

plan approved under Rule 6A-5.030, F.A.C. Results provided to districts will include, at a minimum, the following information:

1. A value-added score for each instructional personnel employee for the current school year for each statewide assessment based on the course(s) that the employee taught which are associated with that statewide assessment
2. An aggregate value-added score for each instructional personnel employee and school administrator in the district, which combines all value-added results for a particular statewide assessment from all courses and assigned students. The aggregate value-added score provided by the Department is limited to the three most recent years of data.
3. The standard error for each value-added score.
4. Performance Level Standards (criterion for use in instructional and administrator personnel evaluations for each specific performance level).

As described above, the Florida Department of Education will be providing each school district with value-added scores for instructional personnel. The school district will, in turn, release this information to the charter locations. Each charter school will decide which student growth data will be used and what cut scores will be employed to generate the employees' annual performance ratings. The Florida Department of Education (FLDOE) has communicated to the Florida Consortium of Public Charter Schools that FLDOE will be providing technical assistance to charter schools (that are not adopting their school district's evaluation plan) in aggregating the instructional practices scores and the VAM scores to calculate the annual performance ratings for classroom teachers and other instructional personnel. The instructional practices score and Value Added Model (VAM) score will be weighted according to the criteria established by the charter school. The aggregated scores will be used to generate a final performance evaluation rating of **Highly Effective**, **Effective**, **Needs Improvement/Developing**, or **Unsatisfactory** for all instructional personnel.

Roster Verification Process

The Florida Department of Education will provide an online roster verification application to allow district personnel, school level personnel, and instructional personnel the ability to view class rosters for accuracy and correct mistakes relating to the assignment of students to teachers.

G. PROCESSES AND PROCEDURES FOR IMPLEMENTING THE EVALUATION SYSTEM FOR INSTRUCTIONAL PERSONNEL

A meaningful and productive personnel evaluation system addresses the unique contributions of each employee to the achievement of the school's vision, mission and core values. Additionally, the evaluation system focuses on opportunities for professional growth by employees so that each can grow professionally and contribute in a productive fashion to school improvement plans and goals. The site administrator is responsible for facilitating the instructional employee evaluation process. The administrator has the overall responsibility for collecting and maintaining documentation, scheduling evaluation-related meetings, providing feedback on performance throughout the year, making summative ratings, and submitting documentation to the appropriate district office.

An administrator evaluates instructional employees on their performance based on a set of domains and indicators. The administrator collects data on the employee's performance related to the indicators throughout the year in a variety of ways. FCPCS has developed classroom walk-through tools to assist school-site administrators in gathering evidence and providing meaningful feedback to teachers throughout the year. Statutorily, instructional personnel must be evaluated a minimum of once a year; newly hired instructional personnel need to be evaluated a minimum of twice a year. A

required formal observation is a minimum of twenty (20) consecutive minutes. Where appropriate, the observation could last longer. Additionally, more than the minimum number of required observations may occur, as appropriate. The FCPCS evaluation tools are used to provide targeted feedback on the professional's work relating to the performance indicators. During the post-observation meeting, the employee and the evaluator will discuss the observation. No final performance ratings are given during the post-observation meeting, as evaluators use multiple data sources to determine summative performance ratings.

Observations and feedback may be formal and informal, or scheduled and unscheduled. Walk-throughs, meetings, and examinations of materials that reflect the employee's work, or the impact of their work on others with regard to indicators on the evaluation system, are other forms of gathering evidence on an employee's performance. Administrators must provide meaningful and timely feedback to employees following formal and informal observations. Instructional personnel are evaluated on the performance indicators using the performance evaluation rubrics developed by FCPCS to distinguish among proficiency levels or classify performance. The performance rubrics guide assessors in assessing *how well* an indicator is demonstrated. They are provided to increase reliability among assessors and to help instructional personnel to focus on ways to enhance their professional practice.

If an employee is not performing his/her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

Section II:
FCPCS Charter School
Classroom Teacher Evaluation System

Teacher's Name: _____ Subject(s): _____ Date: _____

School/Campus: _____ Grade Level(s): _____ Evaluation Period: _____

Florida Consortium of Public Charter Schools Charter School Classroom Teacher Evaluation

Instructions:

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 school administrator should enter the appropriate rating to the right, based on evidence collected over the designated period of time. Each domain will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated. Per Senate Bill 736, fifty percent (50%) of a teacher's annual performance rating will be based on criteria measured through the teacher evaluation instrument.

RATING SCALE: Highly Effective = 4 Effective = 3 Needs Improvement/Developing = 2 Unsatisfactory = 1

Definitions of the Rating Scale:

- **Highly Effective:** There is consistent evidence that the teacher is demonstrating the identified teacher competencies.
- **Effective:** The teacher is demonstrating the identified teacher competencies most of the time.
- **Needs Improvement or Developing** ("Developing" rating is for teachers in their first three years only.) The teacher is inconsistent in demonstrating the identified teacher competencies.
- **Unsatisfactory:** There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

FCPCS Charter School Classroom Teacher Evaluation

A.	Instructional Design and Lesson Planning (FEAPs)	Rating
A.1	Aligns instruction with state-adopted standards at the appropriate level of rigor.	
A.2	Sequences lessons and concepts to ensure coherence and required prior knowledge.	
A.3	Designs instruction for students to achieve mastery.	
A.4	Selects appropriate formative assessments to monitor learning.	
A.5	Uses diagnostic student data to plan lessons.	
A.6	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	
Total	<i>To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.</i>	

B.	The Learning Environment (FEAPs)	Rating
B.1	Organizes, allocates, and manages the resources of time, space, and attention.	
B.2	Conveys high expectations to all students.	
B.3	Monitors student learning, provides feedback and adjusts activities to meet the needs of all students.	
B.4	Demonstrates respect for all students' cultures and backgrounds.	
B.5	Models clear, acceptable oral and written communication skills.	
B.6	Manages individual and class behaviors through a well-planned management system.	
Total	<i>To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.</i>	

Teacher's Name: _____ Subject(s): _____ Date: _____

School/Campus: _____ Grade Level(s): _____ Evaluation Period: _____

FCPCS Charter School Classroom Teacher Evaluation

C.	Instructional Delivery and Facilitation (FEAPs)	Rating
C.1	Delivers relevant, engaging and challenging lessons.	
C.2	Clearly communicates learning goals and instructional procedures.	
C.3	Identifies gaps in students' knowledge of the content area.	
C.4	Modifies instruction to respond to preconceptions and misconceptions.	
C.5	Relates and integrates the subject matter with other disciplines and life experiences.	
C.6	Employs higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.	
Total	<i>To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.</i>	

D.	Assessment (FEAPs)	Rating
D.1	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.	
D.2	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.	
D.3	Uses a variety of assessment tools to monitor student progress, achievement and learning gains.	
D.4	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	
D.5	Shares student outcome data with students and parents.	
D.6	Uses technology to organize and integrate assessment information.	
Total	<i>To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.</i>	

E.	Continuous Professional Improvement (FEAPs)	Rating
E.1	Engages in professional development activities consistent with his/her goals and those of the school.	
E.2	Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	
E.3	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.	
E.4	Collaborates with parents, colleagues and the community to support student learning.	
E.5	Implements knowledge and skills learned in professional development in the teaching and learning process.	
Total	<i>To calculate the rating for this domain, add the total points in the rating column and divide by 5. Insert the total to the right.</i>	

Teacher's Name: _____ Subject(s): _____ Date: _____

School/Campus: _____ Grade Level(s): _____ Evaluation Period: _____

FCPCS Charter School Classroom Teacher Evaluation

F.	Professional Responsibility and Ethical Conduct (FEAPs)	Rating
F.1	Adheres to established laws, policies, rules and regulations.	
F.2	Professional demeanor (The teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community).	
F.3	Maintains accurate records.	
F.4	Is punctual with reports, grades, records, and reporting to work.	
F.5	Performs assigned duties.	
F.6	Builds professional relationships	
Total	<i>To calculate the rating for this domain, add the total points in the rating column and divide by 6. Insert the total to the right.</i>	

To calculate the employee's TOTAL RATING, add the "Totals" for each domain and divide by 6.

EMPLOYEE'S TOTAL SCORE ON CLASSROOM TEACHER EVALUATION = _____

EMPLOYEE'S TOTAL RATING ON CLASSROOM TEACHER EVALUATION (Check Appropriate Rating)

Highly Effective _____ Effective _____ Needs Improvement/Development _____ Unsatisfactory _____

3.6 - 4.0 = Highly Effective;
3.0 - 3.5 = Effective;
2.0 - 2.9 = Needs Improvement/Developing
1.0 - 1.9 = Unsatisfactory

Comments:

Identified areas for improvement and recommendations:

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

Employee's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Addendum Attached: Yes _____ No _____

FCPCS Charter School Classroom Teacher Evaluation Rubric

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. Instructional Design and Lesson Planning				
A.1 Aligns instruction with state-adopted standards at the appropriate level of rigor.	Lacks knowledge of the state-adopted standards and how they should be aligned with instruction.	- Demonstrates an awareness of the state-adopted standards and references some standards in lesson plans. - The alignment of standards with instruction is not consistent.	- Demonstrates a good working knowledge of the state-adopted standards. - Standards are incorporated in lesson plans and instruction is aligned with the standards.	- Demonstrates a thorough knowledge of the state-adopted standards and plans for student mastery of the standards. - Aligns instruction with standards and applies strategies to make curriculum rigorous and relevant.
A.2 Sequences lessons and concepts to ensure coherence and required prior knowledge.	Lesson plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content or the instructional practices specific to that discipline.	- Lesson sequencing and concepts are inconsistent with prior knowledge. - The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them and the instructional practices specific to that discipline.	- Lessons are designed to build upon students' prior knowledge. - Lesson objectives are clear and developed in a logical order. - The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts and the instructional practices specific to that discipline.	- Demonstrates a thorough understanding of the most important elements/ issues/ strands of disciplines necessary for students to develop a deep understanding of the subject matter. - Selects the appropriate and robust materials and activities for student learning. - Lesson objectives are consistently clear and developed in a sequential manner.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. Instructional Design and Lesson Planning				
A.3 Designs instruction for students to achieve mastery.	- Instructional outcomes are unsuitable for students, represent trivial or low-level learning or are stated only as activities. They do not permit viable methods of assessment. - The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	- Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which may not permit viable methods of assessment. - The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has recognizable structure and reflects partial knowledge of students and resources.	- Instructional outcomes are stated as goals that reflect high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning and can be assessed. - The teacher coordinates knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	- Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. Outcomes represent different types of content and take into account the needs of individual students. - Coordinates student's knowledge of content and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. - Uses a rich mixture of basic and advanced content and skills to promote student development.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. Instructional Design and Lesson Planning				
A.4 Selects appropriate formative assessments to monitor learning.	- Plans for assessing student learning contain no clear criteria or standards, are poorly aligned with the instructional outcomes or are inappropriate for many students. - Assessment results have minimal impact on the design of future instruction. - Assessments are not used to monitor student progress.	- Plans for student assessment are partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. - The teacher intends to use assessment results to plan for future instruction for the class as a whole. - Assessments are occasionally used to monitor student progress.	- Plans for student assessment are aligned with the instructional outcomes, with clear criteria and are appropriate to the needs of students. - Assessment results are used for planning future instruction for groups of students. - Assessments are regularly used to monitor student progress.	- Plans for student assessment are fully aligned with the instructional outcomes, clear criteria and standards that show evidence of students' contribution to their own development. - Assessment methodologies are adapted to individual student needs. - Assessment results are used to plan future instruction for individual students.
A.5 Uses diagnostic student data to plan lessons.	Evidence of utilizing of diagnostic student data to drive instruction is unclear, is poorly aligned with the instructional outcomes or is inappropriate for many students. Student data results have minimal impact on the design of future instruction.	There is some evidence that diagnostic student data is obtained through assessments, but clear criteria is lacking and may not be appropriate for some students. Diagnostic student data does not drive instructional planning.	There is clear evidence that student data is used for diagnostic purposes and is the basis for determining future instruction for groups of students.	There is clear evidence that student data is used in lesson planning in a sophisticated manner to future instruction for individual students.

Domains & Indicators	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. Instructional Design and Lesson Planning				
A.6 Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.

Domains & Indicators	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
B. The Learning Environment				
B.1 Organizes, allocates and manages the resources of time, space and attention.	• Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties. • The physical environment is unsafe. Alignment between the physical arrangement and the lesson activities is poor. • There is no evidence that standards of conduct have been established and there is little or no teacher monitoring of student behavior. Response to student behavior is disrespectful.	• Some instructional time is lost due to lack of planning for classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties. • The classroom is safe, and essential learning is accessible to most students; attempts to modify the physical arrangement to suit learning activities is partially successful; the teacher's use of physical resources, including computer technology, is moderately effective. • An effort has been made to establish standards of conduct for students. Success in monitoring student behavior and responses to inappropriate behavior is inconsistent.	• Classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties occur smoothly and without loss of instructional time. • The classroom is safe, and learning is accessible to all students; the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology. • Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	• Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties. • The classroom is safe and the learning environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. • Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventative, and responses to student misbehavior are appropriate to individual student needs. Students take an active role in monitoring the standards of behavior.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
B. The Learning Environment				
B.2 Conveys high expectations to all students.	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment, low expectations for student achievement and little or no student pride in work.	Attempts to create a culture for learning are partially successful. The teacher demonstrates a commitment to the subject, but with modest expectations for student achievement, and little student pride in work.	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance, for example, by initiating improvements to their work.
B.3 Monitors student learning, provides feedback and adjusts activities to meet the needs of all students.	Monitoring of student learning and adjustments to learning activities is not evident. The teacher fails to provide feedback to students on their progress or adjust instruction to meet individual student needs.	The teacher attempts to modify the lesson when needed and responds to student questions, with moderate success. He/she accepts responsibility for student success, but the implementation of research-based strategies to meet a variety of student needs is limited.	The teacher promotes successful learning of all students, making adjustments to instructional plans as needed while accommodating student questions, needs and interests.	- The teacher consistently monitors student learning and demonstrates flexibility and responsiveness to adjusting and accommodating student needs. - Takes every opportunity to enhance learning through a variety of research-based instructional strategies that address all students' needs and learning styles.

Domains & Indicators	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
B. The Learning Environment B.4 Demonstrates respect for all students' cultures and backgrounds.	- There is little or no evidence that the teacher has knowledge of the students' backgrounds, cultures, skills, language proficiency, interests and/or special needs. - Classroom interactions, both between the teacher and students and among students themselves, are negative, inappropriate, or insensitive to students' cultural backgrounds. Interactions are often characterized by sarcasm, put-downs, or conflict.	- The teacher acknowledges the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for the class as a whole. - Classroom interactions, both between the teacher and the students and among students themselves, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	- The teacher actively seeks knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for groups of students. - Classroom interactions, both between the teacher and students and among students themselves, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	- The teacher actively seeks knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. - Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

Performance Levels/Criteria				
Domains & Indicators	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
B. The Learning Environment				
B.5 Models clear, acceptable oral and written communication skills.	- Expectations for learning, directions, procedures and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' levels of development or culture and background. - The teacher's communication with families about the instructional program or individual students is sporadic and often inappropriate. The teacher makes no attempt to engage families in the instructional program.	- Expectations for learning, directions, procedures and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' levels of development or culture and background. - The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, but communications are not always clear or understood.	- Explanations for learning, directions, procedures and explanations of content are clear to students. Communications are appropriate for students' development levels or cultures and backgrounds. - The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in an appropriate manner. - The teacher's communication with families is frequent and sensitive to cultural traditions: students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.	- Expectations for learning, directions, procedures and explanations of content are clear to students. Oral and written communication is clear and expressive, appropriate for students' development levels or cultures and background; oral and written communication anticipates possible student misconceptions. - The teacher's communication with families is frequent and sensitive to cultural traditions: students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
B.6 Manages individual and class behaviors through a well-planned management system.	There is no apparent classroom management system in place to identify expectations, address inappropriate behavior or implement appropriate consequences.	There is little evidence that the teacher has made an effort to establish standards of conduct for students. The teacher attempts to respond to student misbehavior, but with limited and inconsistent positive results.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Monitoring of student behavior is subtle and preventive: responses to misbehavior are sensitive to individual student needs. Students are active in monitoring behavior.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instructional Delivery and Facilitation				
C.1 Delivers relevant, engaging and challenging lessons.	- Questions are low-level or inappropriate, eliciting limited student participation and restriction rather than discussion. - Activities, assignments, materials and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. Lessons have no structure or are poorly paced. - There is little or no evidence that technology is infused into instruction. Rarely uses the interactive board as an instructional tool.	- Some questions elicit a thoughtful response, but most are low-level and/or posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful. - Activities, assignments, materials and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. Lessons have a recognizable structure, but that structure is not fully maintained. - Use of technology to deliver instruction is inconsistent. The use of the interactive board does not enhance the learning experience.	- Most questions elicit a thoughtful response, and teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. - Activities, assignments, materials and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson structure is coherent, with appropriate pace. - Plans instructional activities to incorporate technology in student learning. - Frequently uses the interactive board for enhanced instructional delivery.	- Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all have an opportunity to respond. - Students are highly engaged in intellectual learning and make material contributions to activities and student groups. Lessons are adapted as necessary to meet the needs of individuals. The structure and pacing allow for student reflection and closure. - Integrates technology in a meaningful way to support learning across students and all learning styles. Utilizes the interactive board as an effective tool for enhanced instruction.



Domains & Indicators	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instructional Delivery and Facilitation				
C.2 Clearly communicates learning goals and instructional procedures.	Expectations for student academic achievement are poorly communicated and are unclear to students.	Expectations for student academic achievement are sometimes inconsistent and unclear.	Expectations for student academic achievement are clearly communicated and reinforced to ensure understanding.	Clearly and consistently communicates high expectations for academic achievement and reinforces through a variety of methods to ensure understanding.
C.3 Identifies gaps in students' knowledge of the content area.	- The teacher does not recognize or identify gaps in student learning. - Blames students' socio-economic status on lack of ability and motivation. - Demonstrates no interest in utilizing the Multi-Tiered System of supports (MTSS) process and does not follow the three-step process.	- The teacher utilizes minimal data and resources to identify student gaps in learning and can make subjective, sometimes unfounded, conclusions when students are unsuccessful. - Teacher has a limited knowledge base of the MTSS process and does not follow the three-step process with fidelity.	- The teacher utilizes a variety of appropriate assessments to identify student learning gaps; makes adjustments to instruction as necessary. - Follows the problem-solving components of MTSS and adheres to the process with integrity and fidelity. - Regularly communicates student learning concerns with team members.	- The teacher utilizes multiple assessments to determine understanding and identify gaps in knowledge. Based on results, immediate changes and adjustments to instruction, curriculum and program structure are apparent. - Shares information with colleagues and leads the discussion to formulate a plan to close the gaps. - Contributes to the school's overall effectiveness of the MTSS process by modeling the process to staff.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instructional Delivery and Facilitation				
C.4 Modifies instruction to respond to preconceptions and misconceptions.	- The teacher adheres to the instruction plan even when a change would improve the lesson or address students' lack of interest. Student questions are often ignored. When students experience difficulty, the student is to blame. - Demonstrates little flexibility in modifying instruction based on student responses.	- The teacher attempts to modify the lesson when needed and responds to student questions, but with moderate success. The teacher accepts responsibility for student success, but has limited strategies to draw upon. - Demonstrates some flexibility in modifying instruction based on student responses.	- The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. - Consistently demonstrates flexibility in modifying instruction to meet student needs.	- Throughout the lesson, students are highly engaged in intellectual learning, and make material contributions to the activities and in student groupings. Lessons are adapted as necessary to meet the needs of individuals, and the structure and pacing allow for student reflection and closure. - The teacher actively builds on the knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

Domains & Indicators	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instructional Delivery and Facilitation				
C.5 Relates and integrates the subject matter with other disciplines and life experiences.	- Lesson plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content or the instructional practices specific to that discipline. - Demonstrates little or no knowledge of students' background, cultures, skills, language proficiency, interests and/or special needs and does not seek such understanding. - Activities, assignments, materials and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. Lessons have no structure or are poorly paced.	- Lesson plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them and the instructional practices specific to that discipline. - Demonstrates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for the class as a whole. - Activities, assignments, materials and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. Lessons have a recognizable structure, but that structure is not fully maintained.	- Lesson plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts and the instructional practices specific to that discipline. - Actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for groups of students. - Activities, assignments, materials and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. Lesson structure is coherent with an appropriate pace.	- Lesson plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on the knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. - The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests and/or special needs from a variety of sources, and attains this knowledge for individual students. - Throughout the lesson students are highly engaged in significant learning and make material contributions to the activities and in student groupings. - Lessons are adapted as necessary to the meet individual needs, and the structure and pacing allow for student reflection and closure.

Domains & Indicators	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instructional Delivery and Facilitation				
C.6 Employs higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.	- Questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. - Teacher is unfamiliar with the technological resources to maximize student learning.	- Some questions elicit a thoughtful response, but most are low-level and posed in rapid succession. Attempts to engage all students in the discussion are only partially successful. - Utilizes technology in the classroom but with minimal understanding of how to integrate to enrich the learning experience.	- Questions elicit a thoughtful response and sufficient time is provided for students to answer. All students participate in the discussion with the teacher stepping aside when appropriate. - Integrates technology in the curriculum to enhance learning.	- Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. - Integrates technology in the curriculum to maximize the learning experience, engage learners and introduce them to the limitless possibilities of rich and robust content to develop skills for the 21st Century.



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of PUBLIC CHARTER SCHOOLS

"Florida's Charter Support Organization Since 1999"

Domains & Indicators	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
D. Assessment				
D.1 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.	- Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work. - There is no evidence that data is used as a diagnostic tool to determine the effectiveness of instruction.	- Assessment is occasionally used in instruction through some monitoring of learning progress by the teacher or students. Student feedback is inconsistent, and students are aware of only some of the assessment criteria used to evaluate their work. - There is only minimal evidence that data is used as a diagnostic tool and to determine the effectiveness of instruction.	- Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher or students and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. - Utilizes multiple assessments to determine individual students' strengths and weaknesses; uses the information to drive instruction.	- Consistently maintains and uses multiple ongoing informal and formal assessments to monitor the learning process and diagnose individual student needs. - Maintains and uses data to reflect and move beyond grading to modify instructional practices and materials to enhance the learning of all students.
D.2 Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.	- Lacks knowledge in the appropriate selection of assessments based on students' varying development stages. - Seldom collects data prior to instruction.	- Uses limited types of assessments without consideration for students' different needs. - Collects summative data and some informal data prior to instruction.	- Uses a variety of constructed responses, performance tasks or questioning strategies with appropriate feedback provided to the students. - The assessment plan provides a sufficient body of evidence about students that is valid, credible information. - Collects data on student learning prior to instruction.	- Utilizes a variety of constructed response, performance tasks or questioning strategies with frequent and specific feedback provided to students. - Assessment plan provides a sufficient body of evidence about the students' growth that is valid, credible information from which generalizations about student growth can be made. - Collects multiple types of student data prior to instruction.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
D. Assessment				
D.3 Uses a variety of assessment tools to monitor student progress, achievement and learning gains.	Plans for monitoring student progress through assessments contain no clear criteria or standards, are poorly aligned with the instructional outcomes, or are inappropriate for many students. The results of assessments have minimal impact on the design of future instruction.	Plans for monitoring student progress through assessments are partially aligned with the instructional outcomes, and are not appropriate for all students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	Plans for monitoring student progress through assessment are aligned with instructional outcomes, use clear criteria, and are appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	Plans for monitoring student progress through assessments that are fully aligned with instructional outcomes. Teacher uses clear criteria and standards that show evidence of student learning. Assessment methodologies are adapted for individual students, and the teacher uses results to plan future instruction for individual students.
D.4 Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	The teacher has not demonstrated that assessments and testing conditions will be adjusted to address the individual needs of students at varying levels.	- The teacher demonstrates a minimal understanding of assessment modifications and testing accommodations for varying levels of learners. - Modifications and accommodations are not sufficient to meet the needs of all students.	- The teacher promotes the successful learning of all students, making assessment modifications based on varying levels of knowledge and understanding. - Modifications and accommodations are sufficient to meet the needs of the group.	- The teacher seizes an opportunity to assess student progress with a range of assessments that can be modified to address varying levels of knowledge and learning styles. - Modifications and accommodations meet the needs of all individual students.