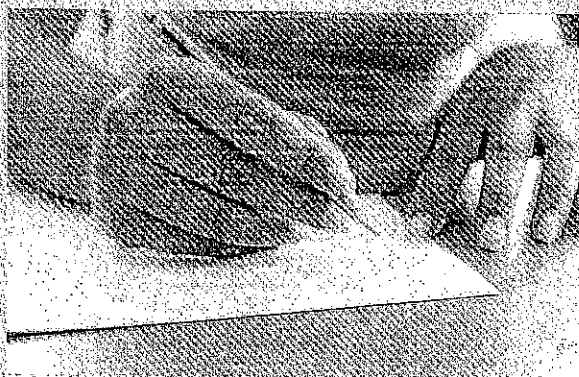




FLORIDA CONSORTIUM
of PUBLIC CHARTER SCHOOLS
Florida's Charter Support Organization Since 1999

FCPCS CHARTER SCHOOL EVALUATION SYSTEMS FOR

CLASSROOM TEACHERS AND OTHER INSTRUCTIONAL PERSONNEL





FCPCS Charter School Evaluation Systems for Classroom Teachers and other Instructional Personnel

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Section I:
Introduction

FCPCS Charter School Evaluation Systems for Classroom Teachers and other Instructional Personnel

SECTION I. INTRODUCTION

A. OVERVIEW OF SENATE BILL 736 (Student Success Act)

With the passage of Senate Bill 736 (SB 736), also known as the "Student Success Act," charter schools are now required, along with public schools, to establish procedures for evaluating the performance of duties and responsibilities of all instructional personnel and school-based administrators. Senate Bill 736 went into effect on July 1, 2011. This bill revises the evaluation, compensation, and employment practices for classroom teachers, other instructional personnel, and school administrators. Charter schools will be required to develop or adopt a teacher evaluation system and school-based administrator evaluation system beginning with the 2012 – 2013 school year, and implement the aforementioned systems with fidelity.

Senate Bill 736 requires that all personnel be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. A performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, as defined in s. 1012.01(2)(a), who is newly hired by the district school board (or charter school governing board) must be observed and evaluated at least twice in the first year of teaching in the school district (or charter school). The evaluation must be based upon sound educational principles and contemporary research in effective educational practices [s. 1012.34(3)(a), F.S.].

Senate Bill 736 revises the evaluation system to focus on *student performance*. The bill requires fifty percent (50%) of the evaluation for classroom teachers and other instructional personnel to be based on student performance, as stipulated in s. 1008.22(8), F.S. The other fifty percent (50%) of the evaluation will be based on evaluation procedures and criteria that are based upon sound educational principles and contemporary research on effective educational practices. Evaluation criteria used when annually observing classroom teachers must include indicators based upon each of the *Florida Educator Accomplished Practices* adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the *Florida Educator Accomplished Practices* and may include specific job expectations related to student support. The evaluation criteria for instructional personnel must also include other professional and job responsibilities as adopted by the State Board of Education. Evaluation scores are combined to generate the teacher's overall annual performance rating. Scores then need to be classified into one of the following four performance ratings: **Highly Effective, Effective, Needs Improvement/Developing** (for teachers in their first three years of employment who need improvement) and/or **Unsatisfactory**.

B. EVALUATION SYSTEM REQUIREMENTS

In accordance with s. 1012.34, F.S., the evaluation systems for both instructional personnel and school-based administrators must be designed to do the following:

- Support **effective instruction** and **student learning growth**; results must be used when developing district and school level improvement plans.
- Provide **appropriate instruments, procedures and criteria** for the continuous quality

improvement of the professional skills of the instructional personnel and the school-based administrators; **results must be used when identifying professional development.**

- Include a mechanism to **examine performance data from multiple sources**, including opportunities for parents to provide input on employee performance evaluations when appropriate.
- Identify those teaching fields for which **special evaluation procedures and criteria** are necessary.
- Differentiate among **four levels of performance**: Highly Effective; Effective; Needs Improvement or, for instructional personnel in the first three years of teaching, Developing; Unsatisfactory.
- Provide **training programs** to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and process.
- Include a process for monitoring and **evaluating the effective and consistent use** of the evaluation criteria by employees with evaluation responsibilities.
- Include a process for monitoring and **evaluating the effectiveness of the system** itself in improving instruction and student learning.

All evaluation systems approved pursuant to Section 1012.34, Florida Statutes, shall be posted on a district (or charter school) website within thirty (30) days of approval of the evaluation system.

C. INSTRUCTIONAL PERSONNEL EVALUATION SYSTEMS

Personnel evaluations are designed to assess an individual's performance over a time period based on evidence from multiple sources that reflects the performance level of the individual's work. Pursuant to Section 1012.34, Florida Statutes, an evaluation for instructional personnel is based on three criteria:

1. **Performance of Students**
2. **Instructional Practice**
3. **Professional and Job Responsibilities**

Fifty percent (50%) of an instructional employee's evaluation is based on student performance. The other fifty percent (50%) is based on Instructional Practice and Professional and Job Responsibilities. A district, or charter school, may include its indicators for Professional and Job Responsibilities within its Instructional Practice criterion. In other words, the evaluation instrument used to assess the employee's performance may address both criteria.

The **Instructional Practice** criterion must include the following:

1. For classroom teachers: Indicators, organized by Domains, based on the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.)
2. For non-classroom instructional personnel: Indicators, organized by Domains, based on the Florida Educator Accomplished Practices; the national standards, if any exist, for that category of personnel; and the job duties related to student support for the position.

3. How Indicators and/or Domains are prioritized to present evidence that the evaluation system is designed to support effective instruction and student learning growth.
4. Procedures for conducting observations and collecting data and other evidence of instructional practice, for all instructional personnel, including newly hired employees.
5. Processes for providing feedback to the individual being evaluated and how results will be used for individual professional development.
6. A rubric for distinguishing among proficiency levels in the instructional practice indicators.
7. The scoring and weighting system that will apply to instructional practice indicators and domains, the percentage of the final evaluation that is based upon the Instructional Practice criterion, and the performance standards associated with this criterion.

Monitoring and Evaluating the Effectiveness of the FCPCS Evaluation Systems

The FCPCS Instructional and Administrative Evaluation Advisory Committee will be assembled to review the evaluation systems for instructional personnel and administrators. Members of the FCPCS Instructional and Administrative Evaluation Advisory Committee who will participate in the administrative evaluation review will be selected from the following groups:

- Core Content Classroom Teachers K-12
- Non-Core-Content Classroom Teachers K-12
- Non-Classroom Teachers K-12
- ESE Classroom Teachers K-12
- Special Area/Elective Teachers K-12
- Charter School Administrators K-12
- District-Level Charter School Liaison
- Members of The FCPCS Board of Directors

The Evaluation Advisory Committee will disseminate a survey to all charter school instructional personnel evaluated by the FCPCS evaluation systems. Survey questions will be designed to gather data regarding the evaluation processes and instruments. Additional elements will be examined by the committee to determine the effectiveness and fidelity of implementation of the FCPCS evaluations.

The FCPCS Evaluation Advisory Committee will meet a minimum of two times annually and make recommendations to the FCPCS Board for system changes by July 1 of each year, starting with July 1, 2014. Certain adjustments in system processes that pertain to student performance measures applicable to the evaluation of instructional personnel may need to be made during the initial year of implementation due to factors related to student achievement data. The FCPCS Evaluation Advisory Committee will also develop a process to assist charter schools in the preparation of their annual report on the status of implementation of the evaluation system. To ensure effective implementation of the evaluation for instructional personnel, FCPCS will develop a process to monitor the overall evaluation system and the effective and appropriate use by the evaluator. Additionally, FCPCS will provide ongoing training through webinars on the implementation of the evaluation systems (see Section VI of this Handbook for a listing of FCPCS training webinars).

The Florida Educator Accomplished Practices (Florida Statute 6A-5.065)

The Florida Educator Accomplished Practices (FEAPs) are Florida's core standards for effective educators and provide valuable guidance to Florida's public school educators on what educators are

expected to know and be able to do. The FEAPs were established in 1998 through State Board of Education Rule 6A-5.065 and updated in December of 2010, by the FEAPs Advisory Work Group, including public input and feedback, to reflect contemporary research on educational practice. The FEAPs are based upon three foundational principals. Those principles focus on high expectations, knowledge of subject matter, and the standards of the profession. There are six Educator Accomplished Practices which are clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility. The FEAPs serve as the state's standards for effective instructional practice and form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems. Pursuant to Florida Statute 1012.34, evaluation criteria used when annually observing classroom teachers must include indicators based upon each of the FEAPs. The Florida Educator Accomplished Practices are listed below. Indicators marked with an asterisk (*) are aligned with *high effect size* strategies. (*Effect size* is a statistical estimation of the influence a strategy or practice has on student learning. In research terms, those strategies often identified as *high effect size* are those with higher probabilities of improving student learning.)

1. Instructional Design and Lesson Planning

- a. *Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. *Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. *Designs instruction for students to achieve mastery;
- d. *Selects appropriate formative assessments to monitor learning;
- e. *Uses diagnostic student data to plan lessons; and
- f. *Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment

- a. *Organizes, allocates, and manages the resources of time, space and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. *Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation

- a. *Delivers engaging and challenging lessons;
- b. *Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of subject matter;
- c. *Identifies gaps in students' subject matter knowledge;
- d. *Modifies instruction to respond to preconceptions and misconceptions;
- e. *Relates and integrates the subject matter with other disciplines and life experiences;
- f. *Employs higher-order questioning techniques;
- g. Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. *Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. *Supports, encourages, and provides immediate and specific feedback to students to promote student achievement; and
- j. *Utilizes student feedback to monitor instructional needs and to adjust instruction.

4. Assessment

- 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;
- b. *Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. *Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. *Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. *Shares the importance and outcomes of student assessment data with the student and the students' parent/caregiver(s); and
- f. *Applies technology to organize and integrate assessment information.

5. Continuous Professional Improvement

- a. *Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct

- a. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Performance Levels

On an annual basis, instructional personnel will receive a "summative rating" of their performance based on an evaluation system. Per SB 736, the overall annual performance rating for instructional personnel will be classified into four categories as defined below:

- **Highly Effective**- There is consistent evidence that the instructional employee is demonstrating the identified competencies.
- **Effective** – The instructional employee is demonstrating the identified competencies most of the time.
- **Needs Improvement or Developing** (for instructional personnel in the first three years of employment who need improvement) – The instructional employee is inconsistent in demonstrating the identified competencies.
- **Unsatisfactory**- There is little or no evidence that the instructional employee is demonstrating the identified competencies.

**The Florida Consortium of Public Charter Schools Evaluation Systems for
Classroom Teachers and Other Instructional Personnel**

The Florida Consortium of Public Charter Schools (FCPCS) has developed a comprehensive

evaluation system to monitor and assess the instructional practice and job performance of instructional personnel that meets the statutory requirements set forth by 1012.34, Florida Statutes. This portion of the annual evaluation will be based primarily on observations of performance and will be conducted by the school administrator or the individual responsible for supervising the instructional employee. The evaluator will enter a rating for each indicator ranging from 1- 4. An employee's total rating on the evaluation tool will be calculated following the directions on the form; the employee's total score will generate a specific performance rating as follows:

Total Score	Performance Rating
3.6 – 4.0	Highly Effective
3.0 – 3.5	Effective
2.0 – 2.9	Needs Improvement/Developing
1.0 – 1.9	Unsatisfactory

The evaluation and monitoring tools developed by FCPCS to assess the instructional practices and job performance of instructional personnel are listed below.

- ❖ **FCPCS Charter School Classroom Teacher Evaluation System**
 - *FCPCS Charter School Teacher Evaluation System*
 - *FCPCS Charter School Classroom Teacher Evaluation Rubric*
 - *FCPCS Classroom Walk-Through Tool*
 - *FCPCS Individual Professional Growth Plan – Classroom Teacher*
- ❖ **FCPCS Charter School Student Services Personnel Evaluation System**
 - *FCPCS Charter School Student Services Personnel Evaluation*
 - *FCPCS Charter School Student Services Personnel Evaluation Rubric*
 - *FCPCS Individual Professional Growth Plan – Student Services Personnel*
- ❖ **FCPCS Charter School Curriculum Support Personnel/Media Specialist Evaluation System**
 - *FCPCS Charter School Curriculum Support Personnel/Media Specialist Evaluation*
 - *FCPCS Charter School Curriculum Support Personnel/Media Specialist Evaluation Rubric*
 - *FCPCS Individual Professional Growth Plan – Curriculum Support Personnel/Media Specialist*

(Note: The instruments listed above are contained in Sections II, III, and IV of this handbook.)

Description of Charter School Instructional Practice Evaluation Tools

FCPCS Charter School Classroom Teacher Evaluation (6 domains, 35 indicators)

The *FCPCS Charter School Classroom Teacher Evaluation* is a performance evaluation system for classroom teachers that is aligned to the six Florida Educator Accomplished Practices (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the evaluator will record the "proficiency levels" which indicate how well an employee performs on each individual indicator on the evaluation system. The evaluation system is comprised of six domains and 35 indicators. Each indicator will have a proficiency rating and each domain will have a total performance rating. At the completion of the evaluation, a total performance score will be calculated. A rating scale will be used to determine the overall performance level of the employee which will be one of the following four ratings: Highly Effective; Effective; Needs Improvement/Developing; or Unsatisfactory.

FCPCS Charter School Student Services Personnel Evaluation (6 domains, 30 indicators)

The *FCPCS Charter School Student Services Personnel Evaluation* is a performance evaluation system for student services personnel (i.e., school counselors, school social workers, school psychologists, school nurses, and ESE school coordinators/specialists). The evaluation instrument is based on Florida's Student Services Personnel Evaluation Model (SSPEM) and aligned to the Florida Educators Accomplished Practices (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the evaluator will record the "proficiency levels" which indicate how well an employee performs on each individual indicator on the evaluation system. The evaluation system is comprised of six domains and 30 indicators. Each indicator will have a proficiency rating and each domain will have a total performance rating. At the completion of the evaluation, a total performance score will be calculated. A rating scale will be used to determine the overall performance level of the employee which will be one of the following four ratings: Highly Effective; Effective; Needs Improvement/Developing; or Unsatisfactory.

FCPCS Charter School Curriculum Support Personnel/Media Specialist Evaluation (curriculum support personnel: 6 domains, 29 indicators; media specialist: 5 domains, 23 indicators)

The *FCPCS Charter School Curriculum Support Personnel/Media Specialist Evaluation* is a performance evaluation system for curriculum support personnel (i.e., reading coaches, curriculum/literacy coaches, program coordinators and media specialists). The evaluation instrument is based on the Florida Educators Accomplished Practices (FEAPs), State Board of Education Rule 6A-5.065, the Student Services Personnel Evaluation Model (SSPEM), and various Professional Job Descriptions for reading/literacy coaches and library/media specialists within school districts in Florida. When administering the evaluation, the evaluator will record the "proficiency levels" which indicate how well an employee performs on each individual indicator on the evaluation system. The evaluation system is comprised of six domains and 29 indicators for curriculum support personnel, and 5 domains and 23 indicators for media specialists. Each indicator will have a proficiency rating and each domain will have a total performance rating. At the completion of the evaluation, a total performance score will be calculated. A rating scale will be used to determine the overall performance level of the employee which will be one of the following four ratings: Highly Effective; Effective; Needs Improvement/Developing; or Unsatisfactory.

D. THE VALUE-ADDED MODEL (VAM)

A **value-added model** is a statistical calculation employed for the purpose of determining an individual teacher's or principal's contribution to student learning. The value-added model begins by establishing the expected learning growth for each student, called a *predicted score*. The predicted score is based on the typical learning growth seen among students who share characteristics. The predicted score is based on the FCAT developmental scale and is estimated from historical data each year. Differences, or residuals, between each student's predicted score and his or her actual performance on the FCAT are combined for students assigned to a teacher to calculate each teacher's value-added score.

The State Board of Education has adopted a formula for measuring student learning growth in all courses associated with statewide assessments. This formula is contained in State Board of Education **Rule 6A-5.0411: Calculations of Student Learning Growth Using Statewide Assessment Data for Use in Personnel Evaluations**, adopted February 28, 2012. Its purpose is to provide the formulas for measuring student learning growth, the statewide standards for each performance level for use in each school district instructional personnel and school administrator evaluation systems developed under section 1012.34, F.S., and procedures associated with implementing the formulas and domains. An equally appropriate formula must be adopted for measuring student learning growth for all other grades and subjects, except as otherwise provided in s. 1012.34(7), F.S. The Florida Department of Education will provide districts with the final calculations. The FCAT Reading and FCAT



Mathematics value-added model shall estimate a student's performance based on specific characteristics, called *variables*. The variable to be included in the value-added model are as follows:

- The number of subject-relevant courses in which a student is enrolled (courses associated with FCAT Reading and FCAT Mathematics)
- Up to two prior years of achievement scores for each student
- A student's disability
- A student's English Language Learner (ELL) status
- Gifted status
- Student attendance
- Student mobility
- Difference from modal age in grade
- Class size
- Homogeneity of students' entering test scores in the class

The formula produces a value-added score for a teacher. A teacher's value-added score reflects the amount of learning growth of a teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model.

The teacher's value-added score is expressed as the sum of two components:

1. **Common School Component** – Describes the amount of learning growth by grade and subject that is typical for students in each school that differs from the statewide expectation established by variables listed above. Schools exhibit differential amounts of student learning growth that may be attributed to factors outside of the teacher's control. Fifty percent (50%) of the common school component shall be attributed back to teachers and included in a teacher's value-added score. By attributing only a portion of the common school component to a teacher's value-added score, the formula recognizes that some of the common school component is a result of a teacher's actions within his or her school and that some is attributable to other factors.
2. **Teacher Component** – Reflects how much the teacher's students, on average, gained above or below similar students within the school. Differences between each student's predicted score and his or her actual performance on the FCAT are combined for students assigned to a teacher to calculate each teacher's value-added score. The value-added model does not evaluate teachers based on a single year of student performance or proficiency (*status model*). The model does not evaluate teachers based on simple comparison growth from one year to the next (*simple growth*). The predicted performance of a student represents the level of performance the student is expected to demonstrate after statistically accounting for factors through the value-added model. The difference between the predicted performance and the actual performance represents the value added by the teacher's instruction.

E. CALCULATIONS OF STUDENT LEARNING GROWTH USING STATEWIDE ASSESSMENT DATA FOR USE IN SCHOOL PERSONNEL EVALUATIONS

(SB, Rule No. 6A-5.0411)

The Student Success Act (SB 736) requires that fifty percent (50%) of the personnel performance evaluation be based on student learning growth on statewide or district assessments. However, the statute allows modifications to the student learning growth component for non-classroom instructional personnel. State Board of Education Rule Number 6A-5.0411 was developed to fulfill requirements under Section 1012.34, Florida Statutes, to adopt the student growth formula(s) for use with statewide assessment data and to set standards for student growth performance that must be met

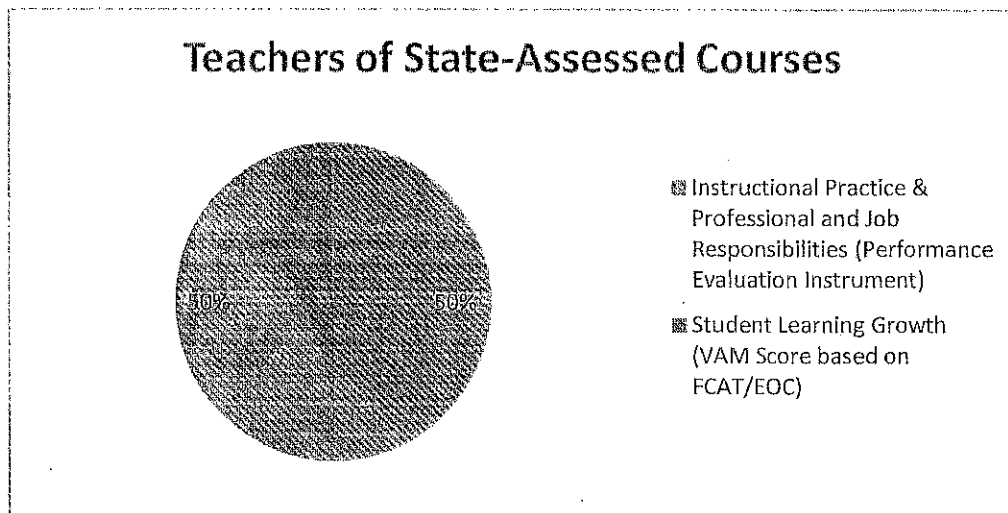
for personnel to earn specified performance ratings on annual evaluations, as well as the process for teachers to verify class rosters. It is anticipated that this rule will be revised annually as new formulas and performance standards are adopted for statewide assessments, including but not limited to, the Florida Comprehensive Achievement Test (FCAT), End-of-Course Examinations (EOC), and the Florida Alternative Assessment.

Classroom Teachers Who Teach Subjects and Grades Assessed by Statewide Assessments

For classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, the student learning growth portion of the evaluation must include growth data for students assigned to the teacher over the course of at least 3 years. If less than 3 years of data is available, the years for which data is available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent (40%). The professional's summative performance level is based on the combined Professional Practices and Student Growth Ratings as follows:

- ♦ Fifty percent (50%)* of the evaluation is based on *Instructional Practice and Professional and Job Responsibilities* (assessed through an evaluation instrument that measures the professional's performance)
- ♦ Fifty percent (50%)* of the evaluation is based on *Student Learning Growth* (using the value-added score calculated and provided by the school district, based on Florida's value-added model)

* If less than three years of data are available, the percent of a performance evaluation based on Instructional Practice and Professional and Job Responsibilities will increase to **sixty percent (60%)** and the percent of a performance evaluation based on Student Learning Growth will decrease to **forty percent (40%)**.



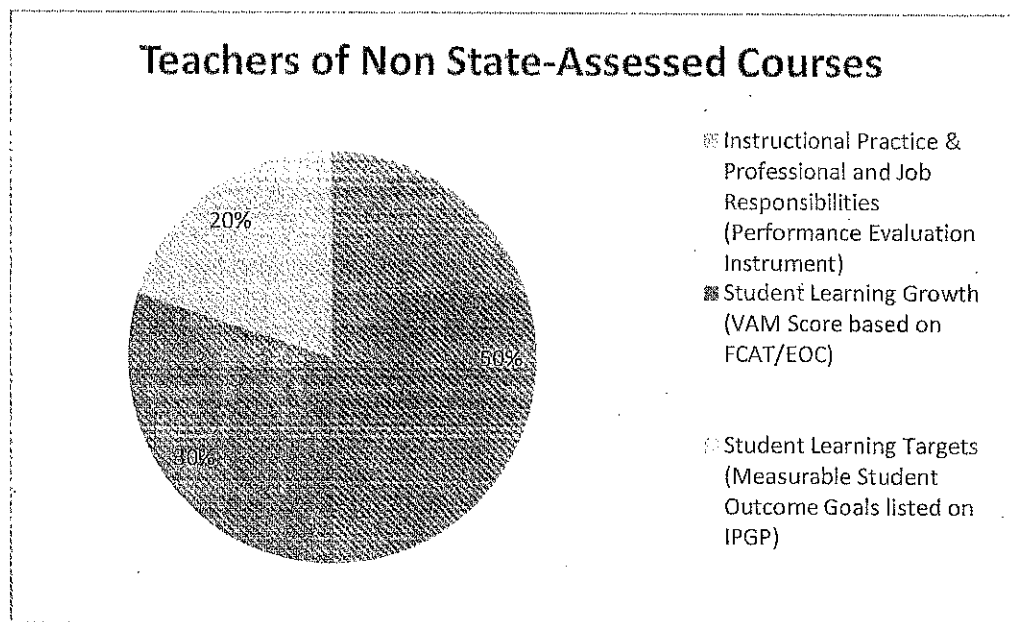
Classroom Teachers Who Teach Subjects and Grades NOT Assessed by Statewide Assessments

Student growth must be measured by "student learning growth" on statewide assessments, or if students do not take statewide assessments, by established learning targets approved by the school-based administrator. Beginning with the 2014-2015 school year, each school district shall administer for each course offered in the district a student assessment that measures the mastery of the content, as described in the state-adopted course description, at the necessary level of rigor for the course [FS 1008.22 (8)]. Until these assessments are developed by the local district, charter schools will determine the professional's summative performance level, through the combined Professional

Practices and Student Growth Ratings as follows:

- ♦ **Fifty percent (50%)*** of the evaluation is based on *Instructional Practice and Professional and Job Responsibilities* (assessed through an evaluation instrument that measures the professional's performance)
- ♦ **Thirty percent (30%)*** of the evaluation is based on *Student Learning Growth* (using the value-added score calculated and provided by the school district, based on Florida's value-added model)
- ♦ **Twenty percent (20%)** of the evaluation is based on *Student Learning Targets* (student outcome goals delineated in the teacher's Individual Professional Development Plan) that are measured through other standardized assessments, including nationally recognized standardized assessments (i.e., SAT-10), assessments recognized by the state of Florida (i.e., FAIR) and district-developed subject area assessments.

* If less than three years of data are available, the percent of a performance evaluation based on Instructional Practice and Professional and Job Responsibilities will increase to **sixty percent (60%)** and the percent of a performance evaluation based on Student Learning Growth will decrease to **twenty percent (20%)**.



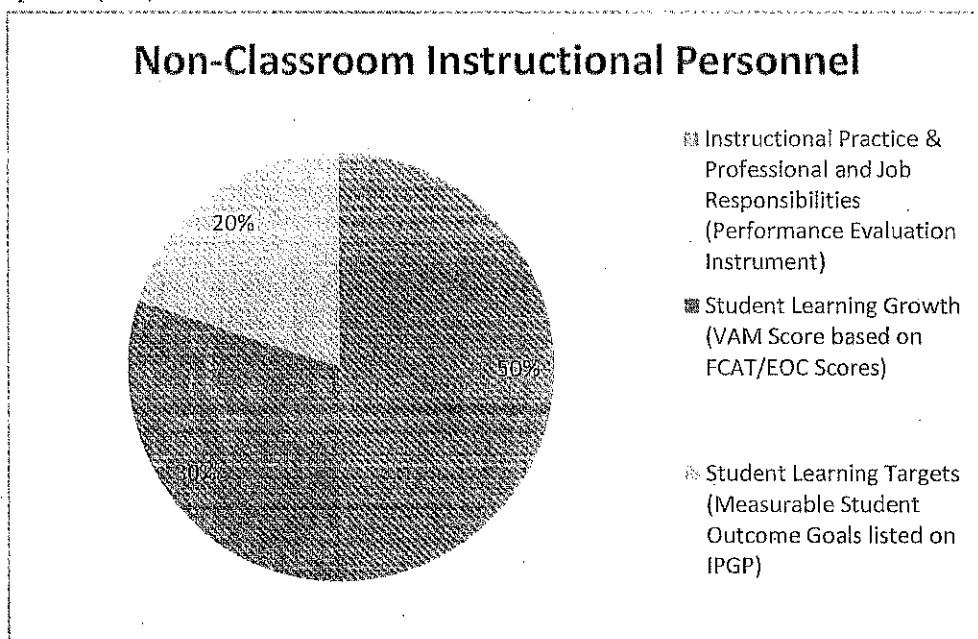
Non-Classroom Instructional Personnel

The student learning growth portion of the evaluation must include growth data on statewide assessments for students assigned to the instructional personnel over the course of at least 3 years, or may include a combination of student learning growth data and other measurable student outcomes that are specific to the assigned position, provided that the student learning growth data accounts for not less than 30 percent (30%) of the evaluation. If less than 3 years of student growth data is available, the years for which data is available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 20 percent (20%). The professional's summative performance level is based on the combined Professional Practices and

Student Growth Ratings as follows:

- ♦ **Fifty percent (50%)*** of the evaluation is based on *Instructional Practice and Professional and Job Responsibilities* (assessed through an evaluation instrument that measures the professional's performance)
- ♦ **Thirty percent (30%)*** of the evaluation is based on *Student Learning Growth* (using the value-added score calculated and provided by the school district, based on Florida's value-added model)
- ♦ **Twenty percent (20%)** of the evaluation is based on *Student Learning Targets* (student outcome goals delineated in the teacher's Individual Professional Development Plan) that are measured through other standardized assessments, including nationally recognized standardized assessments (i.e., SAT-10), assessments recognized by the state of Florida (i.e., FAIR) and district-developed subject area assessments, and other school data.

* If less than three years of data are available, the percent of a performance evaluation based on Instructional Practice and Professional and Job Responsibilities will increase to **sixty percent (60%)** and the percent of a performance evaluation based on Student Learning Growth will decrease to **twenty percent (20%)**.

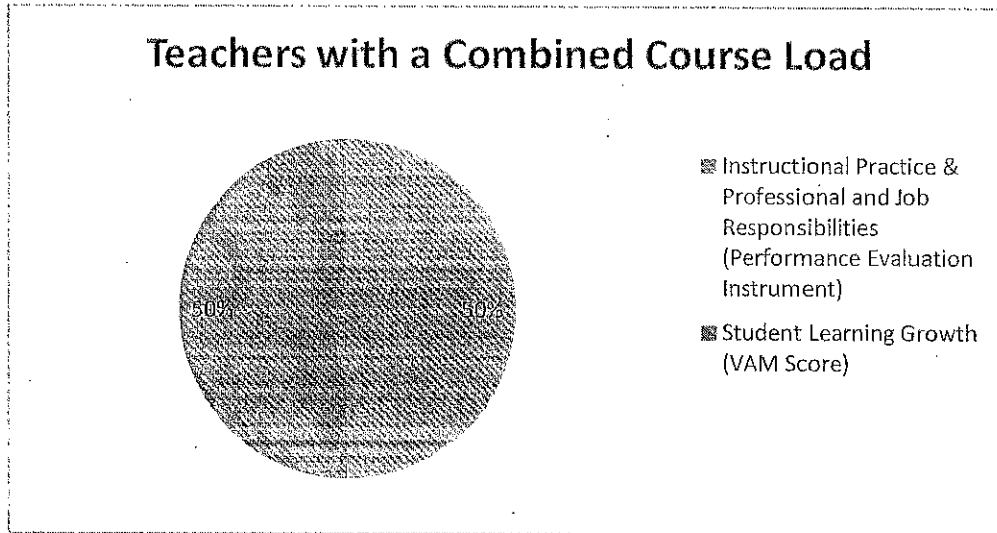


Classroom Teachers whose Course Load is a Combination of Courses Associated with State Assessments and Those that are Not

- ♦ **Fifty percent (50%)*** of the evaluation is based on *Instructional Practice and Professional and Job Responsibilities* (assessed through an evaluation instrument that measures the professional's performance)
- ♦ **Fifty percent (50%)*** of the evaluation is based on *Student Learning Growth* (using the value-added score calculated and provided by the school district, based on Florida's value-added model). Until 2014-2015, if the district has not created assessments to cover all courses

that a teacher teaches, a teacher's evaluation may be based on the student performance in courses for which assessments are available. In other words, the student growth data that will be used to determine this component of the teacher's evaluation will be based on the performance of students in the courses for which state-assessment data is available.

* If less than three years of data are available, the percent of a performance evaluation based on Instructional Practice and Professional and Job Responsibilities will increase to **sixty percent (60%)** and the percent of a performance evaluation based on Student Learning Growth will decrease to **forty percent (40%)**.



Newly Hired Instructional Personnel

All newly hired instructional personnel, regardless of job title, will adhere to the aforementioned criteria for personnel evaluations, with the exception that they shall be evaluated twice during the first year of teaching.

F. SUMMATIVE EVALUATION RATINGS

Per Section 1012.34(3) and (7), the three criteria that must be combined to produce each individual's **summative evaluation rating** include the following: (1) Performance of Students; (2) Instructional Practice; and (3) Professional and Job Responsibilities. A district, or charter school, may include its indicators for Professional and Job responsibilities within its Instructional Practice criterion. The evaluation system shall include the summative evaluation form and scoring and weighting systems that define how each of the criteria are calculated, classified and combined, and the performance standards used to determine the summative performance level rating. Districts, and charter schools, must use the four performance level ratings provided in Section 1012.34, F.S. for summative ratings. The district, or charter school, must provide training programs to ensure that all employees subject to an evaluation system are informed on evaluation criteria and processes before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

The Florida Department of Education will calculate the results of each student learning growth formula and provide results to each district for the district's instructional and school administrator personnel. Each district will use the results provided in that school year's personnel evaluations in accordance with Section 1012.34, Florida Statutes, and the district's (or charter school's) evaluation