Interactions with other counselors and/or other colleagues in the school/district are negative.</p>

Instructional Evaluation System

<p>New Counselors Standards: 1c, 4a, 4e</p>	<p>leadership among other counselors and colleagues.</p> <p>Volunteers to participate in school/district events and projects, making a substantial 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>Volunteers to participate in school events and school/district projects, making a substantial contribution.</p> <p>Actively participates in a professional learning community.</p>	<p>learning communities when specifically asked or invited.</p>	<p>Avoids becoming involved in school or district events or projects.</p> <p>Does not participate in a professional learning community.</p>
<p>4e: Growing and Developing Professionally</p> <p>Effective school counselors seek opportunities for professional learning.</p> <p>New Counselors Standards: 1c, 4a</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</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>

Instructional Evaluation System

	contribute to the profession.			
<p>4f: Showing Professionalism</p> <p>Effective school counselors act ethically and according to professional standards to promote the academic success and well-being of all students. They hold themselves accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., local school board, and governing board policies.</p> <p>New Counselors Standards: 1a, 1b, 4a, 4c, 4d, 4e, 4f</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 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>Displays high standards of honesty, integrity, and professional behaviors in interactions with colleagues, students, families and the community.</p> <p>Consistently advocates for families' or students' social, behavioral or academic needs.</p> <p>Fully complies with school, district, and professional regulations.</p>	<p>School Counselor is honest in interactions and appropriate in professional actions with colleagues, students, families and the community. School Counselor inconsistently advocates for families' or students' social, behavioral or academic needs. School Counselor requires prompting to comply with school, district, and professional regulations.</p>	<p>School Counselor displays dishonesty or unprofessional behavior in interactions with colleagues, students, families and the community. School Counselor does not 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>

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.

Classroom Teachers			
Program	Course	Performance Measure for Evaluation	Performance Standard
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, Reading courses grades 6-10, MJ Civics, Biology, Geometry, and US History (all state assessed courses)	Measure of student performance based on Type 1 SAM (district-developed segment exams).	Student Performance Rubric
FLVS Full Time	All other secondary non-state assessed courses	Measure of student performance based on Type 1 SAM (district-developed segment exams).	Student Performance Rubric
FLVS Full Time Elementary	Grades K-5, core classes	Measure of student performance based on Type 1 SAM (district-developed segment exams).	Student Performance Rubric
FLVS Full Time Elementary	Grades K-5, special areas	Measure of student performance based on Type 1 SAM (district-developed segment exams).	Student Performance Rubric
FLVS Flex Tier 1 Status	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, Reading courses grades 6-10, MJ Civics, Biology, Geometry, and US	Measure of student performance based on Type 1 SAM (district-developed segment exams).	Student Performance Rubric

Instructional Evaluation System

	History (all state assessed courses)		
FLVS Flex Tier 1 Status	All other secondary non-state assessed courses	Measure of student performance based on Type 1 SAM (district-developed segment exams).	Student Performance Rubric
FLVS Flex Tier 2 Status	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, Reading courses grades 6-10, MJ Civics, Biology, Geometry, and US History (all state assessed courses)	Measure of student performance based on Type 2 SAM (district-developed segment exams + SRR).	Student Performance Rubric
FLVS Flex Tier 2 Status	All other secondary non-state assessed courses	Measure of student performance based on Type 2 SAM (district-developed segment exams + SRR).	Student Performance Rubric
FLVS Flex Elementary	Grades K-5	Measure of student performance based on Type 1 SAM (district-developed segment exams).	Student Performance Rubric
FlexPoint Virtual School	All Secondary Courses	Measure of student performance based on Type 1 SAM (district-developed segment exams).	Student Performance Rubric
FlexPoint Virtual School	All Elementary Courses	Measure of student performance based on Type 1 SAM (district-developed segment exams).	Student Performance Rubric

Non-Classroom Instructional Personnel			
Program	Position	Performance Measure for Evaluation	Performance Standard

Instructional Evaluation System

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
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Performance standards are provided in the below rubrics:

Student Performance Rubric:

Type 1 Student Achievement Measure (SAM)

Performance Rating	Performance Definition
Highly Effective	The difference between the anticipated value and actual value is at least 1**
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.

Type 2 Student Achievement Measure (SAM)

Performance Rating	Performance Definition
Highly Effective	The difference between the anticipated value and actual value is at least 1**
Effective	55-100% of students scoring at or above the retention-adjusted CSV cut score
Needs Improvement	40-54% of students scoring at or above the retention-adjusted CSV cut score
Unsatisfactory	Less than 40% of students scoring at or above the retention-adjusted 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 -0.75 threshold cut score.

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.

FLVS Teacher Evaluation Summative Evaluation Form			
Instructional Practice 35%			
Domain	Component	Rating (drop down menu option: HE, E, NI, U)	Comments (text field for IL to enter comments regarding individual rating)
1: Planning and Reflecting	1a: Knowledge of Content and Learning Strategies		
	1b: Knowledge of Students and Pedagogy		
	1c: Learning Outcomes		
	1d: Reflection of Student Learning and Teaching Practice		
2: Student Progress Monitoring	2a. Creating a Culture for Learning - Respect and Rapport		
	2b. Managing Classroom Procedures and Learning Expectations		
	2c. Utilizing Student Resources		
3. Instruction	3a. Lesson Purpose and Feedback during Lesson		
	3b. Literacy Strategies during Lesson		
	3c. Engaging Students in Questioning and Discussion during Lesson		
	3d. Teacher Pacing during Lesson		
Other Indicators of Performance 30%			
	4a. Communication with Students and Parents		

Instructional Evaluation System

4. Professional Responsibilities	4b. Accurate Documentation and Student Details		
	4c. Written Feedback		
	4d. Student Course Progression (Instructional Momentum)		
	4e. Professional Development, Professional Learning Community (PLC), and School Culture		
	4f. Professional and Ethical Responsibility		
Performance of Students Measure 35% (Automatically imported into Pathways, our cloud-based performance management system)			
Rating		Points Earned	
Manager Final Comments/Overall Score			
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			
Employee Acknowledgment			
Employee Comment Area			
Electronic Signature		Date of Acknowledgement	

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

Instructional Evaluation System

1. Data-Based Decision	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		
2. Instructional/ Intervention Planning and Design	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		
	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		

Instructional Evaluation System

3. Instructional/ Intervention Delivery and Facilitation	levels to implement effective instruction and intervention services		
	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		
4. Learning Environment	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.		
Other Indicators of Performance 10%			
	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

5. Professional Learning	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		

Performance of Students Measure 35%
(Automatically imported into Pathways, our cloud-based performance management system)

Rating	Points Earned
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Manager Final Comments/Overall Score

Professional Practice (includes Instructional Practice and Other Indicators of Performance)	Points Earned/Rating Earned
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Performance of Students Measure	Points Earned/Rating Earned
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Overall Score	Total Points Earned/ Overall Rating Earned
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Text Box for Manager Summative Evaluation Comments

Employee Acknowledgment

Employee Comment Area

Electronic Signature	Date of Acknowledgement
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FLVS School Counselor Summative Evaluation Form

Instructional Practice 47%

Domain	Component	Rating (drop down menu option: HE, E, NI, U)	Comments (text field for IL to enter comments regarding individual rating)
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Instructional Evaluation System

1. Planning and Preparation	1a: Demonstrating Knowledge of Counseling Theory		
	1b: Demonstrating Knowledge of Students		
	1c: Establishing Outcomes		
	1d: Demonstrating Knowledge of Resources		
2. The Environment	2a: Creating an Environment of Respect and Rapport		
	2b: Establishing a Culture for Learning		
	2c: Managing Routines and Procedures		
	2d: Managing Student Behavior		
3. Delivery of Services	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		
Other Indicators of Performance 18%			
4. Professional Responsibilities	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		
Performance of Students Measure 35%			
(Automatically imported into Pathways, our cloud-based performance management system)			
Rating		Points Earned	

Instructional Evaluation System

Manager Final Comments/Overall Score	
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	
Employee Acknowledgment	
Employee Comment Area	
Electronic Signature	Date of Acknowledgement

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

