

School District of Lafayette County

Instructional Personnel Evaluation System



Updated [March, 2024]

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.

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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.

The purpose of this evaluation system is to establish procedures for assessing the performance of all instructional personnel. Furthermore, this evaluation system is designed to evaluate the effective use of assessment criteria and provide evaluation procedures for administrators who are responsible for evaluating the performance of instructional personnel. The primary purpose of this redeveloped evaluation system is to increase student learning growth by improving the quality of instruction.

In addition to the requirement of Florida Statutes, the Department of Education has developed and disseminated guidelines for developing performance appraisal systems. These systems must support and promote school improvement, focus on student growth and achievement, provide opportunities for parent input, and establish criteria for continuous quality improvement of the professional skills of instructional personnel which will result in measurable student growth. The Lafayette County Instructional Employee Performance Appraisal System was designed to enhance organizational quality, ensure self-esteem, promote professional development, and increase student achievement. This system specifically focuses on the organizational purpose as well as the individual aspirations of instructional staff.

Generally, the guidelines can be summarized as follows:

- Fairness, equity, and legal soundness.
- Allocation of time for supervisors to plan, coach, and counsel individuals for higher levels of performance.
- Established procedures for the collection, retrieval, and use of data to provide feedback to an individual, a team, and the system.
- Data-based personnel decisions including rewarding and recognizing high performance through a variety of means.
- Focus on student achievement and the specific conditions of the site in establishing expectations.
- The negotiation of expectations, criteria, outcomes, and competencies based on the conditions of the work site.
- Growth of the individual and the continuous improvement of the organization.
- Annual assessment based on the experience and performance of the individual.
- Two levels of appraisal:
 - a. Documentation of generic competencies in the early stages of a position.
 - b. Development in the later stages of the same position.
- Orientation on the system and skill development in observing, mentoring, coaching and counseling for those impacted by the appraisal system.

This evaluation system consists of multiple dimensions aimed at promoting continuous school improvement. The first dimension spans the length of a person's career and is designed to provide growth and development while supporting increased performance. The results/outcome component is a systems approach to providing organizational growth. These outcomes are influenced by the employee interacting with special conditions within a job that exists at a specific work site, which may be impacted by the individual developmental continuum of the employee. This assessment system has been designed based on the following:

- School Improvement Plans;
- Organization beliefs, mission, and purpose;
- Practices that are reflective of school research;
- Local, specific job descriptions;
- Measurable criteria with specifically identifiable source codes;
- Practices and/or results that are compatible with human resources development models that focus both on the employee and the system purpose;
- The concept that performance appraisal for an individual is finalized only after thorough

planning sessions that include extensive appraise input;

- A design model that provides for quantity, quality, cost effectiveness and timelines, and which may be performed within an appropriate span of control;
- The concept that data should be collected from a variety of sources which may be identified;
- Current research which provide best component practices for employee performance appraisal;
- The situational context of the employee service.

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.
- ☒ 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

- ☒ 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, no later Than the end of October	Meetings, In-service Trainings
Newly Hired Classroom Teachers	Annually, no later Than the end of October	Meetings, In-service Trainings
Late Hires	Within the first 30 days of employment	Onboarding Training

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	1 formal and *no limits to informal observations as part of the Final Evaluation	Mid-year – End of year	Within 10 days of the observation
Hired after the beginning of the school year	1 formal and *no limits to informal observations as part of the Final Evaluation	Mid-year – End of year	Within 10 days of the observation
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2 formal and *no limits to informal observations as part of the Final Evaluation	Fall and Spring Semester	Within 10 days of the observation
Hired after the beginning of the school year	2 formal and *no limits to informal observations as part of the Final Evaluation	Fall and Spring Semester	Within 10 days of the observation

*At the end of the year, the observations, formal and informal, are used in the calculation of the instructional practice score. All of the 23 elements within the domains are weighted the same. When a teacher has multiple observation in the same element, the highest ranking of that element is used in the final calculation. The district will conduct informal observations, as needed to aid the teacher in growing in their instructional practice.

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 total	Final evaluations occur after student performance data becomes available, generally by October of the following school year.	Final evaluation results are communicated by October of the following school year.
Hired after the beginning of the school year	1 total	Final evaluations occur after student performance data becomes available, generally by October of the following school year.	Final evaluation results are communicated by October of the following school year.
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2 total: Mid-point and a Final Evaluation	Midpoint evaluations occur in January. Final evaluations occur after student performance data becomes available, generally by October of the following school year.	Midpoint evaluation results are communicated in January. Final evaluation results are communicated by October of the following school year.
Hired after the beginning of the school year	2 total: Mid-point and a Final Evaluation	Midpoint evaluations occur in January. Final evaluations occur after student performance data becomes available, generally by October of the following school year.	Midpoint evaluation results are communicated in January. Final evaluation results are communicated by October of the following 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. In Lafayette County, instructional practice accounts for 40% of the instructional personnel performance evaluation.
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.

For teachers, Marzano's Focused Teacher Evaluation will be used. The Lafayette County School district uses the iObservation digital database to conduct and record teacher observations of instructional practice. At the end of the year, the observations, formal and informal, are used in the calculation of the Instructional Practice Score. The following sources of evidence may be used to determine an Instructional Practice Score using Marzano's scale (Table 1)

Allowable Evidences for Each Domain (Table 1)

Domain 1: Standards Based Planning	Domain 2: Standards Based Instruction	Domain 3: Conditions for Learning	Domain 4: Professional Responsibilities
<ul style="list-style-type: none">• Conferences• Self-assessment• Discussions• Artifacts	<ul style="list-style-type: none">• Formal observation(s)• Informal, announced observation(s)• Informal unannounced observations(s)• Walkthroughs• Student surveys• Videos of classroom practice• Artifacts	<ul style="list-style-type: none">• Formal observation(s)• Walkthroughs• Conferences• Self-assessment• Discussions• Artifacts• Videos of classroom practice	<ul style="list-style-type: none">• Conferences• Self-assessment• Discussions• Artifacts

Calculation of the Instructional Practice (IP) Score for Classroom and Non-classroom Teachers

The Instructional Practice score, encompassed of the formative ratings noted in Table 4, is *automatically calculated within the iObservation platform* for each domain. The Instructional Practice score accounts for 40% of the summative instructional personnel performance evaluation. The Instructional Practice Score averages the instructional personnel's ratings across observed elements within the Marzano Framework to result in a score as described below. All domains are weighted the same. All of the 23 elements within the domains are weighted the same. When a teacher has multiple observation in the same element, the highest ranking of that element is used in the final calculation.

- Step 1: Obtained the automatically calculated domain ratings from the iObservation platform.
- Step 2: Add all four (4) ratings together and divide by four (4) to get the average. This average is the raw Instructional Practice score.
- Step 3: Determine the performance level for the Instructional Practice score. (Table 3)

Classroom Teacher Example

Domains	Domain Ratings
Standards Based Planning	2
Standards Based Instruction	2
Conditions for Learning	2
Professional Responsibilities	3
Add together/ 4 =	2.25 = Needs Improvement

Non-- Classroom Teacher Example

Domains	Domain Ratings
Planning and Preparing to Provide Support	3
Support Student Achievement	3
Continuous Improvement of Professional Practices	2
Professional Responsibilities	3
Add together/ 4 =	2.75 = Effective

Domain Elements (Marzano Scale) Table 2

	4	3	2	1	0
Formative Rating Used For Each Domain Element	<u>Innovating</u>	<u>Applying</u>	<u>Developing</u>	<u>Beginning</u>	<u>Not Using</u>

Instructional Practice Score Performance Level – Marzano Model Table 3

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.50	3.49-2.50	2.49-1.50	1.49-0

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. In Lafayette County, other indicators of performance account for 20% of the instructional personnel performance evaluation.
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.

For the Other Indicators of Performance Score, each teacher will complete an Individual Professional Learning Plan annually. At the beginning of the school year, each teacher will meet with the principal to agree upon the indicators that are to be addressed and completed, and the necessary evidence for each indicator. At the end of the school year, results will be documented in order to evaluate the success of the plan using the rubric below. Each teacher will preview his or her plan at the beginning of the year with the principal or designee and again at the end of the year.

Calculation for determine the other indicator of Performance Score

- Step 1: Administrator and teacher review the agreed upon indicators and compare it to the Rubric for the Individual Professional Learning Plan (Table 4)
- Step 2: Determine the performance level by basing it on the indicators in the rubric. This is the Other Indicator of Performance raw score.

Other Indicators of Performance Level: IPLP Rubric (Table 4)

Indicates a complete plan with all components addressed and completed as well as evidence of continuous progress monitoring throughout the year.	Indicates a complete plan with all components and addressed and majority completed and evidence of some progress monitoring throughout the year	Indicates a complete plan with all components addressed and partial completion and little to no evidence of progress monitoring throughout the year.	Indicates an incomplete plan
4 – Highly Effective	3- Effective	2- Needs Improvement	1- Unsatisfactory

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. In Lafayette County, performance of students accounts for 40 % 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.

Step-by-Step Calculation for Student Performance Rating

- Step 1: Determine Assessment(s) and the Performance Standard (s) for the teacher's assignment (See Appendix D Student Performance Measures)
- Step 2: Calculate the Proficiency and/or Learning Gains based on Table 5.
- Step 3: Calculate the Proficiency and/or Learning Gains Total Score by adding the years of data available and dividing it by the number of years of data.
- Step 4: If you are only using one (1) mode of measure this is your raw Performance of Student Score. If you are using two (2) modes of measure, add the scores together and divide by two (2) to get the total raw Performance of Student score.
- For examples, see the District examples in the Summative Rating Calculation section.

Instructional Practice Score Performance Level

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.50	3.49-2.50	2.49-1.50	1.49-0

Proficiency and Learning Gains Table 5

Proficiency for State Tested Areas	
Performance Level Rating	Proficiency Performance Score Range
Highly Effective rating (4) -	Score 3 points or higher than the state average
Effective rating (3) -	Score at state average, +1-2 points above, or -1 point below state average
Needs Improvement rating (2)-	Score -2 to -5 points below state average
Unsatisfactory rating (1) -	Score -6 or more points below state average
Proficiency for District End of Course (EOC)	
Performance Level Rating	Proficiency Performance Score Range
Highly Effective rating (4) -	70 %-100% students pass the District EOC
Effective rating (3) -	60%-69% students pass the District EOC
Needs Improvement rating (2)-	50%-59% students pass the District EOC
Unsatisfactory rating (1) -	49% or fewer students pass the District EOC
Proficiency for Non Classroom Teachers	
Performance Level Rating	Proficiency Performance Score Range
Highly Effective rating (4) -	School/District Grade A
Effective rating (3) -	School/District Grade B
Needs Improvement rating (2)-	School/District Grade C
Unsatisfactory rating (1) -	School/District Grade D or F
Learning Gains	
Performance Level Rating	Learning Gains Performance Score Range
Highly Effective rating (4) -	55%-100% of students make LG
Effective rating (3) -	54%-45% of students make LG
Needs Improvement rating (2)-	44%-35% of students make LG
Unsatisfactory rating (1) -	43% or fewer of students make LG
Learning Gains of Students With Disabilities (SWD)	
Performance Level Rating	Learning Gains Performance Score Range
Highly Effective rating (4) -	50%-100% of students make LG
Effective rating (3) -	45%-49% of students make LG
Needs Improvement rating (2)-	40%-44% of students make LG
Unsatisfactory rating (1) -	39% or fewer of students make LG

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.

The final / summative evaluation score and rating for instructional personnel will take into account the Instructional Practice (IP) score (40%), Other Indicator of Performance (OIP) (20%) and the Student Performance Evaluation (SPE) Score (40%).

- Step 1: The raw IP score ____ x 4 = ____.
- Step 2: The raw OIP score ____ x 2 = ____.
- Step 3: The raw SPE score ____ x 4 = ____.
- Step 4: Total Weighted Performance of Students Score + Total Weighted Instructional Practice Score + Total Weighted Other Indicator of Practice Score) / 10 = Final Summative Score

Example

	Raw Score	Weight	
Instructional Practice	3.5	x 4 = 14	
Other Indicator of Practice	4	x 2 = 8	
Student Performance	3.75	x 4 = 15	
Add together weighted scores and divide by 10		35/10 = 3.5	Final Summative Score

Final Summative Performance Level

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.25	3.24-2.50	2.49-1.50	1.49-0

Lafayette County School District

SUMMATIVE EVALUATION FORM: ANNUAL PERFORMANCE LEVEL

Name: _____
Position: **Second Grade (Highly Effective)** _____
School: _____ **School Year:** _____
Evaluator: _____ **District:** _____
Evaluator's Title: _____ **Date Completed:** _____

Section A: Instructional Practice Measure (40%) of Evaluation

- Step 1: Obtained and record the automatically calculated domain ratings from the iObservation platform.
- Step 2: Add all four (4) ratings together and divide by four (4) to get the average. This average is the raw Instructional Practice score
- Step 3: Determine the performance level.

Marzano Focused Classroom Teacher Observation

Domains	Domain Ratings	
Standards Based Planning	4	
Standards Based Instruction	3	
Conditions for Learning	4	
Professional Responsibilities	3	
<i>Add together and divide by 4 =</i>	14/4 = 3.5	Raw IP score

Marzano Focused Non- Classroom Teacher Example

Domains	Domain Ratings	
Planning and Preparing to Provide Support		
Support Student Achievement		
Continuous Improvement of Professional Practices		
Professional Responsibilities		
<i>Add together and divide by 4 =</i>		Raw IP score

Instructional Practice Score Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.50	3.49-2.50	2.49-1.50	1.49-0

Section B: Other Indicators of Performance (20%) of Evaluation

- Step 1: Administrator and teacher review the agreed upon indicators for the teacher's Individual Professional Learning Plan. They then compare it to the Rubric for the Individual Professional Learning Plan (IPLP).
- Step 2: Determine the performance level by basing it on the indicators in the rubric. This is the Other Indicator of Performance raw score.

Other Indicators of Performance Level (IPLP Rubric) (Circle)

Indicates a complete plan with all components addressed and completed as well as evidence of continuous progress monitoring throughout the year.	Indicates a complete plan with all components and addressed and majority completed and evidence of some progress monitoring throughout the year	Indicates a complete plan with all components addressed and partial completion and little to no evidence of progress monitoring throughout the year.	Indicates an incomplete plan
4 – Highly Effective	3- Effective	2- Needs Improvement	1- Unsatisfactory

Section C: Performance of Students (40%) Of Evaluation

- Step 1: Determine Assessment(s) and the Performance Standard (s) for the teacher's assignment (See Appendix D Student Performance Measures)
- Step 2: Calculate the Proficiency and/or Learning Gains based on Table 5.
- Step 3: Calculate the Proficiency and/or Learning Gains Total Score by adding the years of data available and dividing it by the number of years of data.
- Step 4: If you are only using one (1) mode of measure this is your raw Performance of Student Score. If you are using two (2) modes of measure, add the scores together and divide by two (2) to get the total raw Performance of Student score.
-

Assessment(s) Student Growth Measure Score is based on (mark):

Star Early Literacy	Star Reading	Star Math	FAST ELA
FAST Math	District EOC	State EOC	Industry Certifications
School Grade	District Grade	Graduation Rate	Other

Proficiency and Learning Gains

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency				
Learning Gains				
Proficiency Total + Learning Goal Scores				Raw PS Score

OR

Proficiency More than One Subject

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency ELA		3	4	$7/2 = 3.5$
Proficiency Math		4	4	$8/2 = 4$
				$7.5/2 = 3.75$
Proficiency Total + Learning Goal Scores				P Raw Score

AND**Learning Gains More than One Subject**

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Learning Gains ELA		3	4	$7/2 = 3.5$
Learning Gains Math		3	4	$7/2 = 3.5$
LG ELA + LG Math Scores				$3/2 = 3.5$
				LG Raw Score

Proficiency Raw Score + Learning Gain Raw Score divided by 2 = Raw PS Score $(3.75 + 3.5) / 2 = 3.63$

OR**Learning Gains Only**

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Learning Gains				
				Raw PS Score

OR**Proficiency Only**

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency				
				Raw PS Score

Performance of Student Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.50	3.49-2.50	2.49-1.50	1.49-0

Section D: Summative Rating Calculation

The final / summative evaluation score and rating for instructional personnel will take into account the Instructional Practice (IP) score (40%), Other Indicator of Performance (OIP) (20%) and the Student Performance Evaluation (SPE) Score (40%).

- Step 1: The raw IP score ____ x 4 = ____.
- Step 2: The raw OIP score ____ x 2 = ____.
- Step 3: The raw SPE score ____ x 4 = ____.
- Step 4: Total Weighted Performance of Students Score + Total Weighted Instructional Practice Score + Total Weighted Other Indicator of Practice Score) / 10 = Final Summative Score

	Raw Score	Weight	
Instructional Practice	3.5	x 4 = 14	
Other Indicator of Practice	4	x 2 = 8	
Student Performance	3.63	x 4 = 14.52	
Add together weighted scores and divide by 10		36.5/10 = 3.65	Final Summative Score

Final Summative Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.25	3.24-2.50	2.49-1.50	1.49-0

Evaluator's Signature

Date

Teacher's Signature

Date

Comments:

Lafayette County School District

SUMMATIVE EVALUATION FORM: ANNUAL PERFORMANCE LEVEL

Name: _____
Position: **Second Grade (Unsatisfactory)**
School: _____ **School Year:** _____
Evaluator: _____ **District:** _____
Evaluator's Title: _____ **Date Completed:** _____

Section A: Instructional Practice Measure (40%) of Evaluation

- Step 1: Obtained and record the automatically calculated domain ratings from the iObservation platform.
- Step 2: Add all four (4) ratings together and divide by four (4) to get the average. This average is the raw Instructional Practice score
- Step 3: Determine the performance level.

Marzano Focused Classroom Teacher Observation

Domains	Domain Ratings	
Standards Based Planning	1	
Standards Based Instruction	1	
Conditions for Learning	1	
Professional Responsibilities	2	
Add together and divide by 4 =	5/4 = 1.25	Raw IP score

Marzano Focused Non- Classroom Teacher Example

Domains	Domain Ratings	
Planning and Preparing to Provide Support		
Support Student Achievement		
Continuous Improvement of Professional Practices		
Professional Responsibilities		
Add together and divide by 4 =		Raw IP score

Instructional Practice Score Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.50	3.49-2.50	2.49-1.50	1.49-0

Section B: Other Indicators of Performance (20%) of Evaluation

- Step 1: Administrator and teacher review the agreed upon indicators for the teacher's Individual Professional Learning Plan. They then compare it to the Rubric for the Individual Professional Learning Plan (IPLP).
- Step 2: Determine the performance level by basing it on the indicators in the rubric. This is the Other Indicator of Performance raw score.

Other Indicators of Performance Level (IPLP Rubric) (Circle)

Indicates a complete plan with all components addressed and completed as well as evidence of continuous progress monitoring throughout the year.	Indicates a complete plan with all components and addressed and majority completed and evidence of some progress monitoring throughout the year	Indicates a complete plan with all components addressed and partial completion and little to no evidence of progress monitoring throughout the year.	Indicates an incomplete plan
4 – Highly Effective	3- Effective	2- Needs Improvement	1- Unsatisfactory

Section C: Performance of Students (40%) Of Evaluation

- Step 1: Determine Assessment(s) and the Performance Standard (s) for the teacher's assignment (See Appendix D Student Performance Measures)
- Step 2: Calculate the Proficiency and/or Learning Gains based on Table 5.
- Step 3: Calculate the Proficiency and/or Learning Gains Total Score by adding the years of data available and dividing it by the number of years of data.
- Step 4: If you are only using one (1) mode of measure this is your raw Performance of Student Score. If you are using two (2) modes of measure, add the scores together and divide by two (2) to get the total raw Performance of Student score.

Assessment(s) Student Growth Measure Score is based on (mark):

Star Early Literacy	Star Reading	Star Math	FAST ELA
FAST Math	District EOC	State EOC	Industry Certifications
School Grade	District Grade	Graduation Rate	Other

Proficiency and Learning Gains

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency				
Learning Gains				
Proficiency Total + Learning Goal Scores divided by 2				Raw PS Score

OR

Proficiency More than One Subject

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency ELA		1	1	$2/2 = 1$
Proficiency Math		1	2	$3/2 = 1.5$
				$2.5/2 = 1.25$
Proficiency Total + Learning Goal Scores divided by 2				P Raw Score

AND

Learning Gains More than One Subject

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Learning Gains ELA		1	2	$3/2 = 1.5$
Learning Gains Math		1	2	$3/2 = 1.5$
LG ELA + LG Math Scores divided by 2				$3/2 = 1.5$
				LG Raw Score

Proficiency Raw Score + Learning Gain Raw Score divided by 2 = Raw PS Score $(1.25 + 1.5) / 2 = 1.38$

OR

Learning Gains Only

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Learning Gains				
				Raw PS Score

OR

Proficiency Only

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency				
				Raw PS Score

Performance of Student Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.50	3.49-2.50	2.49-1.50	1.49-0

Section D: Summative Rating Calculation

The final / summative evaluation score and rating for instructional personnel will take into account the Instructional Practice (IP) score (40%), Other Indicator of Performance (OIP) (20%) and the Student Performance Evaluation (SPE) Score (40%).

- Step 1: The raw IP score ____ x 4 = ____.
- Step 2: The raw OIP score ____ x 2 = ____.
- Step 3: The raw SPE score ____ x 4 = ____.
- Step 4: Total Weighted Performance of Students Score + Total Weighted Instructional Practice Score + Total Weighted Other Indicator of Practice Score) / 10 = Final Summative Score

	Raw Score	Weight	
Instructional Practice	1.25	x 4 = 5	
Other Indicator of Practice	2	x 2 = 4	
Student Performance	1.38	x 4 = 5.5	
Add together weighted scores and divide by 10		14.5/10 = 1.45	Final Summative Score

Final Summative Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.25	3.24-2.50	2.49-1.50	1.49-0

Evaluator's Signature

Date

Teacher's Signature

Date

Comments:

Lafayette County School District

SUMMATIVE EVALUATION FORM: ANNUAL PERFORMANCE LEVEL

Name: _____
Position: **Ninth Grade ELA (Highly Effective)**
School: _____ **School Year:** _____
Evaluator: _____ **District:** _____
Evaluator's Title: _____ **Date Completed:** _____

Section A: Instructional Practice Measure (40%) of Evaluation

- Step 1: Obtained and record the automatically calculated domain ratings from the iObservation platform.
- Step 2: Add all four (4) ratings together and divide by four (4) to get the average. This average is the raw Instructional Practice score
- Step 3: Determine the performance level.

Marzano Focused Classroom Teacher Observation

Domains	Domain Ratings	
Standards Based Planning	3.5	
Standards Based Instruction	3	
Conditions for Learning	3.5	
Professional Responsibilities	4	
Add together and divide by 4 =	14/4 = 3.5	Raw IP score

Marzano Focused Non- Classroom Teacher Example

Domains	Domain Ratings	
Planning and Preparing to Provide Support		
Support Student Achievement		
Continuous Improvement of Professional Practices		
Professional Responsibilities		
Add together and divide by 4 =		Raw IP score

Instructional Practice Score Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.50	3.49-2.50	2.49-1.50	1.49-0

Section B: Other Indicators of Performance (20%) of Evaluation

- Step 1: Administrator and teacher review the agreed upon indicators for the teacher's Individual Professional Learning Plan. They then compare it to the Rubric for the Individual Professional Learning Plan (IPLP).
- Step 2: Determine the performance level by basing it on the indicators in the rubric. This is the Other Indicator of Performance raw score.

Other Indicators of Performance Level (IPLP Rubric) (Circle)

Indicates a complete plan with all components addressed and completed as well as evidence of continuous progress monitoring throughout the year.	Indicates a complete plan with all components and addressed and majority completed and evidence of some progress monitoring throughout the year	Indicates a complete plan with all components addressed and partial completion and little to no evidence of progress monitoring throughout the year.	Indicates an incomplete plan
4 – Highly Effective	3- Effective	2- Needs Improvement	1- Unsatisfactory

Section C: Performance of Students (40%) Of Evaluation

- Step 1: Determine Assessment(s) and the Performance Standard (s) for the teacher's assignment (See Appendix D Student Performance Measures)
- Step 2: Calculate the Proficiency and/or Learning Gains based on Table 5.
- Step 3: Calculate the Proficiency and/or Learning Gains Total Score by adding the years of data available and dividing it by the number of years of data.
- Step 4: If you are only using one (1) mode of measure this is your raw Performance of Student Score. If you are using two (2) modes of measure, add the scores together and divide by two (2) to get the total raw Performance of Student score.

Assessment(s) Student Growth Measure Score is based on (mark):

Star Early Literacy	Star Reading	Star Math	FAST ELA
FAST Math	District EOC	State EOC	Industry Certifications
School Grade	District Grade	Graduation Rate	FSA ELA Other

Proficiency and Learning Gains

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency	3	3	4	10/3 = 3.33
Learning Gains	3	3	3	9/3 = 3
				6.33/2 = 3.17
Proficiency Total + Learning Goal Scores				Raw PS Score

OR

Proficiency More than One Subject

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency ELA				
Proficiency Math				
Proficiency Total + Learning Goal Scores				P Raw Score

AND**Learning Gains More than One Subject**

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Learning Gains ELA				
Learning Gains Math				
LG ELA + LG Math Scores				
				LG Raw Score

Proficiency Raw Score + Learning Gain Raw Score divided by 2 = Raw PS Score _____

OR**Learning Gains Only**

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Learning Gains				
				Raw PS Score

OR**Proficiency Only**

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency				
				Raw PS Score

Performance of Student Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.50	3.49-2.50	2.49-1.50	1.49-0

Section D: Summative Rating Calculation

The final / summative evaluation score and rating for instructional personnel will take into account the Instructional Practice (IP) score (40%), Other Indicator of Performance (OIP) (20%) and the Student Performance Evaluation (SPE) Score (40%).

- Step 1: The raw IP score ____ x 4 = ____.
- Step 2: The raw OIP score ____ x 2 = ____.
- Step 3: The raw SPE score ____ x 4 = ____.
- Step 4: Total Weighted Performance of Students Score + Total Weighted Instructional Practice Score + Total Weighted Other Indicator of Practice Score) / 10 = Final Summative Score

	Raw Score	Weight	
Instructional Practice	3.5	x 4 = 14	
Other Indicator of Practice	4	x 2 = 8	
Student Performance	3.17	x 4 = 12.68	
Add together weighted scores and divide by 10		34.68/10 = 3.5	Final Summative Score

Final Summative Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.25	3.24-2.50	2.49-1.50	1.49-0

Evaluator's Signature

Date

Teacher's Signature

Date

Comments:

Lafayette County School District

SUMMATIVE EVALUATION FORM: ANNUAL PERFORMANCE LEVEL

Name: _____
Position: **Ninth Grade ELA (Unsatisfactory)**
School: _____ **School Year:** _____
Evaluator: _____ **District:** _____
Evaluator's Title: _____ **Date Completed:** _____

Section A: Instructional Practice Measure (40%) of Evaluation

- Step 1: Obtained and record the automatically calculated domain ratings from the iObservation platform.
- Step 2: Add all four (4) ratings together and divide by four (4) to get the average. This average is the raw Instructional Practice score
- Step 3: Determine the performance level.

Marzano Focused Classroom Teacher Observation

Domains	Domain Ratings	
Standards Based Planning	1.5	
Standards Based Instruction	1.5	
Conditions for Learning	1	
Professional Responsibilities	2	
Add together and divide by 4 =	6/4= 1.5	Raw IP score

Marzano Focused Non- Classroom Teacher Example

Domains	Domain Ratings	
Planning and Preparing to Provide Support		
Support Student Achievement		
Continuous Improvement of Professional Practices		
Professional Responsibilities		
Add together and divide by 4 =		Raw IP score

Instructional Practice Score Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.50	3.49-2.50	2.49-1.50	1.49-0

Section B: Other Indicators of Performance (20%) of Evaluation

- Step 1: Administrator and teacher review the agreed upon indicators for the teacher's Individual Professional Learning Plan. They then compare it to the Rubric for the Individual Professional Learning Plan (IPLP).
- Step 2: Determine the performance level by basing it on the indicators in the rubric. This is the Other Indicator of Performance raw score.

Other Indicators of Performance Level (IPLP Rubric) (Circle)

Indicates a complete plan with all components addressed and completed as well as evidence of continuous progress monitoring throughout the year.	Indicates a complete plan with all components and addressed and majority completed and evidence of some progress monitoring throughout the year	Indicates a complete plan with all components addressed and partial completion and little to no evidence of progress monitoring throughout the year.	Indicates an incomplete plan
4 – Highly Effective	3- Effective	2- Needs Improvement	1- Unsatisfactory

Section C: Performance of Students (40%) Of Evaluation

- Step 1: Determine Assessment(s) and the Performance Standard (s) for the teacher's assignment (See Appendix D Student Performance Measures)
- Step 2: Calculate the Proficiency and/or Learning Gains based on Table 5.
- Step 3: Calculate the Proficiency and/or Learning Gains Total Score by adding the years of data available and dividing it by the number of years of data.
- Step 4: If you are only using one (1) mode of measure this is your raw Performance of Student Score. If you are using two (2) modes of measure, add the scores together and divide by two (2) to get the total raw Performance of Student score.
-

Assessment(s) Student Growth Measure Score is based on (mark):

Star Early Literacy	Star Reading	Star Math	FAST ELA
FAST Math	District EOC	State EOC	Industry Certifications
School Grade	District Grade	Graduation Rate	FSA ELA Other

Proficiency and Learning Gains

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency	2	2	1	5/3 = 1.67
Learning Gains	1	1	1	3/3 = 1
				2.67/2 = 1.34
Proficiency Total + Learning Goal Scores				Raw PS Score

OR

Proficiency More than One Subject

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency ELA				
Proficiency Math				
Proficiency Total + Learning Goal Scores				P Raw Score

AND**Learning Gains More than One Subject**

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Learning Gains ELA				
Learning Gains Math				
LG ELA + LG Math Scores				
				LG Raw Score

Proficiency Raw Score + Learning Gain Raw Score divided by 2 = Raw PS Score _____

OR**Learning Gains Only**

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Learning Gains				
				Raw PS Score

OR**Proficiency Only**

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency				
				Raw PS Score

Performance of Student Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.50	3.49-2.50	2.49-1.50	1.49-0

Section D: Summative Rating Calculation

The final / summative evaluation score and rating for instructional personnel will take into account the Instructional Practice (IP) score (40%), Other Indicator of Performance (OIP) (20%) and the Student Performance Evaluation (SPE) Score (40%).

- Step 1: The raw IP score ____ x 4 = ____.
- Step 2: The raw OIP score ____ x 2 = ____.
- Step 3: The raw SPE score ____ x 4 = ____.
- Step 4: Total Weighted Performance of Students Score + Total Weighted Instructional Practice Score + Total Weighted Other Indicator of Practice Score) / 10 = Final Summative Score

	Raw Score	Weight	
Instructional Practice	1.5	x 4 = 6	
Other Indicator of Practice	1	x 2 = 2	
Student Performance	1.34	x 4 = 5.36	
Add together weighted scores and divide by 10		13.36/10 = 1.34	Final Summative Score

Final Summative Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.25	3.24-2.50	2.49-1.50	1.49-0

Evaluator's Signature

Date

Teacher's Signature

Date

Comments:

Appendix A – Evaluation Framework Standards

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

The Florida Educator Accomplished Practices Alignment to the Marzano Focused Teacher Evaluation Model for Standards-Based Classrooms

PRACTICE	EVALUATION INDICATORS
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	<ul style="list-style-type: none"> Planning Standards-Based Lessons/Units Aligning Resources to Standard(s)
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	<ul style="list-style-type: none"> Planning Standards-Based Lessons/Units Aligning Resources to Standard(s)
c. Designs instruction for students to achieve mastery;	<ul style="list-style-type: none"> Planning Standards-Based Lessons/Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
d. Selects appropriate formative assessments to monitor learning;	<ul style="list-style-type: none"> Using Formative Assessment to Track Progress
e. Uses diagnostic student data to plan lessons; and,	<ul style="list-style-type: none"> Planning Standards-Based Lessons/Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data Using Formative Assessment to Track Progress
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	<ul style="list-style-type: none"> Planning Standards-Based Lessons/Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	<ul style="list-style-type: none"> Aligning Resources to Standard(s) Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies
b. Manages individual and class behaviors through a well- planned management system;	<ul style="list-style-type: none"> Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures
c. Conveys high expectations to all students;	<ul style="list-style-type: none"> Communicating High Expectations for Each Student to Close the Achievement Gap
d. Respects students' cultural, linguistic and family background;	<ul style="list-style-type: none"> Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap

e. Models clear, acceptable oral and written communication skills;	<ul style="list-style-type: none"> • Providing Feedback and Celebrating Progress • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap • Adhering to School and District Policies and Procedures • Promoting Teacher Leadership and Collaboration
f. Maintains a climate of openness, inquiry, fairness and support;	<ul style="list-style-type: none"> • Providing Feedback and Celebrating Progress • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap • Promoting Teacher Leadership and Collaboration
g. Integrates current information and communication technologies;	<ul style="list-style-type: none"> • Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data • Adhering to School and District Policies and Procedures • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and,	<ul style="list-style-type: none"> • Planning to Close the Achievement Gap Using Data • Organizing Students to Interact with Content • Establishing and Maintaining Effective Relationship in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap • Maintaining Expertise in Content and Pedagogy
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	<ul style="list-style-type: none"> • Planning to Close the Achievement Gap Using Data • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap • Maintaining Expertise in Content and Pedagogy
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	<ul style="list-style-type: none"> • Planning to Close the Achievement Gap Using Data • Using Questions to Help Students Elaborate on Content • Helping Student Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences

	<ul style="list-style-type: none"> • Helping Students Revise Knowledge • Organizing Students to Interact with Content • Using Engagement Strategies
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	<ul style="list-style-type: none"> • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Student Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks
c. Identify gaps in students' subject matter knowledge;	<ul style="list-style-type: none"> • Organizing Students to Interact with Content • Using Engagement Strategies • Planning Standards-Based Lessons/Units Identifying Critical Content from the Standards • Using Formative Assessment to Track Progress
d. Modify instruction to respond to preconceptions or misconceptions;	<ul style="list-style-type: none"> • Planning Standards-Based Lessons/Units Aligning Resources to Standard(s) • Identifying Critical Content from the Standard(s) • Previewing New Content • Reviewing Content • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Using Formative Assessment to Track Progress
e. Relate and integrate the subject matter with other disciplines and life experiences;	<ul style="list-style-type: none"> • Planning Standards-Based Lessons/Units Aligning Resources to Standard(s) • Using Engagement Strategies • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
f. Employ higher-order questioning techniques;	<ul style="list-style-type: none"> • Using Questions to Help Students Elaborate on Content • Helping Student Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks

<p>g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;</p>	<ul style="list-style-type: none"> • Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Identifying Critical Content from the Standards • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Student Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks • Using Formative Assessment to Track Progress
<p>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</p>	<ul style="list-style-type: none"> • Planning to Close the Achievement Gap Using Data • Identifying Critical Content from the Standards • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Student Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and Differences • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks
<p>i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,</p>	<ul style="list-style-type: none"> • Providing Feedback and Celebrating Progress • Establishing and Maintaining Effective Relationships in a Student-Centered Classroom • Communicating High Expectations for Each Student to Close the Achievement Gap
<p>j. Utilize student feedback to monitor instructional needs and to adjust instruction.</p>	<ul style="list-style-type: none"> • Planning to Close the Achievement Gap Using Data • Identifying Critical Content from the Standards • Previewing New Content • Helping Students Process New Content • Using Questions to Help Students Elaborate on Content • Reviewing Content • Helping Student Practice Skills, Strategies, and Processes • Helping Students Examine Similarities and

	Differences <ul style="list-style-type: none"> • Helping Students Examine Their Reasoning • Helping Students Revise Knowledge • Helping Students Engage in Cognitively Complex Tasks
4. Assessment. The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	<ul style="list-style-type: none"> • Planning to Close the Achievement Gap Using Data • Using Formative Assessment to Track Progress • Communicating High Expectations for Each Student to Close the Achievement Gap
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	<ul style="list-style-type: none"> • Planning Standards-Based Lessons/Units • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data • Using Formative Assessment to Track Progress
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	<ul style="list-style-type: none"> • Planning to Close the Achievement Gap • Using Data • Using Formative Assessment to Track Progress
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	<ul style="list-style-type: none"> • Aligning Resources to Standard(s) • Planning to Close the Achievement Gap Using Data • Using Formative Assessment to Track Progress
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	<ul style="list-style-type: none"> • Planning to Close the Achievement Gap • Using Data • Providing Feedback and Celebrating Progress • Communicating High Expectations for Each Student to Close the Achievement Gap
f. Applies technology to organize and integrate assessment information.	<ul style="list-style-type: none"> • Aligning Resources to Standard(s) • Using Formative Assessment to Track Progress
5. Continuous Professional Improvement. The effective educator consistently:	
a. Designs purposeful goals to strengthen the effectiveness of instruction based on students' needs;	<ul style="list-style-type: none"> • Maintaining Expertise in Content and Pedagogy
b. Examines and uses data-informed research to improve instruction and student achievement;	<ul style="list-style-type: none"> • Maintaining Expertise in Content and Pedagogy
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the	<ul style="list-style-type: none"> • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration

effectiveness of the lessons;	
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	<ul style="list-style-type: none"> • Promoting Teacher Leadership and Collaboration
e. Engages in targeted professional growth opportunities and reflective practices; and,	<ul style="list-style-type: none"> • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	<ul style="list-style-type: none"> • Maintaining Expertise in Content and Pedagogy • Promoting Teacher Leadership and Collaboration

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.

Marzano Focused Teacher Evaluation Model

Florida Model for Teachers

MARZANO
Evaluation Center



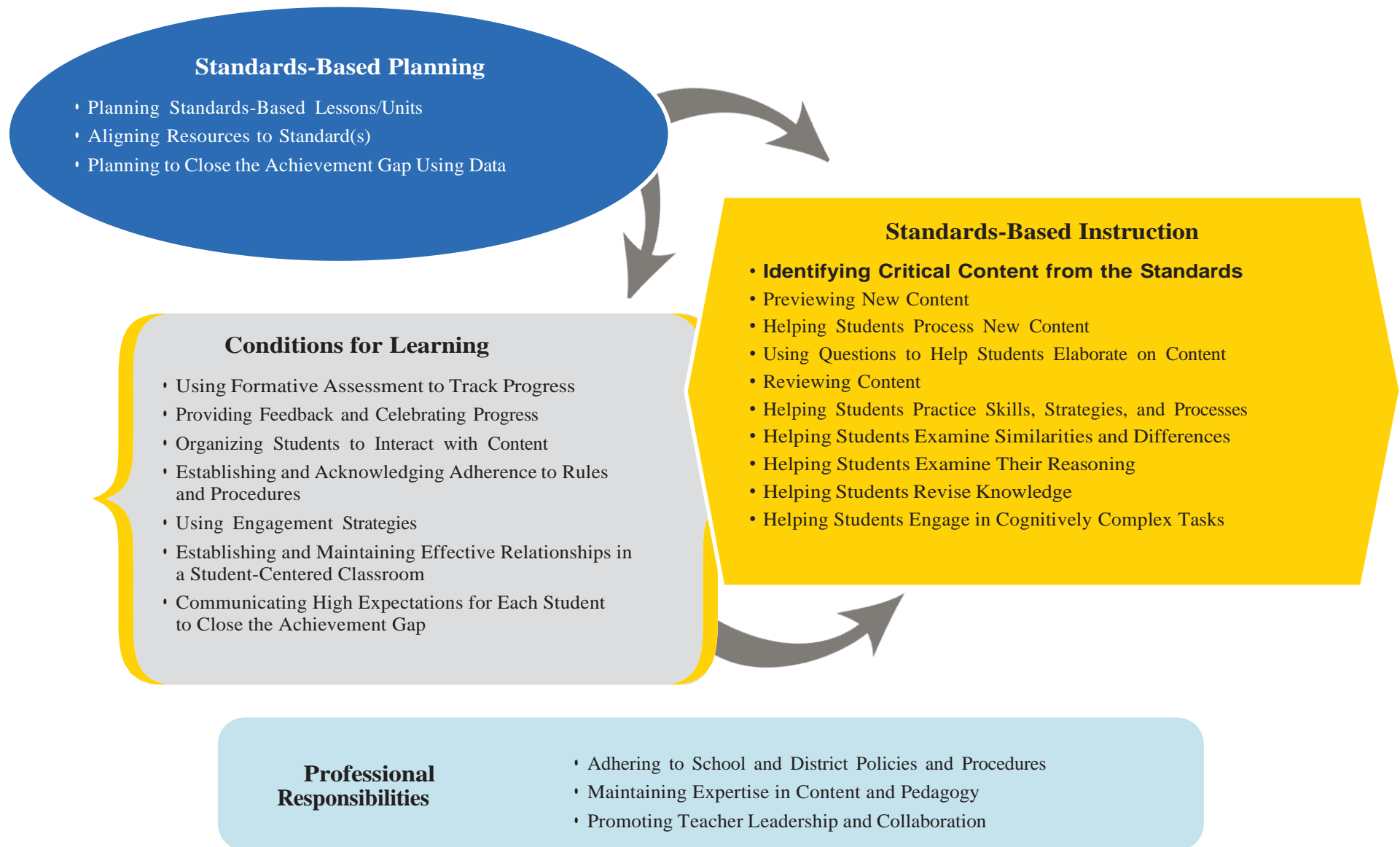
Success Map and Protocols

Prepared by Marzano Evaluation Center,
a division of Instructional
Empowerment, Inc.

175 Cornell Road | Suite 18 | Blairsville, PA 15717
www.MarzanoEvaluationCenter.com

Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor



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866.731.1999 | MarzanoEvaluationCenter.com

Marzano Focused Teacher Evaluation Model
Florida Model for Teachers

STANDARDS-BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units					
Aligning Resources to Standard(s)					
Planning to Close the Achievement Gap Using Data					

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards <i>(Required evidence in every lesson)</i>					
Previewing New Content					
Helping Students Process New Content					
Using Questions to Help Students Elaborate on Content					
Reviewing Content					
Helping Students Practice Skills, Strategies, and Processes					
Helping Students Examine Similarities and Differences					
Helping Students Examine Their Reasoning					
Helping Students Revise Knowledge					
Helping Students Engage in Cognitively Complex Tasks					

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress					
Providing Feedback and Celebrating Progress					
Organizing Students to Interact with Content					
Establishing and Acknowledging Adherence to Rules and Procedures					
Using Engagement Strategies					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom					
Communicating High Expectations for Each Student to Close the Achievement Gap					

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4
Adhering to School and District Policies and Procedures					
Maintaining Expertise in Content and Pedagogy					
Promoting Teacher Leadership and Collaboration					

Domain: Standards-Based Planning

Element: Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	
	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. (A1g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND using established content standards, plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Attempts to meet all required indicators AND using established content standards, plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning and provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale <i>and</i> the impacts on student learning.

			performance scale.	
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Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Attempts to meet all required indicators AND teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Meets all required indicators AND teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Meets all required indicators AND teacher plan includes traditional and/or digital resources for use in standards-based units and lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student makes progress towards closing the achievement gap.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Uses diagnostic student data to plan lessons (A1e)	
	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. (A2h)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	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 (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to meet all required indicators AND use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Meets all required indicators AND uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Meets all required indicators AND uses data to identify and plan to meet the needs of each student in order to close the achievement gap and provides evidence of data showing that each student makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student makes progress towards closing the achievement gap.

Overall Element Score	Overall Element Comments and Feedback
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NU B D A I	
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Domain: Standards-Based Instruction

Element: Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Previewing New Content**

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)		Evidence/Feedback	
	Focus Statement			
	Employs questioning that promotes critical thinking (A3f)			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Reviewing Content**

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND when the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND when the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Helping Students Examine Similarities and Differences**

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND when presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND when presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Helping Students Revise Knowledge**

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Helping Students Engage in Cognitively Complex Tasks

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Meets all required indicators AND coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain: Conditions for Learning

Element: Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Providing Feedback and Celebrating Progress

Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Organizing Students to Interact with Content**

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Establishing and Acknowledging Adherence to Rules and Procedures

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures.

Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Manages individual and class behaviors through a well-planned management system (A2b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND teacher behaviors foster a sense of classroom community by acknowledgement and respect for each student, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND teacher behaviors foster a sense of classroom community by acknowledgement and respect of each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Conveys high expectations to all students (A2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain: Professional Responsibilities

Element: Adhering to School and District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Desired Effect: Teacher adheres to school and district rules and procedures.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Guidelines for student welfare adopted pursuant to Section 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, abandonment, or neglect as defined in Section 39.01, F.S. (B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND adhere to school and district policies and procedures.	Attempts to meet all required indicators BUT adherence to school and district policies and procedures is inconsistent.	Meets all required indicators AND adheres to school and district policies and procedures.	Meets all required indicators AND adheres to school and district policies and procedures <i>and articulates how they adhere to school and district policies and procedures.</i>	Helps others by sharing evidence of how to support school and district policies and procedures.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)	
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process (B1f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND deepen knowledge in content area and classroom instructional strategies.	Attempts to meet all required indicators AND deepen knowledge in content area and classroom instructional strategies.	Meets all required indicators AND continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Meets all required indicators AND continually deepens knowledge in content and classroom instructional strategies <i>and provides evidence of developing expertise in content area and classroom instructional strategies.</i>	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.				
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback		
	Focus Statement			
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)			
	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 (B1c)			
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)			

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to meet all required indicators AND promote teacher leadership and a culture of collaboration.	Attempts to meet all required indicators AND promote teacher leadership and a culture of collaboration.	Meets all required indicators AND promotes teacher leadership and a culture of collaboration.	Meets all required indicators AND promotes teacher leadership and a culture of collaboration and provides evidence of promoting leadership as a teacher and promoting a school- wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

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.

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model



Success Map and Protocols

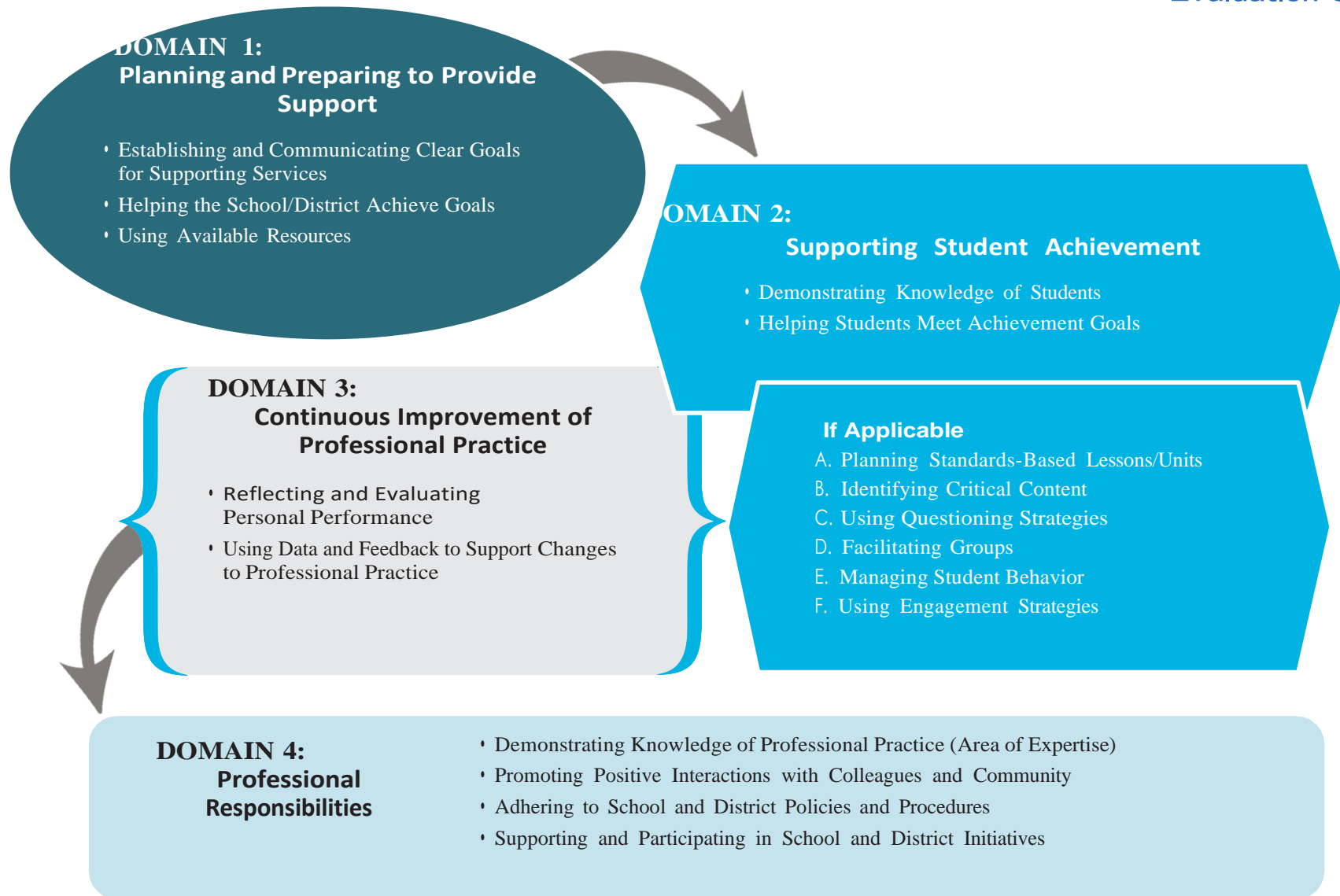
*Prepared by Marzano Evaluation Center,
a division of Instructional
Empowerment, Inc.*

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Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model



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Instructional Support Personnel Evaluation Model

Florida Model

Student is generically used to represent anyone the instructional support member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

	0	1	2	3	4
Establishing and Communicating Clear Goals for Supporting Services					
Helping the School/District Achieve Goals					
Using Available Resources					

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

	0	1	2	3	4
Demonstrating Knowledge of Students					
Helping Students Meet Achievement Goals					
If applicable	Planning Standards-Based Lessons/Units				
	Identifying Critical Content				
	Using Questioning Strategies				
	Facilitating Groups				
	Managing Student Behavior				
	Using Engagement Strategies				

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

	0	1	2	3	4
Reflecting and Evaluating Personal Performance					
Using Data and Feedback to Support Changes to Professional Practice					

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	0	1	2	3	4
Demonstrating Knowledge of Professional Practice (Area of Expertise)					
Promoting Positive Interactions with Colleagues and Community					
Adhering to School and District Policies and Procedures					
Supporting and Participating in School and District Initiatives					

Domain 1: Planning and Preparing to Provide Support**Element:** *Establishing and Communicating Clear Goals for Supporting Services*

Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.

Desired Effect: School/district knows the supporting services provided by the instructional support member.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Meets all required indicators AND establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district and monitors if the school/district knows the supporting services provided.	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: *Helping the School/District Achieve Goals*

Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals.

Desired Effect: Instructional support member helps the school/district achieve goals.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals.	Meets all required indicators AND uses expert knowledge of established standards and procedures from their area of expertise to support the school/district in achieving goals and monitors if their help supports the school/district achieve goals.	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Available Resources

Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

Desired Effect: The use of available resources provides supporting services to the school/district.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	
	Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)	
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND identifies and uses available resources to provide supporting services to the school/district.	Meets all required indicators AND identifies and uses available resources to provide supporting services to the school/district and monitors if use of available resources provides supporting services to the school/district.	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 2: Supporting Student Achievement

Element: Demonstrating Knowledge of Students

Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.

Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Identifies gaps in students' subject matter knowledge (A3c)	
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)	
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)	
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)	
	Applies technology to organize and integrate assessment information (A4f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND demonstrates knowledge of the unique needs of students in the school/district.	Meets all required indicators AND demonstrates knowledge of the unique needs of students in the school/district <i>and monitors if services appropriately support the unique needs of students in the school/district.</i>	Provides evidence of helping others by sharing how they provided services to appropriately support the unique needs of students in the school/district.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: *Helping Students Meet Achievement Goals*

Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

Desired Effect: Barriers are removed to help students meet achievement goals.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Uses diagnostic student data to plan lessons (A1e)	
	Conveys high expectations to all students (A2c)	
	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. (A2h)	
	Modifies instruction to respond to preconceptions or misconceptions (A3d)	
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)	
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)	
	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 (A4a)	
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)	
	Shares the importance and outcomes of student assessment data with the student and student's parents/caregiver(s) (A4e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Meets all required indicators AND helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement and monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

Overall Element Score	Overall Element Comments and Feedback
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NU B D A I	
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Element: Planning Standards-Based Lessons/Units
(If Applicable)

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Instructional support member provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)	
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)	
	Designs instruction for students to achieve mastery (A1c)	
	Selects appropriate formative assessments to monitor learning (A1d)	
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)	
	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. (A1g)	
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Meets all required indicators AND using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning and provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale and the impacts on student learning.

Overall Element Score	Overall Element Comments and Feedback
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NU B D A I	
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Element: Identifying Critical Content

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Models clear, acceptable oral and written communication skills (A2e)	
	Use of this element contributes to delivering engaging and challenging lessons (A3a)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND identifies critical content in a lesson or activity to which participants should pay particular attention.	Meets all required indicators AND identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student evidence.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the student evidence.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Questioning Strategies

Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)	
	Employs questioning that promotes critical thinking (A3f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Facilitating Groups**

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND organizes students into appropriate groups to facilitate the learning of content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND organizes students into appropriate groups to facilitate the learning of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: **Managing Student Behavior**

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Manages individual and class behaviors through a well-planned management system (A2b)	
	Respects students' cultural linguistic and family background (A2d)	
	Maintains a climate of openness, inquiry, fairness and support (A2f)	
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Using Engagement Strategies
(If Applicable)

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)	
	Integrates current information and communication technologies (A2g)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Meets all required indicators AND uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain: Continuous Improvement of Professional Practice**Element: Reflecting and Evaluating Personal Performance**

Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.

Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	No additional required indicators	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND reflects and evaluates the effectiveness of specific practices and behaviors.	Meets all required indicators AND reflects and evaluates the effectiveness of specific practices and behaviors and identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: *Using Data and Feedback to Support Changes to Professional Practice*

Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.

Desired Effect: Instructional support member demonstrates professional growth.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Examines and uses data-informed research to improve instruction and student achievement (B1b)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Meets all required indicators AND uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress and demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Domain 4: Professional Responsibilities**Element:** *Demonstrating Knowledge of Professional Practice (Area of Expertise)*

Focus Statement: Instructional support member demonstrates knowledge of professional practice related to their area of expertise.

Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.

Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Engages in targeted professional growth opportunities and reflective practices (B1e)	
	Implements knowledge and skills learned in professional development in the teaching and learning process. (B1f)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND demonstrates knowledge of professional practice related to their area of expertise.	Meets all required indicators AND demonstrates knowledge of professional practice related to their area of expertise and is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: Promoting Positive Interactions with Colleagues and the Community

Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.

Desired Effect: Positive relationships result in support for learning.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)	
	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 (B1c)	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.	Meets all required indicators AND interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning and result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: *Adhering to School and District Policies and Procedures*

Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Guidelines for student welfare adopted pursuant to Section 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, abandonment, or neglect as defined in Section 39.01, F.S.(B2a)	
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. (B2b)	
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND is knowledgeable about and adheres to school and district policies and procedures.	Meets all required indicators AND is knowledgeable about and adheres to school and district rules and self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self- monitor adherence to district policies and procedures.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Element: *Supporting and Participating in School and District Initiatives*

Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.

Desired Effect: Instructional support member actively supports and participates in school and district initiatives.

The focus statement and all required indicator(s) below must be verified to fulfill requirements of this element at the Developing level.		
Status ✓ = Achieved	Required Indicator(s)	Evidence/Feedback
	Focus Statement	
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)	

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy and required indicators were called for but not exhibited.	Strategy and required indicators were used incorrectly or with parts missing.	Meets all required indicators AND supports and participates in school and district initiatives relevant to area of responsibility.	Meets all required indicators AND supports and participates in school and district initiatives relevant to area of responsibility and actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

Overall Element Score	Overall Element Comments and Feedback
NU B D A I	

Instructional Evaluation System

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.

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Pre-K – 5 School		
Pre-Kindergarten (VPK)	Star Early Literacy	20% proficiency and 20% learning gains
Pre-Kindergarten (ESE)	Child Outcome Summary (COS)	20% proficiency and 20% learning gains
Kindergarten (K)	Star Reading and Math	20% proficiency and 20% learning gains
First Grade (1)	Star Reading and Math	20% proficiency and 20% learning gains
Second Grade (2)	Star Reading and Math	20% proficiency and 20% learning gains
Third Grade (3)	FAST ELA and Math	20% proficiency and 20% learning gains
Fourth Grade (4) ELA	FAST ELA	20% proficiency and 20% learning gains
Fourth Grade (4) Science	District EOC	20% proficiency and 20% learning gains
Fourth Grade (4) Math	FAST Math	20% proficiency and 20% learning gains
Fifth Grade (5) ELA	FAST ELA	20% proficiency and 20% learning gains
Fifth Grade (5) Math	FAST Math	20% proficiency and 20% learning gains
Fifth Grade (5) Science	FCAT Science	40% proficiency
K-5 ESE	FAST and Star Reading and Math	20% proficiency and 20% learning gains
K-5 Interventionists	FAST and/or Star Reading and Math	20% proficiency and 20% learning gains
Physical Education Teacher	Presidential Youth Fitness Program	40% learning gains
Other (K-5) Non-Classroom	School Grade	40% proficiency
6-12 School		
ELA		
English/Language Arts, Reading Courses (6-10)	FAST ELA	20% proficiency and 20% learning gains
English 3 & 4	District EOC	40% proficiency
Math		
Math Courses (6-8)	FAST Math	20% proficiency and 20% learning gains
Algebra 1 ;	Algebra EOC	20% proficiency and 20% learning gains
Geometry	Geometry EOC	20% FAST proficiency and 20% learning gains
Science		
Science (8)	FCAT Science	40% proficiency
Biology 1	Biology EOC	40% proficiency
Non-State Tested Science	District EOC	40% proficiency
Social Studies		
Civics	Civics EOC	40% proficiency
U.S. History	US History EOC	40% proficiency

Instructional Evaluation System

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Non State Tested SS	District EOC	40% proficiency
Electives		
Physical Education	District EOC	40% proficiency
Career and Technical Education	Industry Certifications	40% proficiency
Spanish I & II	District EOC	40% proficiency
Exceptional Student Education		
ESE Self-Contained/Resource (6-12)	District EOC	40% learning gains
ESE Inclusion (6-9)	FAST ELA and Math	40% learning gains
ESE Inclusion (10-12)	FAST ELA/ Graduation Rate	20% learning gains and 20% graduation rate
Other (6-12) Non-Classroom	District/School Grade	40% proficiency

Appendix E – Summative Evaluation Forms

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

Lafayette County School District
SUMMATIVE EVALUTION FORM: ANNUAL PERFORMANCE LEVEL

Name: _____
Position: _____
School: _____ **School Year:** _____
Evaluator: _____ **District:** _____
Evaluator's Title: _____ **Date Completed:** _____

Section A: Instructional Practice Measure (40%) of Evaluation

- Step 1: Obtained and record the automatically calculated domain ratings from the iObservation platform.
- Step 2: Add all four (4) ratings together and divide by four (4) to get the average. This average is the raw Instructional Practice score
- Step 3: Determine the performance level.

Marzano Focused Classroom Teacher Observation

Domains	Domain Ratings	
Standards Based Planning		
Standards Based Instruction		
Conditions for Learning		
Professional Responsibilities		
Add together and divide by 4 =		Raw IP score

Marzano Focused Non- Classroom Teacher Example

Domains	Domain Ratings	
Planning and Preparing to Provide Support		
Support Student Achievement		
Continuous Improvement of Professional Practices		
Professional Responsibilities		
Add together and divide by 4 =		Raw IP score

Instructional Practice Score Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.50	3.49-2.50	2.49-1.50	1.49-0

Section B: Other Indicators of Performance (20%) of Evaluation

- Step 1: Administrator and teacher review the agreed upon indicators for the teacher's Individual Professional Learning Plan. They then compare it to the Rubric for the Individual Professional Learning Plan (IPLP).
- Step 2: Determine the performance level by basing it on the indicators in the rubric. This is the Other Indicator of Performance raw score.

Other Indicators of Performance Level (IPLP Rubric) (Circle)

Indicates a complete plan with all components addressed and completed as well as evidence of continuous progress monitoring throughout the year.	Indicates a complete plan with all components and addressed and majority completed and evidence of some progress monitoring throughout the year	Indicates a complete plan with all components addressed and partial completion and little to no evidence of progress monitoring throughout the year.	Indicates an incomplete plan
4 – Highly Effective	3- Effective	2- Needs Improvement	1 Unsatisfactory

Section C: Performance of Students (40%) Of Evaluation

- Step 1: Determine Assessment(s) and the Performance Standard (s) for the teacher's assignment (See Appendix D Student Performance Measures)
- Step 2: Calculate the Proficiency and/or Learning Gains based on Table 5.
- Step 3: Calculate the Proficiency and/or Learning Gains Total Score by adding the years of data available and dividing it by the number of years of data.
- Step 4: If you are only using one (1) mode of measure this is your raw Performance of Student Score. If you are using two (2) modes of measure, add the scores together and divide by two (2) to get the total raw Performance of Student score.
-

Assessment(s) Student Growth Measure Score is based on (mark):

Star Early Literacy	Star Reading	Star Math	FAST ELA
FAST Math	District EOC	State EOC	Industry Certifications
School Grade	District Grade	Graduation Rate	Other

Proficiency and Learning Gains

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency				
Learning Gains				
Proficiency Total + Learning Goal Scores				Raw PS Score

OR

Proficiency More than One Subject

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Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency ELA				
Proficiency Math				
Proficiency Total + Learning Goal Scores				P Raw Score

AND
Learning Gains More than One Subject

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Learning Gains ELA				
Learning Gains Math				
LG ELA + LG Math Scores				
				LG Raw Score

Proficiency Raw Score + Learning Gain Raw Score divided by 2 = Raw PS Score _____

OR
Learning Gains Only

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Learning Gains				
				Raw PS Score

OR

Proficiency Only

Year 1 + Year 2 + Year 3 divided by 3 years				
	Y1 Data	Y2 Data	Y3 Data	Y1 + Y2 + Y3 / 3
Proficiency				
				Raw PS Score

Performance of Student Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.50	3.49-2.50	2.49-1.50	1.49-0

Section D: Summative Rating Calculation

The final / summative evaluation score and rating for instructional personnel will take into account the Instructional Practice (IP) score (40%), Other Indicator of Performance (OIP) (20%) and the Student Performance Evaluation (SPE) Score (40%).

- Step 1: The raw IP score ____ x 4 = ____.

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- Step 2: The raw OIP score ____ x 2 = ____.
- Step 3: The raw SPE score ____ x 4 = ____.
- Step 4: Total Weighted Performance of Students Score + Total Weighted Instructional Practice Score + Total Weighted Other Indicator of Practice Score) / 10 = Final Summative Score

	Raw Score	Weight	
Instructional Practice		x 4 =	
Other Indicator of Practice		x 2 =	
Student Performance		x 4 =	
Add together weighted scores and divide by 10			Final Summative Score

Final Summative Performance Level (Circle)

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
4.00-3.25	3.24-2.50	2.49-1.50	1.49-0

Evaluator's Signature

Date

Teacher's Signature

Date

Comments: